

Guilford County Schools / PACE Schools Project

Appendix II:\*

**Assurances and Signatures**

**Record of State, Mayoral Comment Compliance**

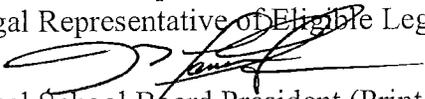
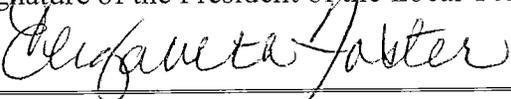
**Letters of Support**

\*Race to the Top-District program officers confirmed that scanned letters could be placed in a separate, non-searchable file in a Department of Education webinar on Tuesday, October 16, 2012

Guilford County Schools / PACE Schools Project

**Assurances and Signatures**

**IV. APPLICATION ASSURANCES  
(CFDA No. 84.416)**

Legal Name of Applicant <sup>2</sup> : Guilford County Schools	Applicant's NCES District ID <sup>3</sup> : 3701920
Applicant's Mailing Address: 712 N. Eugene St., Greensboro, NC 27401	
Employer Identification Number: 566000522	Organizational DUNS Number: 125569277
Race to the Top – District Contact Name: (Single point of contact for communication) Dr. Terrence Young	Contact Position and Office: Chief Information Officer, RTT-D Project Manager
Contact Telephone: (336) 370-2308	Contact E-mail Address: youngt@gcsnc.com
<p>Required applicant Signatures:</p> <ul style="list-style-type: none"> <li>• To the best of my knowledge and belief, all of the information and data in this application are true and correct.</li> <li>• I further certify that I have read the application, am fully committed to it, and will support its implementation.</li> <li>• I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)</li> </ul>	
<p>Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): <i>Maurice O. Green</i></p> <p>Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: </p> <p>Local School Board President (Printed Name): <i>Alan W. Duncan</i></p> <p>Signature of Local School Board President: <i>Alan W. Duncan</i></p> <p>President of the Local Teacher's Union or Association, if applicable (Printed Name): <i>Elizabeth Foster</i></p> <p>Signature of the President of the Local Teacher's Union or Association: </p>	<p>Telephone: <i>336.370.8992</i></p> <p>Date: <i>10/25/12</i></p> <p>Telephone: <i>336.375.5315</i></p> <p>Date: <i>10/25/2012</i></p> <p>Telephone: <i>336 6131<sup>012</sup> 299-9601</i></p> <p>Date: <i>10/25/2012</i></p>

<sup>2</sup> Individual LEA, Lead LEA for the consortium, or eligible legal entity

<sup>3</sup> Consortium applicants must provide the NCES District ID for each LEA in the consortium, on a separate page and include in the Appendix. Applicants may obtain their NCES District ID at <http://nces.ed.gov/ccd/districtsearch>.

## V. PROGRAM-SPECIFIC ASSURANCES FOR INDIVIDUAL LEA APPLICANTS

Individual LEA applicants must complete the forms in this part. For consortia applicants, the Lead LEA or representative of the eligible legal entity must complete the forms in Part VI.

### ABSOLUTE PRIORITIES – INDIVIDUAL LEA APPLICANT

#### Absolute Priority 1

An applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.

#### Absolute Priorities 2 through 5

Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below.

**Absolute Priority 2: Non-Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition

**Absolute Priority 3: Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

**Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

**Absolute Priority 5: Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

*NOTE: Race to the Top Phase 1, 2, and 3 States are: Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia.*

**BUDGET REQUIREMENT – INDIVIDUAL LEA APPLICANT**

By completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the competition.

The number of participating students is 16,866, based on 2012-13 enrollment. The total Race to the Top – District grant funds requested is \$ 30,000,000.00, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

\$5-10 million - 2 ,000-5,000 participating students

\$10-20 million - 5,001-10,000 participating students

\$20-30 million - 10,001-25,000 participating students

\$30-40 million - 25,001+ participating students

## ELIGIBILITY REQUIREMENTS – INDIVIDUAL LEA APPLICANT

By checking the applicable statement(s) below, the applicant assures that:

The applicant meets the definition of local educational agency (as defined in this notice).

The applicant is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

This application is the only Race to the Top – District application to which the applicant has signed on.

This application serves a minimum of 2,000 participating students (as defined in this notice).

At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA ***OR*** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that within 100 days of the grant award it will meet this standard.

The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that --

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);

(B) A principal evaluation system (as defined in this notice); and

(C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)

(A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

(B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

(A) An individual teacher identifier with a teacher-student match; and

(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

The application is signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

### APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

State comment period was met. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--

- The State's comments OR evidence that the State declined to comment
- The LEA's response (optional) to the State's comments

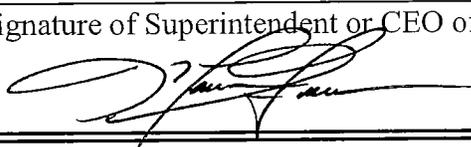
(The submitted comments, evidence, and responses are located in Appendix II, starting on page 449 of the proposal.)

Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its application package—

- The mayor or city or town administrator's comments OR, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses are located in Appendix II, starting on page 449 of the proposal.)

**SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V**

Superintendent or CEO of the LEA (Printed Name): <p>Maurice O. Green</p>	
Signature of Superintendent or CEO of the LEA: 	Date: <p>10/25/12</p>

## VII. OTHER ASSURANCES AND CERTIFICATIONS

### **Accountability, Transparency and Reporting Assurances**

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
  - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

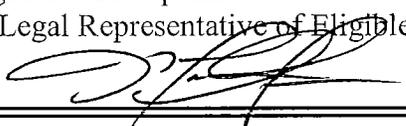
### **Other Assurances and Certifications**

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no 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 the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- All entities receiving funds under this grant will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

**SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII**

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): <i>Maurice O. Green</i>	
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: 	Date: <i>10/25/12</i>

**Race to the Top-District Record  
State and Mayoral Comment Compliance**

Date contact	Method	Date rec.	Municipality/State	Signed by
10/15	Phone, Email	10/25	State	RTT-State Director Adam Levinson
10/15	Phone, Email	10/24	Greensboro	Mayor Robbie Perkins
10/15	Phone, Email	10/25	High Point	Mayor Rebecca Smothers
10/16	Phone, Email	10/26	Gibsonville	Mayor Leonard Williams
10/16	Phone, Email	10/26	Jamestown	Town Manager Chuck Smith
10/16	Phone, Email	10/25	Oak Ridge	Mayor Ray Combs
10/16	Phone, Email	10/25	Pleasant Garden	Mayor Carla Strickland
10/16	Phone, Email	10/26	Sedalia	Mayor Howard Morgan
10/16	Phone, Email	10/26	Stokesdale	Mayor Randle Jones
10/16	Phone, Email	10/25	Summerfield	Mayor Mark Brown
10/16	Phone, email	10/25	Whitsett	Mayor Richard Fennell

On the following pages:

- State, municipalities' responses
- Emails to state, municipalities

Prepared by Lane Harvey Brown  
Director of Grants, Guilford County Schools

October 25, 2012

Dear Mr. Green:

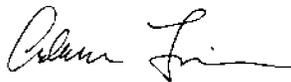
This letter certifies that you have met the US Department of Education's (USED) Race to the Top (RttT) District (-D) competition requirement that each applicant "must provide its state at least 10 business days to comment on the LEA's application" prior to submission to USED. We received your application on October 15, 2012.

This letter also offers, on behalf of the State Superintendent and the Chair of the State Board of Education, official state comments regarding your RttT-D application. As you know, in order to support all of our NC applicants equitably, our review and comments focus solely on whether an applicant's goals and planned activities align with the State's READY remodeling agenda and state-level RttT grant implementations.

We have reviewed your draft proposal and find that your goals and planned activities align strongly with the State's work. We applaud your ambition and creativity on behalf of the students of Guilford County Schools, and recommend to USED that they fund your application, so that you may proceed in implementing your plan to personalize education.

Thank you for all that you do to provide North Carolina's children with the excellent educational experience they deserve.

Sincerely,



Adam Levinson  
Director, NC Race to the Top Program  
NC Department of Public Instruction

Cc: June Atkinson, State Superintendent  
Bill Harrison, Chair, State Board of Education



October 24, 2012

Mr. Maurice "Mo" Green  
Superintendent  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, N.C. 27401

Dear Mr. Green:

I am pleased to support the enclosed proposal submitted by Guilford County Schools (GCS) to the Department of Education's Race to the Top-District grant program. GCS's proposed project, "Personalized Achievement Curriculum and Environment (PACE) Schools" will bring needed opportunities for our students to access 21<sup>st</sup> century technology and learning styles in the classroom that will help better prepare them to be successful members of our community.

As Mayor of Greensboro, I see successful students as successful drivers for our community's economy. As our traditional manufacturing industries have moved offshore, we have worked with our regional neighbors to attract high-tech employers in fields including advanced manufacturing, logistics and pharmaceuticals. These new employers are bringing great job opportunities for our students who graduate prepared for college and careers.

I am encouraged by the project proposed in this grant application because I see real opportunity to capture students' imagination and drive early and help them connect with the employment and educational opportunities in our city and state.

I look forward to supporting this effort and working with you to create stronger educational opportunities for the children of Guilford County. Best of luck with this effort!

Sincerely,

Robert V. Perkins  
Mayor



CITY OF HIGH POINT  
NORTH CAROLINA

REBECCA R. SMOTHERS  
MAYOR

October 25, 2012

Mr. Maurice "Mo" Green  
Superintendent  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, N.C. 27401

Dear Mr. Green:

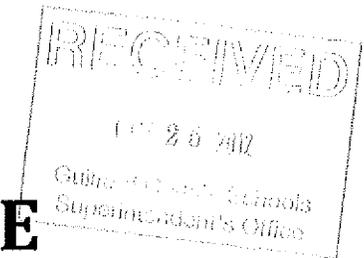
On behalf of the City of High Point, I would like to endorse the enclosed proposal submitted by Guilford County Schools (GCS) to the Department of Education's Race to the Top-District grant program. GCS's proposed project, "Personalized Achievement Curriculum and Environment (PACE) Schools" will help to create an environment that gives our middle school students even more of a chance to be successful in today's changing educational landscape.

The City of High Point has been a partner with Guilford County Schools for many years and has worked to enhance the educational experience for children in the community. The proposal aims to equip teachers to effectively implement a learning model designed and driven by each student's interests and abilities. Placing 21<sup>st</sup> century technology in the hands of students and teachers is another important component. Finally, the "anytime/anywhere" concept seeks to transform the student educational environment in a positive way.

This proposal has many merits that will help students in Guilford County Schools. We look forward to supporting this effort to create stronger educational opportunities for the children of Guilford County. Thank you for giving this proposal full consideration.

Sincerely,

Rebecca R. Smothers



# TOWN OF OAK RIDGE

8315 Linville Road, P.O. Box 374, Oak Ridge, NC 27310  
phone (336) 644-7009 fax (336) 644-7012  
www.oakridgenc.com

October 23, 2012

Maurice "Mo" Green, Superintendent  
Guilford County Schools  
712 N. Eugene Street  
Greensboro, NC 27401

Dear Mr. Green:

I understand Guilford County Schools plans to apply for the Department of Education's Race to the Top District grant. After perusing the grant package, I support the school system's Personalized Achievement Curriculum and Environment (PACE) Schools proposal.

If awarded, I understand the PACE Schools program would provide nearly \$30 million over a 4-year period and will help change the way middle school students in Guilford County learn. It would create reforms in the classroom by retraining teachers so that a learning model is created for each individual student. The grant would use technology and create a curriculum to motivate and excite young learners before they reach that all-important high school level.

While the citizens of Oak Ridge are fortunate to have schools that represent the upper echelon of schools in the county, we recognize that not all students are as fortunate. Our schools are top performers, in part, I believe because of involvement of parents who have seen the benefit of a good education. The awarding of this grant would change the way students at the middle school level have traditionally been taught and will help instill curiosity about their surroundings, thereby creating lifelong learners.

I believe this grant would be of benefit to many children in Guilford County. Guilford County Schools' tagline is "Striving. Achieving. Excelling." If this grant is awarded to Guilford County Schools, I believe it will help the district make that tagline a reality for all students.

Sincerely,

Ray Combs  
Mayor

**Mayor**  
Mark E. Brown

**Mayor Pro-Tem**  
Dena Barnes

**Council**  
Alicia Flowers  
Dianne Laughlin  
Elizabeth McClellan  
John W. Wray Jr.



**TOWN OF SUMMERFIELD**  
4117 Oak Ridge Road  
Summerfield, NC 27358

**Town Manager**  
K. Scott Whitaker

**Town Attorney**  
William Hill

**Town Clerk**  
Valarie Halvorsen

October 24, 2012

Mr. Maurice "Mo" Green  
Superintendent  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, NC 27401

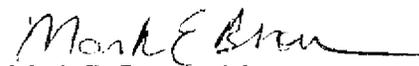
Dear Mr. Green

As Mayor of the Town of Summerfield, NC, I would like to endorse the enclosed proposal submitted by Guilford County Schools (GCS) to the Department of Education's Race to the Top-District grant program. I am pleased to see the initiative being taken by GCS to improve student engagement at the middle school level through the use of twenty-first century technologies, parent interaction, student-centered instruction, and professional development for teachers. On the whole, this program is a worthy pursuit that has the potential to improve learning both in and out of the classroom.

Since the Town of Summerfield was incorporated in 1996, Town officials have heavily supported the Guilford County School System by participating in many programs and interactions including twice participating in the School's Principal for a Day program. The Town has co-hosted many events with GCS and have most recently co-sponsored the inclusion of the Summerfield Elementary School "Rock Gym" in a successful inclusion onto the National Register of Historic Places.

This proposal has many merits that will help students in Guilford County Schools. I look forward to supporting this effort to create stronger educational opportunities for the children of Guilford County. Thank you for giving this proposal full consideration.

Sincerely,

  
Mark E. Brown, Mayor  
Town of Summerfield, NC



TOWN OF WHITSETT  
NORTH CAROLINA

October 24, 2012

Mr. Maurice Green  
Superintendent  
Guilford County Schools  
712 N. Eugene Street  
Greensboro, NC 27401

Dear Mr. Green:

On behalf of the Town of Whitsett, I would like to endorse the enclosed proposal submitted by Guilford County Schools (GCS) to the Department of Education's Race to the Top-District grant program. GCS's proposed project, "Personalized Achievement Curriculum and Environment (PACE) Schools" recognizes that there is no standard student; and, therefore, the notion of a standard curriculum is not only ineffective, but obsolete.

While there are no schools in the Town of Whitsett, there are students living in the Town of Whitsett who attend Guilford County schools. As education knows no boundaries, we fully endorse this proposal that will benefit the students who attend schools in Guilford County. We are also acutely aware of the far-reaching domino effect of education that will benefit many others for many years and in many places.

I see many strengths in this proposal: The implementation of a learning model that is driven by each student's interests and abilities, as well as a curriculum that is exciting and challenging to students brings Howard Gardner's "Multiple Intelligences" model to mind, as well as the "Flow" model by Csikszentmihalyi. Giving students opportunities to explore their individual interests, strengths, passion, and curiosity is a main ingredient for successful learning; and learning that does not stop at the schoolhouse door.

This proposal has many merits that will help students in Guilford County schools. We look forward to supporting this effort to create stronger educational opportunities for the children of Guilford County. Thank you for giving this proposal your full consideration.

Sincerely,

Richard A. Fennell  
Mayor, Town of Whitsett



**Town of Pleasant Garden**  
4920 Alliance Church Road  
PO Box 307  
Pleasant Garden, NC 27313

October 25, 2012

Mr. Maurice "Mo" Green  
Superintendent  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, N.C. 27401

Dear Mr. Green:

On behalf of the Town of Pleasant Garden, I would like to endorse the enclosed proposal submitted by Guilford County Schools (GCS) to the Department of Education's Race to the Top-District grant program. GCS's proposed project, "Personalized Achievement Curriculum and Environment (PACE) Schools" will allow teachers access to tools to effectively implement a learning model that is receptive to students on an individual level.

This proposal will provide improved educational opportunities for teachers and students by;

- Creating a curriculum that will excite and challenge students to meet the rigor of driving their own learning.
- Bring Guilford County Schools into the 21<sup>st</sup> century by placing technology in the hands of students and teachers in a 1:1 initiative that opens up new windows to learning.
- Reimagining the learning environment to spur students to become "anytime/anywhere" learners
- Reinventing organizational systems at the school, region, and central office level to support and grow this reform effort.

Since the Town of Pleasant Garden's inception in 1998, we have worked closely with the Guilford County School system. The local schools have participated in many Town events and we value the partnerships created with our schools.

This proposal has many merits that will help students in Guilford County Schools. The Town of Pleasant Garden fully supports this effort to create stronger educational opportunities for the children of Guilford County. Thank you for giving this proposal full consideration.

Sincerely,

Mayor Carla Strickland



OFFICE OF THE MAYOR

## TOWN OF GIBSONVILLE

129 WEST MAIN STREET

GIBSONVILLE, N. C. 27249

PHONE (336) 449-4144

October 24, 2012

Mr. Maurice "Mo" Green  
Superintendent  
Guilford County Schools  
712 N. Eugene Street  
Greensboro, N.C. 27401

Dear Mr. Green:

On behalf of the Town of Gibsonville, N.C., I am pleased to endorse the enclosed proposal submitted by the Guilford County Schools (GCS) to the Department of Education's Race to the Top-District grant program. GCS's proposed project, "Personalized Achievement Curriculum and Environment (Pace) Schools" will result in improved student learning and performance. This grant will help students, teachers and parents work together which will result in improved student grades and graduation rates.

The Town of Gibsonville works well with the Guilford County Schools. The Gibsonville Elementary School is in the City limits of Gibsonville. The High School and Middle School are located in Gibsonville's growth area. Our Police Department operates a strong Dare Program in conjunction with the school system.

The Town of Gibsonville was established in 1871. The Town has worked well with the Guilford County Community for many years. We will continue to provide strong support for the Guilford County Schools in the future.

This proposal has many attributes that will help students in the Guilford School System. We look forward to supporting this effort to create stronger educational opportunities for the children of Guilford. Thank you for giving this proposal full consideration.

Sincerely,

Leonard M. Williams, Mayor  
Town of Gibsonville, N. C.

October 26, 2012

Mr. Maurice Green  
Superintendent  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, N.C. 27401

Dear Mr. Green,

This letter is to acknowledge that Guilford County Schools offered the Town of Jamestown an opportunity to comment on the district's Race to the Top-District proposal. Thank you for sharing this information with us.

The PACE Schools Project outlined in the proposal application is one that we will follow with interest and wish the district the best in its submission.

Sincerely,



Chuck Smith, Town Manager



# Town of Sedalia

6121 Burlington Road • P.O. Box C • Sedalia, NC 27342 • (336) 449-1132 Office • (336) 449-1141 Fax

Date: October 25, 2012

Mr. Maurice "Mo" Green  
Superintendent  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, N.C. 27401

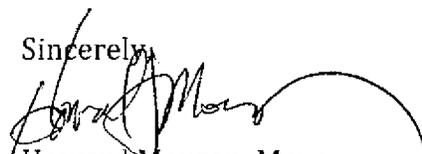
Dear Mr. Green,

On behalf of the Town of Sedalia, I would like to endorse the enclosed proposal submitted by Guilford County Schools (GCS) to the Department of Education's Race to the Top-District grant program. GCS's proposed project, "Personalized Achievement Curriculum and Environment (PACE) Schools" will overall be a great asset to helping our children be well prepared for college and to be able to move on to successful careers.

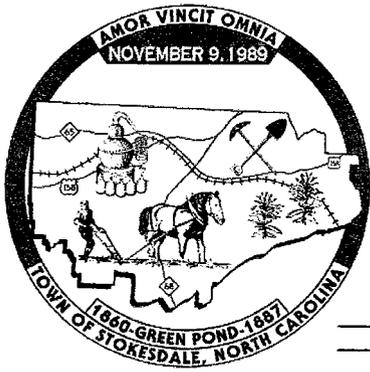
The Town of Sedalia has worked in the Guilford County community for approximately 12 years to push community involvement between civic leaders, students, parents and teachers. Sedalia has worked with Guilford County Schools to help promote better education by inviting teacher's and concerned parents to participate in a Town Hall meeting to hear you update us on the status of certain programs as well as hearing the goals that Guilford County Schools have set in place. In past years the town has also encouraged our residents to stay involved in school events, meetings, PTA and PTO programs, and have invited school staff and children to participate in community events held by the Town of Sedalia.

One of the key points that we see as a town is to insure a tight partnership with our educators, our families, and the community. Increasing hands on skills in technology, safety skills, challenging our advanced learners, and helping our kids with special needs, which have poor social and emotional behavior, are important areas that we all should strive to improve. This proposal has many merits that will help students in Guilford County Schools. We look forward to supporting this effort to create stronger educational opportunities and well balanced citizens in our communities for the children of Guilford County. Thank you for giving this proposal full consideration.

Sincerely,



Howard Morgan, Mayor



## Town of Stokesdale

8325 Angel Pardue Road  
P. O. Box 465  
STOKESDALE, NORTH CAROLINA 27357

Mayor Randle L. Jones  
Randy Braswell  
Frank Bruno  
Mickie Halbrook  
William N. Jones Jr.

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October 26, 2012

Mr. Maurice Green  
Superintendent  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, N.C. 27401

Dear Mr. Green,

This letter is to acknowledge that Guilford County Schools offered the Town of Stokesdale the opportunity to comment on the district's Race to the Top-District proposal. Thank you for sharing this information with us.

I support all appropriate measures to obtain the necessary funding needed for our school system to reach its goal. It is imperative that our students have every opportunity to obtain the necessary resources to reach the level of achievement necessary for them to be competitive in this day and age.

The PACE Schools Project outlined in the proposal application is one that we will follow with interest and wish the district the best in its submission.

Sincerely,

  
Randle L. Jones, Mayor

## Brown, Lane

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**From:** Brown, Lane  
**Sent:** Thursday, October 25, 2012 6:46 PM  
**To:** Brown, Lane  
**Subject:** FW: Guilford County Schools Executive Summary RTT-D Draft Grant and Draft Appendix  
**Attachments:** GCS RTTD Executive Summary Draft Grant and Draft Appendix.pdf

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**From:** Young, Terrence  
**Sent:** Monday, October 15, 2012 4:38 PM  
**To:** 'racetothetop@dpi.nc.gov'  
**Cc:** Philip Price ([Philip.Price@dpi.nc.gov](mailto:Philip.Price@dpi.nc.gov)); Angela Quick; Sarah McManus ([Sarah.McManus@dpi.nc.gov](mailto:Sarah.McManus@dpi.nc.gov))  
**Subject:** Guilford County Schools Executive Summary RTT-D Draft Grant and Draft Appendix

Greetings,

Attached is the Guilford County Schools all in one PDF;

1. Executive Summary RTT-D for DPI
2. RTT-D Draft Grant
3. RTT-D Draft Appendix

This is the ten days of feedback. While yes, DPI has ten days it would be most helpful for our process if feedback were received by Monday October 22, 2012.



**Terrence Young**  
Chief Information Officer  
Guilford County Schools  
120 Franklin Boulevard  
Greensboro, NC 27401  
336.370.2308 phone  
336.370.2320 fax  
[youngt@gcsnc.com](mailto:youngt@gcsnc.com)  
[www.gcsnc.com](http://www.gcsnc.com)

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## Brown, Lane

---

**From:** Brown, Lane  
**Sent:** Monday, October 15, 2012 4:17 PM  
**To:** 'robbie.perkins@greensboro-nc.gov'  
**Cc:** 'sharon.bell@greensboro-nc.gov'  
**Subject:** Guilford County Schools request please for your review of the district's Race to the Top application  
**Attachments:** GCS RTTD Application DRAFT Appendix.pdf; GCS RTTD DRAFT application narrative.pdf  
**Importance:** High

Good afternoon, Mayor Perkins,

I am writing today to follow up on a voice mail I left you – I am sorry I missed you! I would like to please seek your help on behalf of Guilford County Schools and our Race to the Top-District grant application.

As part of the Department of Education's review process, school districts are required to share a draft of their proposals with state and city officials to allow them the opportunity for review and comment. School districts are to share this information with a 10 business day window for city and state comment.

We are sending this to your office today in keeping with this review and comment period. I have attached draft copies of the following documents:

- GCS RTTD DRAFT application narrative
- GCS RTTD Application DRAFT appendix

We are seeking your feedback, please, by October 26, or earlier if you prefer. You are not required to comment; however, we would just need to please ask that if you waive the opportunity to comment, please send a reply from your office indicating your decision. This is a document we must include with our grant application.

We hope that you will have time to review the grant because we welcome and would greatly value your feedback. We hope that you will also elect to write a letter of support for this project that we can include with our application.

The Department of Education's Race to the Top-District competition is aiming at classroom-level reforms that create personalized learning for every child. Our proposal, "Personalized Achievement, Curriculum and Environment (PACE) Schools" is a \$29.9 million, 4-year request that seeks to transform teaching and learning at the middle school level. The proposal's main objectives include:

- Training teachers to effectively implement a learning model designed and driven by each student's interests and abilities
- Creating a curriculum that will excite and challenge students to meet the rigor of driving their own learning
- Placing 21<sup>st</sup> century technology in the hands of students and teachers in a 1:1 initiative that opens up new windows to learning
- Reimagining the learning environment to spur students to become "anytime/anywhere" learners
- Reinventing organizational systems at the school, region, and central office level to support and grow this reform effort

We are very excited to have the opportunity to propose this project through the Race to the Top grant program. It will give us an essential foothold from which to expand this transformation to all district schools.

I look forward to the opportunity to speak further about this with you. I hope that you will feel free to call me with any questions – I know that you are very busy and I appreciate your time and consideration of this request! Thank you.

With best regards,

Lane

**Lane Harvey Brown**

*Director of Grants*

Guilford County Schools

712 N. Eugene St.

Greensboro, N.C. 27401

*Office:* 336.370.2342

*Fax:* 336.574.3863

*Email:* [brownl2@gcsnc.com](mailto:brownl2@gcsnc.com)

*Website:* [www.gcsnc.com](http://www.gcsnc.com)

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## Brown, Lane

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**From:** Brown, Lane  
**Sent:** Monday, October 15, 2012 4:34 PM  
**To:** 'becky.smothers@highpointnc.gov'  
**Subject:** Guilford County Schools proposal review request for the Race to the Top-District grant competition  
**Attachments:** GCS RTTD Application DRAFT Appendix.pdf; GCS RTTD DRAFT application narrative.pdf  
**Importance:** High

Good afternoon, Mayor Smothers,

I am writing today to follow up on a voice mail I left you – I am sorry I missed you! I would like to please seek your help on behalf of Guilford County Schools and our Race to the Top-District grant application.

As part of the Department of Education's review process, school districts are required to share a draft of their proposals with state and city officials to allow them the opportunity for review and comment. School districts are to share this information with a 10 business day window for city and state comment.

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We hope that you will have time to review the grant because we welcome and would greatly value your feedback. We hope that you will also elect to write a letter of support for this project that we can include with our application. I am happy to send a draft of a letter for your review and editing if you like; just let me know!

The Department of Education's Race to the Top-District competition is aiming at classroom-level reforms that create personalized learning for every child. Our proposal, "Personalized Achievement, Curriculum and Environment (PACE) Schools" is a \$29.9 million, 4-year request that seeks to transform teaching and learning at the middle school level. The proposal's main objectives include:

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I look forward to the opportunity to speak further about this with you. I hope that you will feel free to call me with any questions – I know that you are very busy and I appreciate your time and consideration of this request! Thank you.

With best regards,

Lane

**Lane Harvey Brown**

*Director of Grants*

Guilford County Schools

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*Website:* [www.gcsnc.com](http://www.gcsnc.com)

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## Brown, Lane

---

**From:** Brown, Lane  
**Sent:** Tuesday, October 16, 2012 3:47 PM  
**To:** (b)(6)  
**Subject:** FW: Guilford County Schools request please for your review of the district's Race to the Top application  
**Attachments:** GCS RTTD Application DRAFT Appendix.pdf; GCS RTTD DRAFT application narrative.pdf; LOS format.docx  
**Importance:** High

Good afternoon, Mayor Williams,

I am writing today to please seek your help on behalf of Guilford County Schools and our Race to the Top-District grant application.

As part of the Department of Education's review process, school districts are required to share a draft of their proposals with state and city officials to allow them the opportunity for review and comment. School districts are to share this information with a 10 business day window for city and state comment.

We are sending this to your office today in keeping with this review and comment period. I have attached draft copies of the following documents:

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We hope that you will have time to review the grant because we welcome and would greatly value your feedback. We hope that you will also elect to write a letter of support for this project that we can include with our application. I have attached a form for Letters of Support that you are welcome to review and edit if it's helpful

The Department of Education's Race to the Top-District competition is aiming at classroom-level reforms that create personalized learning for every child. Our proposal, "Personalized Achievement, Curriculum and Environment (PACE) Schools" is a \$29.9 million, 4-year request that seeks to transform teaching and learning at the middle school level. The proposal's main objectives include:

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With best regards,

Lane

**Lane Harvey Brown**

*Director of Grants*

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*Website:* [www.gcsnc.com](http://www.gcsnc.com)

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## Brown, Lane

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**From:** Brown, Lane  
**Sent:** Tuesday, October 16, 2012 3:43 PM  
**To:** 'kvolz@jamestown-nc.gov'  
**Subject:** FW: Guilford County Schools request please for your review of the district's Race to the Top application  
**Attachments:** GCS RTTD Application DRAFT Appendix.pdf; GCS RTTD DRAFT application narrative.pdf; LOS format.docx  
**Importance:** High

Good afternoon, Mayor Volz,

I am writing today to please seek your help on behalf of Guilford County Schools and our Race to the Top-District grant application.

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I look forward to the opportunity to speak further about this with you. I hope that you will feel free to call me with any questions – I know that you are very busy and I appreciate your time and consideration of this request! Thank you.

With best regards,

Lane

**Lane Harvey Brown**

*Director of Grants*

Guilford County Schools

712 N. Eugene St.

Greensboro, N.C. 27401

*Office:* 336.370.2342

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*Website:* [www.gcsnc.com](http://www.gcsnc.com)

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## Brown, Lane

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**To:** (b)(6)  
**Subject:** FW: Guilford County Schools request please for your review of the district's Race to the Top application  
**Attachments:** GCS RTTD Application DRAFT Appendix.pdf; GCS RTTD DRAFT application narrative.pdf; LOS format.docx  
**Importance:** High

Good afternoon, Mayor Combs,

I am writing today to please seek your help on behalf of Guilford County Schools and our Race to the Top-District grant application.

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With best regards,

Lane

**Lane Harvey Brown**

*Director of Grants*

Guilford County Schools

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Greensboro, N.C. 27401

*Office: 336.370.2342*

*Fax: 336.574.3863*

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*Website: [www.gcsnc.com](http://www.gcsnc.com)*

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## Brown, Lane

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**From:** Brown, Lane  
**Sent:** Tuesday, October 16, 2012 3:42 PM  
**To:** 'carlastrickland@pleasantgarden.net'  
**Subject:** FW: Guilford County Schools request please for your review of the district's Race to the Top application  
**Attachments:** GCS RTTD Application DRAFT Appendix.pdf; GCS RTTD DRAFT application narrative.pdf; LOS format.docx  
**Importance:** High

Good afternoon, Mayor Strickland,

I am writing today to please seek your help on behalf of Guilford County Schools and our Race to the Top-District grant application.

As part of the Department of Education's review process, school districts are required to share a draft of their proposals with state and city officials to allow them the opportunity for review and comment. School districts are to share this information with a 10 business day window for city and state comment.

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- GCS RTTD Application DRAFT appendix

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The Department of Education's Race to the Top-District competition is aiming at classroom-level reforms that create personalized learning for every child. Our proposal, "Personalized Achievement, Curriculum and Environment (PACE) Schools" is a \$29.9 million, 4-year request that seeks to transform teaching and learning at the middle school level. The proposal's main objectives include:

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I look forward to the opportunity to speak further about this with you. I hope that you will feel free to call me with any questions – I know that you are very busy and I appreciate your time and consideration of this request! Thank you.

With best regards,

Lane

**Lane Harvey Brown**

*Director of Grants*

Guilford County Schools

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Greensboro, N.C. 27401

*Office:* 336.370.2342

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*Website:* [www.gcsnc.com](http://www.gcsnc.com)

**Guilford County Schools: Striving. Achieving. Excelling.**

## Brown, Lane

---

**From:** Brown, Lane  
**Sent:** Tuesday, October 16, 2012 3:37 PM  
**To:** (b)(6)  
**Subject:** FW: Guilford County Schools request please for your review of the district's Race to the Top application  
**Attachments:** GCS RTTD Application DRAFT Appendix.pdf; GCS RTTD DRAFT application narrative.pdf; LOS format.docx  
**Importance:** High

Mayor Morgan, my apologies, the comments would be due on October 29. I have amended that below!

### Lane Harvey Brown

*Director of Grants*  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, N.C. 27401  
*Office:* 336.370.2342  
*Fax:* 336.574.3863  
*Email:* [brownl2@gcsnc.com](mailto:brownl2@gcsnc.com)  
*Website:* [www.gcsnc.com](http://www.gcsnc.com)

**Guilford County Schools: Striving. Achieving. Excelling.**

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**From:** Brown, Lane  
**Sent:** Tuesday, October 16, 2012 3:36 PM  
**To:** (b)(6)  
**Subject:** FW: Guilford County Schools request please for your review of the district's Race to the Top application  
**Importance:** High

Good afternoon, Mayor Morgan,

I am writing today to please seek your help on behalf of Guilford County Schools and our Race to the Top-District grant application.

As part of the Department of Education's review process, school districts are required to share a draft of their proposals with state and city officials to allow them the opportunity for review and comment. School districts are to share this information with a 10 business day window for city and state comment.

We are sending this to your office today in keeping with this review and comment period. I have attached draft copies of the following documents:

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With best regards,

Lane

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*Director of Grants*

Guilford County Schools

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*Website:* [www.gcsnc.com](http://www.gcsnc.com)

**Guilford County Schools: Striving. Achieving. Excelling.**

## Brown, Lane

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**To:** rjones@stokesdale.org  
**Subject:** FW: Guilford County Schools request please for your review of the district's Race to the Top application  
**Attachments:** GCS RTTD Application DRAFT Appendix.pdf; GCS RTTD DRAFT application narrative.pdf; LOS format.docx  
**Importance:** High

Good afternoon, Mayor Jones,

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With best regards,

Lane

**Lane Harvey Brown**

*Director of Grants*

Guilford County Schools

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*Office:* 336.370.2342

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**Guilford County Schools: Striving. Achieving. Excelling.**

## Brown, Lane

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**From:** Brown, Lane  
**Sent:** Tuesday, October 16, 2012 3:37 PM  
**To:** (b) (6)  
**Subject:** FW: Guilford County Schools request please for your review of the district's Race to the Top application  
**Attachments:** GCS RTTD Application DRAFT Appendix.pdf; GCS RTTD DRAFT application narrative.pdf; LOS format.docx  
**Importance:** High

Good afternoon, Mayor Brown,

I am writing today to please seek your help on behalf of Guilford County Schools and our Race to the Top-District grant application.

As part of the Department of Education's review process, school districts are required to share a draft of their proposals with state and city officials to allow them the opportunity for review and comment. School districts are to share this information with a 10 business day window for city and state comment.

We are sending this to your office today in keeping with this review and comment period. I have attached draft copies of the following documents:

- GCS RTTD DRAFT application narrative
- GCS RTTD Application DRAFT appendix

We are seeking your feedback, please, by October 29, or earlier if you prefer. You are not required to comment; however, we would just need to please ask that if you waive the opportunity to comment, please send a reply from your office indicating your decision. This is a document we must include with our grant application.

We hope that you will have time to review the grant because we welcome and would greatly value your feedback. We hope that you will also elect to write a letter of support for this project that we can include with our application. I have attached a form for Letters of Support that you are welcome to review and edit if it's helpful!

The Department of Education's Race to the Top-District competition is aiming at classroom-level reforms that create personalized learning for every child. Our proposal, "Personalized Achievement, Curriculum and Environment (PACE) Schools" is a \$29.9 million, 4-year request that seeks to transform teaching and learning at the middle school level. The proposal's main objectives include:

- Training teachers to effectively implement a learning model designed and driven by each student's interests and abilities
- Creating a curriculum that will excite and challenge students to meet the rigor of driving their own learning
- Placing 21<sup>st</sup> century technology in the hands of students and teachers in a 1:1 initiative that opens up new windows to learning
- Reimagining the learning environment to spur students to become "anytime/anywhere" learners
- Reinventing organizational systems at the school, region, and central office level to support and grow this reform effort

We are very excited to have the opportunity to propose this project through the Race to the Top grant program. It will give us an essential foothold from which to expand this transformation to all district schools.

I look forward to the opportunity to speak further about this with you. I hope that you will feel free to call me with any questions – I know that you are very busy and I appreciate your time and consideration of this request! Thank you.

With best regards,

Lane

**Lane Harvey Brown**

*Director of Grants*

Guilford County Schools

712 N. Eugene St.

Greensboro, N.C. 27401

*Office:* 336.370.2342

*Fax:* 336.574.3863

*Email:* [brownl2@gcsnc.com](mailto:brownl2@gcsnc.com)

*Website:* [www.gcsnc.com](http://www.gcsnc.com)

**Guilford County Schools: Striving. Achieving. Excelling.**

## Brown, Lane

---

**From:** Brown, Lane  
**Sent:** Tuesday, October 16, 2012 3:44 PM  
**To:** 'rdkfennell@skybest.com'  
**Subject:** FW: Guilford County Schools request please for your review of the district's Race to the Top application  
**Attachments:** GCS RTTD Application DRAFT Appendix.pdf; GCS RTTD DRAFT application narrative.pdf; LOS format.docx  
**Importance:** High

Good afternoon, Mayor Fennell,

I am writing today to please seek your help on behalf of Guilford County Schools and our Race to the Top-District grant application.

As part of the Department of Education's review process, school districts are required to share a draft of their proposals with state and city officials to allow them the opportunity for review and comment. School districts are to share this information with a 10 business day window for city and state comment.

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- GCS RTTD Application DRAFT appendix

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The Department of Education's Race to the Top-District competition is aiming at classroom-level reforms that create personalized learning for every child. Our proposal, "Personalized Achievement, Curriculum and Environment (PACE) Schools" is a \$29.9 million, 4-year request that seeks to transform teaching and learning at the middle school level. The proposal's main objectives include:

- Training teachers to effectively implement a learning model designed and driven by each student's interests and abilities
- Creating a curriculum that will excite and challenge students to meet the rigor of driving their own learning
- Placing 21<sup>st</sup> century technology in the hands of students and teachers in a 1:1 initiative that opens up new windows to learning
- Reimagining the learning environment to spur students to become "anytime/anywhere" learners
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I look forward to the opportunity to speak further about this with you. I hope that you will feel free to call me with any questions – I know that you are very busy and I appreciate your time and consideration of this request! Thank you.

With best regards,

Lane

**Lane Harvey Brown**

*Director of Grants*

Guilford County Schools

712 N. Eugene St.

Greensboro, N.C. 27401

*Office:* 336.370.2342

*Fax:* 336.574.3863

*Email:* [brownl2@gcsnc.com](mailto:brownl2@gcsnc.com)

*Website:* [www.gcsnc.com](http://www.gcsnc.com)

**Guilford County Schools: Striving. Achieving. Excelling.**

Guilford County Schools / PACE Schools Project

**Letters of Support**

## United States Senate

WASHINGTON, DC 20510

October 16, 2012

Secretary Arne Duncan  
U.S. Department of Education,  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary Duncan:

It has recently come to my attention that Guilford County Schools (GCS) will be submitting to your office an application for funding through the Race to the Top District Grant program.

I understand that GCS proposes to implement a 4-year project to create Personalized Learning Environments in all GCS middle schools. GCS has developed a model, entitled, "*PACE: Personalized Achievement Curriculum and Environments*" to accomplish goals and measurable objectives.

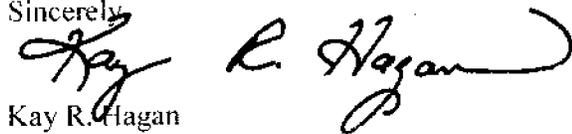
GCS will use technology for both the learner and the teacher to reach the PACE goals. GCS will use a mobile device that enables students and teachers the access to organize their day, their content, and their approach to teaching and learning. The vision is a mobile device that delivers in one place, in one system, a digital learning ecosystem, tied seamlessly to the Common Core State Standards. It is constantly guided by real-time analytical insights into student performance and progress, available to every student inside and outside of the classroom.

GCS classroom teachers will participate in the new transformed learning ecosystem by employing the tools and the robust features of the Shared Learning Collaborative and the Instructional Improvement System (IIS).

The Race to the Top District Grant for GCS is aligned to North Carolina Department of Public Instruction's efforts to create the Instructional Improvement System, transform learning, and produce students who are College and Career Ready. The GCS PACE model for personalized learning will use the resources of the IIS for teachers and students to realize the very ambitious goal of equitable education for all learners embracing modern technologies for personalized education.

With this in mind, I encourage the full and fair consideration of the Guilford County Schools proposal as expeditiously as possible, consistent with your statutory and regulatory guidelines. Should you have any questions or concerns, please contact Chris Sgro of my staff at (336) 333-5311, extension 27.

Sincerely,



Kay R. Hagan  
United States Senator



# Guilford County Schools

October 25, 2012

Guilford County  
Board of Education

Alan W. Duncan  
*Chairman*

To Whom It May Concern:

Amos L. Quick, III  
*Vice Chairman*

At Guilford County Schools (GCS), we take pride in making smart, strategic investments to benefit the more than 72,500 students we serve. We also take pride in serving as a national leader in the middle and early college movement, and in recognizing that one size does not fit all when it comes to student learning.

Sandra Alexander  
Jeff Belton  
Kris B. Cooke  
Paul A. Daniels  
J. Carlvena Foster  
Darlene Garrett  
Deena A. Hayes  
Ed Price  
Nancy R. Routh

GCS' Race to the Top District grant continues this tradition by focusing community input, extensive planning, and critically needed resources on more personalized approaches to learning at the middle school level. Our proposal is aligned with our strategic plan vision, goals and objectives, and builds on the state's \$9.9 million RttT investment in GCS, which has enabled us to expand our wireless infrastructure to include more schools district-wide.

Maurice O. Green  
*Secretary*

The proposal also addresses a critical time in our students' lives, one in which future college and career aspirations are often derailed as expectations rise, social pressures increase, and students transition from elementary to middle school. The proposal also builds on the academic success we have had with at-risk students at Montlieu Academy of Technology, which has served as prototype school for personalized learning and one-to-one computer access.

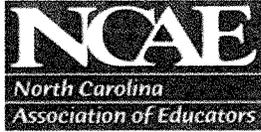
As a school district that mirrors the diversity of America more than most, we have students who hail from more than 174 countries and speak more than 144 different native languages. We are a minority majority school system, and our student poverty rate has increased significantly in recent years and now exceeds 57 percent. Given that GCS has had to cut or redirect \$66 million from its budget during the past five years in order to keep hard-working teachers employed in the classroom, the \$30 million RttT District grant, if awarded, would represent a significant and important investment in our County and in our children's futures.

Sincerely,

Alan W. Duncan  
Chairman, Board of Education

**STRIVING. ACHIEVING. EXCELLING.**

712 North Eugene Street Greensboro, NC 27401 P 336.370.8100



700 South Salisbury Street  
P.O. Box 27347  
Raleigh, NC 27611-7347  
(919) 832-3000 • 1-800-662-7924  
[www.ncae.org](http://www.ncae.org)

**President**

Rodney Ellis Sr.

**Vice President**

Mark D. Jewell

**Executive Director**

Scott Anderson

**Associate**

**Executive Director**

Joyce E. Jarrett

Mr. Maurice "Mo" Green  
Superintendent  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, N.C. 27401

Dear Mr. Green:

On behalf of North Carolina Association of Educators (NCAE), it is my pleasure to support the enclosed proposal submitted by Guilford County Schools (GCS) to the Department of Education's Race to the Top-District grant program. GCS's proposed project, "Personalized Achievement Curriculum and Environment (PACE) Schools" will target comprehensive middle school reform for nearly 17,000 students and 1,400 educators. GCS is a known national leader in innovation and instructional opportunity for all students. The district has taken aggressive approaches to turning around low performing schools by providing resources to increase student achievement, decrease the achievement gap among subgroups and increase graduation rates.

NCAE, representing 65,000 educators in North Carolina, has a long history of partnership with GCS. Though North Carolina is a right-to-work, non-bargaining state, GCS has consistently included local representation of NCAE in all policy decisions and stakeholder meetings. This collaboration has fostered positive partnerships for identifying strategies that help to strengthen the skills and competencies that students need to effectively compete in a global economy. NCAE members feel that they have vested interest in GCS initiatives because of their valued roles as educational leaders.

Moving forward, NCAE continues to embrace the need for change with the current RTTT-D grant application. The PACE initiative will provide valuable resources to transform teaching and learning at the middle school level. Instruction and curriculum will be responsive to students' learning styles and interests. In addition, technology will be enhanced to provide robust and mobile learning opportunities. Professional development will also be enhanced in order to provide teachers with learning models designed to meet each student's interests and abilities.

NCAE recognizes that GCS has a tremendous track record of instructional reform. I am thrilled to lend my support for this innovative proposal that seeks to transition GCS middle schools to comprehensive reform. Please feel free to contact me should you have any questions.

Sincerely,

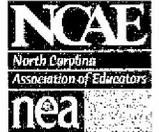
Mark Jewell

NCAE Vice President



**Guilford County  
Association of Educators**

Elizabeth Foster, *President*    fostere2@gcsnc.com    3401-B West Wendover Avenue, Greensboro, NC 27407  
Phone 336-299-9601    Fax 336-299-6132    www.gcae4me.org



10/23/2012

Mr. Maurice "Mo" Green  
Superintendent  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, N.C. 27401

Dear Mr. Green:

On behalf of Guilford County Association of Educators, I would like to endorse the enclosed proposal submitted by Guilford County Schools (GCS) to the Department of Education's Race to the Top-District grant program. GCS's proposed project, "Personalized Achievement Curriculum and Environment (PACE) Schools" will provide an individualized learning model which includes college and career ready curriculum and utilizes 21st century technology for nearly 17,000 students.

The Guilford County Association of Educators (GCAE) is the largest employee professional organization in Guilford County. GCAE works closely with GCS to advocate for excellent working and learning conditions through positive open dialogue and commitment to collaboration. GCAE ensures educator input on every level and throughout decision making in regard to GCS projects and initiatives.

Guilford County Association of Educators supports the PACE proposal to extend practical data-based reform to improve student learning outcomes. The key to true education reform is the use of data to drive instruction in addition to providing adequate resources to both student and educator. The delivery of targeted professional development, unencumbered planning time, and use of systems that are sustainable are all attractive key points to this proposal. With continued collaboration between GCS and GCAE the proposal is an exciting project for Guilford County's middle school students.

This proposal has many merits that will help students in Guilford County Schools. We look forward to supporting this effort to create stronger educational opportunities for the children of Guilford County. Thank you for giving this proposal full consideration.

Sincerely,

Elizabeth Foster  
President, Guilford County Association of Educators  
3401-B W. Wendover Ave.  
Greensboro, NC 27407  
336-299-9601



# WEAVER FOUNDATION

October 25, 2012

Mr. Maurice "Mo" Green  
Superintendent  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, N.C. 27401

Dear Mr. Green:

I am writing in support of the Guilford County Schools (GCS) proposal for support from the Department of Education's *Race to the Top-District grant program*. Your proposed project, *Personalized Achievement Curriculum and Environment (PACE) Schools* is extremely important through its focus on middle school transformation. We have learned over the years, through our grant programs and active work in education that the middle school years are absolutely critical both socially and academically for students. The middle school years are a time for students to work out peer relationships; learn to interact with their families and others in more mature ways; and, to begin developing plans for their future academic and employment careers.

The Weaver Foundation has, since its founding in 1967, had a commitment to the success of public education. "Plan A" must be assuring that the Guilford County Schools are successful in preparing its 73,000 students. Frankly, there is no "Plan B." We have worked with GCS leadership over the years, through significant grant programs such as the First Year Principal Leadership Development Program and the Cumulative Effect Mathematics Program in ten designated high schools. Beyond grants, our support for the Guilford Education Alliance and its work to build community and corporate support for GCS as well as our leadership in AchieveGuilford to create collective impact on student success all point to our commitment. The leadership of you and your team, and your deep interest in community involvement, has created confidence and an understanding in the community that educational success is an effort that requires all of us.

The focus of the program on middle school is particularly exciting and appropriate. There is, perhaps, no other point in the school career where student maturation levels vary among individual students as much as in middle school. An individualized approach to student education along with teacher training and curricular change will supplement previous initiatives that focused on high school, elementary, and professional staff development.

I will be pleased to visit with your proposal reviewers and/or to answer any questions they may have. Best wishes.

Sincerely,

Richard "Skip" Moore  
President

A FAMILY FOUNDATION AFFILIATED WITH WEAVER INVESTMENT COMPANY

324 W. WENDOVER AVE. GREENSBORO, NC 27408 • P.O. BOX 26040 GREENSBORO, NC 27420-6040 • PHONE: (336) 378-7910 • FAX: (336) 275-9602

WWW.WEAVERFOUNDATION.COM



October 25, 2012

Mr. Maurice "Mo" Green  
Superintendent  
Guilford County Schools  
712 North Eugene Street  
Greensboro, N.C. 27401

Dear Mr. Green:

On behalf of Action Greensboro, I would like to endorse the Guilford County Schools proposal to the US Department of Education's Race to the Top-District grant program. We believe the proposed project, "Personalized Achievement Curriculum and Environment (PACE) Schools," will encourage the independent, life-long learning required for the nimble workforce that Greensboro must have to compete in a global economy.

Action Greensboro is proud to have worked in partnership with the Guilford County Schools system since our inception in 2001 through our Businesses for Excellence in Education program, giving annual cash rewards to the 16 most improved schools and a new car to a graduating student who has passed AP and IB courses and to a student with a high number of service learning/volunteer hours. In addition, our program has paid two-thirds of the tuition for Guilford County Schools administrators and teachers seeking their doctorate at UNC-G.

Most recently Action Greensboro has led efforts to establish a STEM early college on the NC A&T State University campus by raising \$1 million in private funds and to establish a health and life sciences middle college on the campus of UNC-G with \$300,000 in private funds.

Decreasing the number of students dropping out of school, coupled with increasing college graduates and career-ready individuals, will allow Guilford County to move its economy from reliance on low-skilled textile manufacturing jobs to the advanced manufacturing and knowledge jobs of a 21<sup>st</sup> Century global economy.

We believe this proposal is excellent and will create stronger educational opportunities for the children of Guilford County. We look forward to being a partner in the Personalized Achievement Curriculum and Environment Schools program. Thank you for giving this proposal full consideration.

Sincerely,

April R. Harris  
Executive Director



October 25, 2012

Mr. Maurice "Mo" Green  
Superintendent  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, N.C. 27401

Dear Mr. Green:

Guilford Education Alliance wholeheartedly endorses the enclosed proposal submitted by Guilford County Schools (GCS) to the Department of Education's Race to the Top-District grant program. GCS's proposed project, "Personalized Achievement Curriculum and Environment (PACE) Schools" will provide opportunity for our middle school students to receive a personalized rigorous education preparing them for career and/or college, taught by teachers who have been trained to utilize mobile learning devices that enhance students' success reaching the Goals of the Common Core Curriculum.

Guilford Education Alliance is a county wide non-profit organization whose mission is to make support of quality public education the TOP priority for residents in Guilford County. We partner with Guilford County Schools to enhance connections to the business community for students' and teachers' learning experiences, sponsor opportunities for teachers and students to showcase their talents, and host an annual Education Summit providing opportunity for educators, business and elected leaders, parents and community to join together in a mutually shared experience focused on ways we can support our schools.

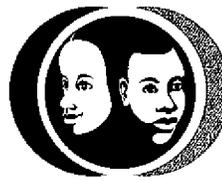
With strong community support, Guilford County Schools has been successful in improving the academic experience of our elementary students and with our high school reform models of Middle and Early Colleges has increased the successful graduation rate for our district. This grant will enable us to focus on the needs of our young adolescent students in Middle School and provide them the educational challenge that will prepare them for greater success in high school.

This proposal has many merits that will help students in Guilford County Schools. We look forward to supporting this effort to create stronger educational opportunities for the children of Guilford County. Thank you for giving this proposal full consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Margaret Bourdeaux Arbuckle', written in a cursive style.

Margaret Bourdeaux Arbuckle, PhD  
Executive Director



**BLACK CHILD  
DEVELOPMENT  
INSTITUTE**  
Greensboro

October 19, 2012

Mr. Maurice "Mo" Green  
Superintendent  
Guilford County Schools  
712 N. Eugene Street  
Greensboro, NC 27401

Dear Mr. Green,

Black Child Development Institute of Greensboro, Inc. (BCDI-G) is submitting this letter in support of the enclosed proposal from Guilford County Schools (GCS) to the Department of Education's Race to the Top-District grant program. Our organization is extremely excited about GCS's proposed project, "Personalized Achievement Curriculum and Environment (PACE) Schools as it will be targeting the achievement gap in literacy which is prevalent in our community.

Since 1978, BCDI-G has served Guilford County residents by providing supplemental academic support to students in the community who have been deemed "at-risk" of academic failure. Through our collaborative relationship with GCS staff, teachers and administrators we have worked in schools and at local community based sites to ensure that these students have access to quality, supportive programs geared towards increasing their academic performance. The proposed PACE program would help to extend those services to children who would otherwise not have the access needed to ensure their success in a 21<sup>st</sup> century environment. Additionally, the PACE plan works on the individual learning style and gifts of the students instead of a "one size fits all" model ensuring that every child will have an opportunity for success regardless of their socio-economic background or limits to access prior to entry into school. The program also targets our middle school students who research has shown are those that are most at risk of dropping out prior to graduation if they are not given the supportive tools needed for college and career preparation. Based upon our 34 years service to this community, knowing the needs of our students, and the research that shows the most effective methods to ensure their success, we strongly support the proposed PACE program.

BCDI-G is looking forward to supporting this effort as we believe that together we will truly be able to provide the real, lasting change needed to improve and protect the quality of life of our children, youth and families.

Sincerely,

Karen N. Thompson  
Executive Director



1200 E. Market St.  
Greensboro, NC 27401  
USA

PHONE (336) 230-2138  
FAX (336) 574-2234  
E-MAIL [info@BlackChildDevelopment.org](mailto:info@BlackChildDevelopment.org)  
WEB SITE [www.BlackChildDevelopment.org](http://www.BlackChildDevelopment.org)





Communities  
In Schools

Greater Greensboro

October 22, 2012

Mr. Maurice "Mo" Green  
Superintendent  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, N.C. 27401

P.O. Box 1347 PH: 336.691.1268  
Greensboro, NC 27402 FX: 336.691.1270

Dear Mr. Green:

On behalf of Communities In Schools of Greater Greensboro (CIS), I would like to endorse the enclosed proposal submitted by Guilford County Schools (GCS) to the Department of Education's Race to the Top-District grant program. GCS's proposed project, "Personalized Achievement Curriculum and Environment (PACE) Schools" will provide desperately needed resources to middle school students including additional insight into and preparation for career and college access. *We are delighted to see middle school recognized as a propitious time to heighten students' awareness of the requirements for career and college success.*

*CIS has worked in the Greensboro and Guilford County communities for twenty four years. Over that time, we have served over 29,000 students at nineteen schools by surrounding students with a community of support to empower them to succeed in school and in life. These resources have included tutors and mentors, school-to-career transition, case management, after-school enrichment, food, clothing, shelter, school supplies, boos, etc. In this regard, we are particularly impressed with the inclusion of partnerships with families and community that address the social, emotional and behavioral needs of all students in the proposal plan.*

This proposal has many merits that will help students in Guilford County Schools. We look forward to supporting this effort to create stronger educational opportunities for the children of Guilford County. Thank you for giving this proposal full consideration.

Sincerely,

James Williams, III  
Executive Director

/jw





October 22, 2012

Mr. Maurice "Mo" Green  
Superintendent  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, N.C. 27401

Dear Mr. Green:

On behalf of Guilford County Council of PTAs (GCC of PTAs), I would like to endorse the enclosed proposal submitted by Guilford County Schools (GCS) to the Department of Education's Race to the Top-District grant program. GCS's proposed project, "Personalized Achievement Curriculum and Environment (PACE) Schools" will improve student outcomes while decreasing achievement gaps.

GCC of PTAs has worked in the Guilford County community for many years to strengthen parental engagement, build partnerships and to be one voice for every child. GCC of PTAs works with Guilford County Schools to improve outcomes for all children. We know that it takes all of us working together.

Today's children learn best while engaged with technology. Qualified teachers make a difference in the lives of all our children. This proposal puts technology in the hands of our middle school children, at a critical age of development, and gives them access to teachers that effectively teach according to the unique needs of each individual child.

This proposal has many merits that will help students in Guilford County Schools. We look forward to supporting this effort to create stronger educational opportunities for the children of Guilford County. Thank you for giving this proposal full consideration.

Sincerely,

A handwritten signature in black ink that reads "Kelly Langton". The signature is written in a cursive style.

Kelly Langton  
GCC of PTAs, President



**Guilford**  
**County Schools**

October 2012

US Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

**The Academy at  
Lincoln**

Anita Stewart  
*Principal*

Kimberly James  
*Assistant Principal*

Mark Johnson  
*Assistant Principal*

I am the principal of The Academy at Lincoln and I am in support of the Guilford County Schools' RttT- grant opportunity. Our school strives for excellence and this grant will reinforce our efforts to help improve student engagement and academic achievement.

In addition, this grant will help students demonstrate mastery with technology integration in the classrooms and meet the needs of our students as we continue to implement the common core, essential standards and 21<sup>st</sup> century skills.

I will also support the professional development offered through this grant which will help with teacher effectiveness and I will be committed to all grant related obligations if selected.

I look forward to the level of rigor and student engagement that this grant will help accomplish for Guilford County Schools and The Academy at Lincoln.

Anita Stewart  
Principal



# Guilford County Schools

October 19, 2012

U. S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

**Arch T. Allen**  
**Middle School**

Curtis R. Adair, Sr.  
*Principal*

1108 Glendale Drive  
Greensboro, NC 27406  
Phone: 336.294.7325  
Fax: 336.294.7315

I am writing this letter in support of Guilford County School's application for the Teacher Incentive Fund grant to expand the Mission Possible Program. As principal of a high-impact and Title I middle school that is looking for innovative and engaging ways to improve student achievement, we believe this grant will help create opportunities for advancement.

Additionally, the grant will improve student opportunities for success while carrying our students forward toward higher levels of achievement. The incentives will ensure our students have opportunities to become critical thinkers able to compete in a global arena.

We are hoping the resources offered through this program will do so much more to help us recruit and retain quality educators. We are hoping it will open the door to viable skill sets and authentic content knowledge that will assist us in closing the achievement gap and encouraging scholarship on all levels.

Educationally yours,

Curtis R. Adair, Sr.  
Principal



**DREAM. LEARN. SUCCEED.**



**Aycock Middle School  
Science and Technology  
Spanish Immersion**

**October 10, 2012**

Dear Grant Committee,

I am writing in support of Guilford County Schools' RttT-District grant application. As the principal of a Title I school, it would be extremely beneficial for students and teachers to have the opportunity for 21<sup>st</sup> century tools at their fingertips.

Aycock is unique because there is a dual magnet program serving both Science/Technology students and Spanish Immersion students. With a grant such of this, we could support the idea of delivering instruction to meet individual needs on a daily basis. Individualized learning will support high-need schools and build a culture of excellence and equity for all students in our building.

Recruiting, developing, rewarding, and retaining effective teachers and principals can be challenging at a school with so many diverse needs. The concept of the grant is aligned with our magnet school goals as well as school improvement and district goals and meets the needs of diverse learners. If awarded the grant, I commit to supporting professional development for the teachers at Aycock, implementing grant activities and utilizing data effectively for increased student achievement.

Thank you in advance for consideration.

Sincerely,

Keisha McMillan  
**Principal**



**"The Proud. The Excellent. The Lions."**



October 9, 2012

Brown Summit  
Middle School



Center For  
Advanced Academics

Dr. Beth Folger  
Chief Academic Officer  
Guilford County Schools  
712 N.Eugene Street  
Greensboro, NC 27401

Deborah C. Mott  
Principal

Dear Dr. Folger,

As principal of Brown Summit Middle School, I am writing to express my support of Guilford County Schools' RttT-District grant application to fund personalized learning for middle school students.

As a magnet school with an advanced academic theme we are fortunate to have students who are highly motivated to achieve and technology savvy. This grant would assist in meeting our need for 21<sup>st</sup> century tools to deliver personalized instruction to meet the individual needs of our students and provide our teachers with the tools necessary for differentiating curriculum.

This grant would allow our students the opportunity for personalized instruction which provides significantly more freedom for students to study and advance at their own pace. With dedicated professional development it would also provide the support needed for our teachers to be creative while using cutting edge technology to provide curriculum that is relevant, student-centered and tailored to individual student needs. Personalized learning would also give us an additional data set to assist in making curricular decisions as well as another means of measuring student achievement.



National Blue Ribbon  
School

I appreciate the hard work that has gone into preparing for the RttT-District grant application and hope that we are chosen to benefit from such a promising and forward thinking opportunity. I believe this grant provides a much needed opportunity for the students and staff of Brown Summit Middle School and, as principal; I am committed to fulfilling all grant related obligations.

Sincerely,

A handwritten signature in black ink, appearing to read "Deborah C. Mott".

Deborah C. Mott



4720 N.C. Hwy. 150 E.  
Brown Summit, NC 27214  
P 336.656.0432 F 336.656.0439



**Guilford  
County Schools**

October 9, 2012

Dr. Beth Folger  
Guilford County Schools  
Chief Academic Officer  
Eugene Street  
Greensboro, NC

**Eastern Guilford  
Middle School**

Sarah Matthews  
*Principal*

Dear Dr. Folger,

I am writing this letter in support of Guilford County Schools' RtT-District grant application.

As the principal of Eastern Guilford Middle School, I am excited and encouraged by the opportunity to be a part of the district and school leadership and vision in support of individualized/personal education. Eastern Middle enjoys a diverse student population and staff. Individualized /personal education will provide the instruction necessary to differentiate instruction for our students. This opportunity allows us to be on the cutting edge in providing the best education for all of our students.

Student demographics reveal that Eastern Middle has the largest EC and ESL subgroups of any middle school in Guilford County. The RtT- District grant will provide the ability to support high-need schools and students in the district. The need for schools to meet the 21<sup>st</sup> century goals to deliver instruction that will prepare students to compete in a global world and be productive citizens. Schools that receive the grant will be moving toward excellence and turning around low-performing schools. Eastern Middle will support all aspects of individualized and personal education and instruction.

Thank you for your interest and time.

Sincerely,

Mrs. Matthews  
Principal  
Eastern Middle School



*Home of the  
Wildcats*

**EASTERN GUILFORD  
MIDDLE SCHOOL**

**STRIVING, ACHIEVING, EXCELLING**  
435 Peeden Drive, Gibsonville, NC 27249  
Phone-336-449-4255 Fax 336-449-0728

**Ferndale Middle School**  
***An International Baccalaureate Magnet School***

Angela Jackson  
*Principal*

October 10, 2012

Kimberly Gilyard  
*6<sup>th</sup> Grade*  
*Asst. Principal*

Beth L. Folger, Ed.D.  
Chief Academic Officer  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, NC 27401

Weaver Walden  
*8<sup>th</sup> Grade*  
*Asst. Principal*

Chlyanna Young  
*7<sup>th</sup> Grade*  
*Asst. Principal*

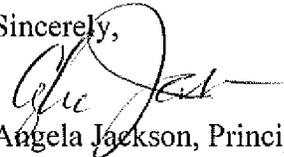
Dr. Folger,

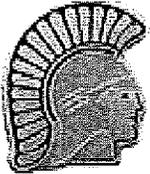
I am writing this letter in support of Guilford County Schools' Race to the Top-District grant. As the principal of Ferndale Middle School, I am committed to fulfilling all grant supported activities to ensure excellence and equity for all of our students at Ferndale Middle.

This grant will help Ferndale Middle continue to make strides in increasing student achievement through district and school leadership and vision in support of individualized/personal education. The grant will also support Ferndale's efforts to recruit, develop, reward, and retain highly effective teachers who are focused on providing personalized instruction with 21<sup>st</sup> century tools to meet the individualized needs of all learners.

I appreciate the hard work that has been involved in the development of this grant. I feel this grant provides a wonderful and exciting opportunity for the staff and students at Ferndale Middle School.

Sincerely,

  
Angela Jackson, Principal  
Ferndale Middle School



Home of the  
Trojans!



**Guilford**  
**County Schools**

October 9, 2012

US Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

**Guilford Middle**

Cynthia Kremer  
*Principal*

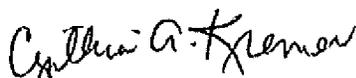
Carla F. Ballesteros  
*Assistant Principal*

Kevin Granger  
*Assistant Principal*

As the principal of Guilford Middle School, I am writing to express my support for the Guilford County Schools efforts to secure an RttT-District Personalized Learning Environment Grant. In order to transform our learning environment to prepare our students for 21<sup>st</sup> century jobs, technology is a necessity in all classrooms. It is also an advantage if the technology is available when the students leave the school building for the day. The grant being requested will help level the playing field for all students. As a school with 72% free and reduced lunch, grant money is one of the few ways to provide needed technology.

Additionally, having this technology will allow for individualized and personal education opportunities for students to study and advance at their own pace and to pursue personal interests. The technology being requested will give teachers and students the ability to measure achievement, while also helping to improve instruction. Finally, an additional benefit will be that our school will be able to recruit, reward, and retain effective teachers and administrators.

Sincerely,

  
Cynthia Kremer



Guilford Middle School  
320 Lindley Road Greensboro, NC 27410  
P 336.316.5833 F 336.316.5837



# Guilford County Schools

October 10, 2012

To whom it may concern:

I am writing in support of the RttT District grant being proposed by the Guilford County School System. As the principal of an International Baccalaureate school, I am committed to equipping our students with 21<sup>st</sup> Century skills that will enable them to positively impact our society. Although our students have made academic progress, we still have a large percentage of our students who are achieving below grade level. As the principal of a high needs school, I recognize the importance of developing strategies that will develop college-and-career-ready students, challenge students to grow and address students' individual strengths and weaknesses.

Hairston Middle  
School

Rydell Harrison  
Principal

Janice Clark  
Assistant Principal

LaTrice Stokes  
Assistant Principal

Kevin Maxwell  
Dean of Students

Kevin Conaway  
Principal Intern

The RttT District Grant will provide the necessary tools to create personalized learning environments. Personalized instruction will allow our staff to individualize instruction for all students. Tracking individual student progress and assisting students to grow at their own pace will positively impact our overall student achievement. Moreover, personalized learning aligns with our school's vision of creating a culture of excellence. At Hairston, we recognize that excellence is a way of life that must be practiced and I believe that personalized instruction will raise the standard of performance for our students as well as our staff.

Thank you in advance for your consideration. If you have any further questions or concerns, I can be reached at 336.378.8280.

Sincerely,

Rydell Harrison



Otis L. Hairston, Sr.  
Middle School, IB MYP

3911 Naco Road Greensboro, NC 27401  
Phone (336) 378-8280 Fax (336) 370-8153

Jackson Middle School  
2200 Ontario Street  
Greensboro, NC 27403

Lance Stokes, Principal



**Guilford**  
County Schools

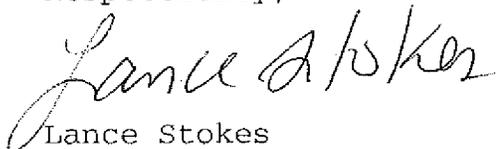
**Assistant Principals**  
Pamela Ford-Brown  
Carole Ashby

October 10, 2012

To Whom It May Concern,

I am writing in support of the RTTP grant being proposed by the Guilford County School System. In the event that we are awarded the grant, I commit to support all grant activities, data collection, and project evaluation requirements to foster personalized learning. These resources will allow Jackson Middle students to identify and pursue areas of personal interest, while demonstrating content and skills mastery. This will allow our organization to recruit, develop, reward, and retain effective teachers and principals. We commit to equity and equal access for all students while adopting standards and assessments for college and career readiness.

Respectfully,

  
Lance Stokes



October 10, 2012

Beth L. Folger, Ed.D  
Chief Academic Officer  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, NC 27401

**Jamestown Middle School**

Dr. Denise Richmond  
*Principal*

Ron Luciano  
*Assistant Principal*

Lorie Rainey  
*Assistant Principal*

Dear Dr. Folger,

As the principal of Jamestown Middle School, I am writing in support of Guilford County Schools' RttT-District grant application.

Jamestown Middle School has been a School of Distinction for the past three years. However, we have not been able to improve reading at the rate to ensure that all of our students are proficient. There is a need for 21<sup>st</sup> century tools to deliver instruction and meet the individual student needs. This grant would allow us to personalize reading instruction and provide our students with the freedom to study and advance at their own pace.

While we know that all of our schools and students are not equal, this grant would allow us to provide opportunities to allow is to truly personalize instruction and make the "playing field" more equal.

I support the opportunities for professional development, teacher leadership, and heightened student engagement. I look forward to this endeavor.

Thank you in advance for your consideration.

Sincerely,

  
Denise Richmond, Ed.D



# Guilford County Schools

October 9, 2012

Dr. Folger,

**Johnson Street  
Global Studies  
Extended Year  
Magnet**

Trent Vernon  
*Principal*

I am writing this letter in support of Guilford County Schools' RtT-District grant application. At Johnson Street Global Studies, we are excited about the opportunity to bring a personalized learning model to our students. At our school, we are continuously searching for opportunities to provide excellence and equity for all of our students. One challenge that we face is that our students come to us from a variety of places and bring with them various individual needs. Personalized instruction will give us the opportunity meet students' individual needs by supporting students as they develop 21<sup>st</sup> century skills while at the same time providing significantly more freedom for students to study and advance at their own pace . This model will also allow us to build data systems that measure student achievement and help improve instruction. In addition we will be able to use this platform to recruit, develop, reward, and retain effective teachers.

The opportunities associated with a personalized learning platform are endless. It is very exciting for me as well as for our teachers. I am confident that our students will thrive with such an opportunity. I also want to say thank you for the opportunity to pursue this on behalf of our middle school students.

Sincerely,

Trent Vernon

*"Where the world is  
our campus"*



JOHNSON STREET GLOBAL STUDIES  
EXTENDED YEAR MAGNET

1601 Johnson Street High Point, NC 27262  
P 336.819.2900 F 336.819.2899



# Guilford County Schools

October 10, 2012

## Race to the Top – Grant Opportunity

To Whom It May Concern:

I am writing in support of the Guilford County's application for RttT– D Grant opportunity. This grant is an opportunity to transform learning in the classroom for all students while opening up avenues that were not previously available to many students.

John R. Kernodle, Jr.  
Middle School

Thea McHam  
Principal

Tracy Roof  
Assistant Principal

Jim Suggs  
Assistant Principal

The RttT-D Grant is an opportunity for middle school students accustomed to digital content and social media, both of which are valuable instructional tools in today's society. Having access to digital media is the opportunity for students to showcase their abilities and knowledge of the content in so many different aspects.

The RttT-D Grant is an opportunity for teachers to continue to incorporate 21<sup>st</sup> century life skills into their teaching strategies. Having this type of technology for every child will enable teachers to tap into other knowledge bases that affect individual student learning and development. Kernodle Middle School welcomes the opportunity to maximize student learning as well as using it to help students learn content, think critically, solve problems, discern reliability, use content information, communicate with others, be innovative and collaborate. This would also be an opportunity to spark student's curiosity to explore beyond what is being taught in the day to day curriculum. This is definitely a possible tool that could assist towards closing the academic achievement gap that currently exists between our white and non-white students.

I support Guilford County's application for RttD Grant.

Sincerely,

Thea McHam  
Principal





October 10, 2012

RACE TO THE TOP DISTRICT  
US Department of Education  
Washington, DC 20202

**Kiser Middle  
School**

Subject: Guilford County Schools' RttT-District Grant Application

Sharon B.  
McCants  
*Principal*

As the principal of Kiser Middle School, I am writing in support of Guilford County Schools' RttT-District grant application. I believe this is an exciting opportunity for my school district, as receipt of this grant will fulfill teachers' desires for 21<sup>st</sup> century tools to deliver instruction to meet students' individual needs. Further, it triggers opportunities for students to identify and pursue areas of personal interest all while demonstrating content and skills mastery, keys to keeping students engaged.

Heather Shaw  
*Assistant  
Principal*

Michael  
Crider  
*Assistant  
Principal*

This opportunity excites me because it provides an avenue for students to be more competitive in the 21<sup>st</sup> century. Kiser has a high percentage of students on free and reduced lunch and many of them cannot afford computers. This grant will provide many Kiser students with tools they may not have if left solely for their families to acquire.

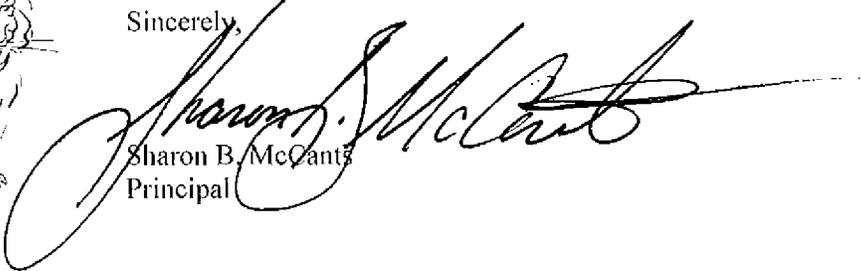
Maria Pradetto  
*Curriculum  
Facilitator*

Aligning with the county's strategic plan in the areas of improving student achievement and personalized education, this grant will allow students to supplement lessons presented in class. Tools provided will allow students to explore as they learn. As ideas are birthed from class discussions, students can dive into sub-themes contributing to their freedom to study and advance at their own pace. Also realizing all students are not created equal, the self-study opportunities provided will allow teachers more time to help students who require it.

I appreciate the hard work that has gone into the development of this grant and hope we are chosen to benefit from such an awesome opportunity. I think this grant provides a wonderful fortuity for the staff and students of Kiser Middle School, and I, as the principal, commit to completing every grant related obligation.



Sincerely,

  
Sharon B. McCants  
Principal



# Guilford County Schools

October 8, 2012

To Whom it May Concern:

I am writing this letter in support of the Race to the Top district grant application for the development of an individualized learning initiative for Guilford County middle school students.

The middle school years are pivotal in preparing students for a high school curriculum that sets them on a college and career ready future. This plan taps into the developmental characteristics of the middle school child to provide an engaging and challenging curriculum and helps develop the social and emotional skills required to be successful. I know that our students are passionate for learning, and they are most so when challenged with high expectations to do real work. The teachers at my school are excited about the possibilities of removing the traditional barriers of a regimented curriculum. This approach sets students on a learning path that meets each child where he is, taps into his personal interests, and engages him in school work that is meaningful and reflective of the 21<sup>st</sup> Century Skills required by the real world.

We all know how important it is for our middle school students to develop the social and learning skills they need; the personalized learning plan under development in Guilford County Schools goes farther in helping teachers and parents prepare our young people for the next level of learning than anything we have done in the past. I am excited about the potential this plan has to help us teach and assess skills such as personal productivity, responsibility, collaboration and teamwork, leadership, self-direction, and social responsibility.

I fully support the Guilford County Schools Race to the Top district grant application and will carry out the responsibilities contained in it.

Sincerely,

Marshall Matson  
Principal

**Mendenhall Middle  
School**

205 Willoughby Blvd  
Greensboro, NC 27408  
(336) 545-2000

Marshall Matson  
*Principal*

Yvonne Woodward  
*Assistant Principal*

Elliot Miller  
*Assistant Principal*





October 8, 2012

Dear Selection Committee:

**Northeast Middle School**

Karen R. Williams  
*Principal*

George M. McDowell  
*Assistant Principal*

Mark S. Williams  
*Assistant Principal*

I am submitting this correspondence to offer my full support for Guilford County School's application for the Race to the Top (RttT)-District Grant. I believe that it is imperative in education that we are capable of delivering instruction in a manner that addresses the unique needs of each individual learner. Personalized Learning through a digital platform not only addresses those needs, but also offers a delivery model that will appeal to 21<sup>st</sup> century learners.

As principal Northeast Guilford Middle School (NEMS), I see Personalized Learning as a platform to improve student performance as well as provide a rigorous academic environment. Based on 2011-2012 testing data 58% of NEMS students were on grade level in reading and 71% were on grade level in mathematics. By providing teachers with the ability to more readily individualize student education our school could make significant strides towards improving student mastery of content. By allowing students to learn and manipulate content at their own pace, we would be able to challenge students while building confidence and encouraging ownership of their education.

In closing, the RttT-District Grant would enable Guilford County School's to significantly impact not only NEMS students but students throughout the county through the delivery of innovative instruction. Again I fully support the leadership of Guilford County School's in their application for RttT funds and I thank you in advance for your consideration of this initiative.



6720 McLeansville Road  
McLeansville, NC 27301-9799

Sincerely,

A handwritten signature in cursive script that reads "Karen R. Williams".

Karen R. Williams  
Principal



Guilford  
County Schools

October 9, 2012

Dr. Beth Folger, Chief Academic Officer  
Guilford County Schools  
701 N. Eugene Street  
Greensboro, NC 27401

Dear Dr. Folger,

**Northern Guilford  
Middle School**

Sam W. Misher, Ed.D.  
*Principal*

I am writing in support of the Guilford County Schools' Race to the Top-District grant application. If the district is awarded this grant, I commit my full support for all activities to ensure the successful implementation of the grant requirements that will lead to increased student achievement.

Katrinka Brown  
Bruce Carroll  
Karen Ellis  
*Assistant Principals*

The Northern Guilford Middle School community fully supports the efforts of the school and the district. Our students, parents and staff are excited to learn and work in an environment where the personalized learning is central to how students prepare themselves for high school, college and the work force. As a school, we have been searching for a method to evaluate our students' mastery and report the results to parents in a way that helps motivate our students to excel beyond the minimum requirements.

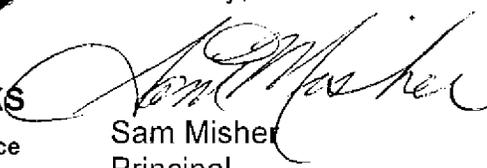
All students learn in unique ways and on individualized timelines. If the Guilford County Schools is awarded the RttT-D grant, I am confident that we will be able to equip our students and teachers with access to technology that will allow them to customize and facilitate lessons to individual students, allowing them to meet and surpass expectations with the Common Core Standards.



**NIGHTHAWKS**

Expect Excellence  
Every Day!

Sincerely,



Sam Misher  
Principal

616 Simpson-Calhoun Road  
Greensboro, NC 27455  
P 336.605.3342 F 336.643.8435

Northwest Guilford Middle School  
5300 Northwest School Rd., Greensboro, N.C. 27409  
Phone: (336) 605-3333 Fax: (336) 605-3325

Rich Thomae, Principal

Tony Hall, Asst. Principal

Charles Burns, Asst. Principal

Sophia Roberts, Asst. Principal

October 8, 2012

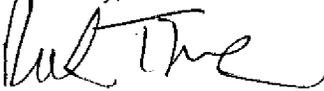
Dear RtT-District Grant Review Committee:

I am writing as an advocate of the GCS RtT District grant proposal to support personalized learning. It is my understanding that the GCS grant includes the opportunity for all middle school students within our district to have access to tablet technology each day to support individualized instruction.

As a veteran principal, I understand the necessity to engage students at the highest level in order to ensure success with the rigor of the new Common Core curriculum. A system that utilizes the technology students are familiar with, combined with learning possibilities afforded by instant access to information, would help us prepare our students for the 21<sup>st</sup> century. If teachers had the ability to instantly analyze data and regroup students based on their individual needs, success rates could be impacted significantly. In addition, access to tablet technology at home could revolutionize learning for students after the regular instructional day is complete.

Thanks for considering this opportunity for all of the middle school students in Guilford County Schools.

Sincerely,



Rich Thomae,  
Principal  
Northwest Guilford Middle School



# Guilford County Schools

## **Penn-Griffin School for the Arts**

Shelley Nixon-Green  
*Principal*

Juanette Capers  
*Assistant Principal*

Gregg Robinson  
*Assistant Principal*

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

I would like to express support for Guilford County Schools' RtT-District grant application. Penn-Griffin School for the Arts is a magnet middle and high school in Guilford County. Though our specialty area is visual and performance arts, we also strive to reinforce core curriculum that is rigorous and relevant for our students. Though our student achievement progressively improves, we have not been able to improve at the rate necessary to ensure that all students are proficient in reading and math.

The Teacher Incentive Fund grant would allow us access to 21st century tools to deliver instruction to meet individual student needs. Through differentiated teaching strategies and by incorporating more technology resources into classroom instruction, it is my firm belief that we will be able to narrow the achievement gap that exists in our school.

On behalf of our students, staff and parents, we thank you for considering our county in funding through this grant. I look forward to the impact it will have on education at our school.

Sincerely,

  
Dr. Shelley Nixon-Green





October 9, 2012

Re: Guilford County Schools Race to the Top – District Grant Application

To Whom It May Concern:

**Southeast Guilford  
Middle School**

*Karen Burress*  
Principal

*Brian Blomquist*  
Assistant Principal

*Stephanie Boykin*  
Assistant Principal

I write this letter in support of Guilford County Schools' RttT-District grant application to aid in individualized learning for middle school students. As principal of Southeast Middle School in Greensboro, North Carolina, I also write this letter on behalf of the 1,000 plus students and the nearly 100 staff that attend and work at our school each and every day. While my staff works to provide excellent instruction to our large middle school population, the opportunity provided by Race to the Top would greatly assist our efforts.

Providing middle school education prepares our students with the tools necessary for achieving excellence in high school and later in life. We are striving to improve our proficiency ratings in both Reading and Math as we have lingered along the district and state averages in overall performance for the past several years. Our school would benefit greatly from the funds of this grant by helping us provide 21<sup>st</sup> century tools to aid in teaching, meeting individual student needs, allowing more personalized instruction, and achieving excellence and equity for all of our students.

I look forward to continuing my service and leading my school to greater levels of achievement in the years ahead. I am committed to Race to the Top and will work diligently to fulfill the requirements necessary for Guilford County Schools to meet the obligations of this effort. Thank you for allowing me this opportunity to serve the needs of my students, staff, and community.

Sincerely,

Karen Burress  
Principal

**SOUTHEAST GUILFORD  
MIDDLE SCHOOL**

4825 Woody Mill Road  
(336) 674-4280

Greensboro, NC 27406  
Fax (336) 674-4276



Christa Parrish  
Assistant Principal

# Southern Guilford Middle School

5747 Drake Rd. • Greensboro, NC 27406  
(336) 674-4266 • Fax: (336) 674-4278

Kevin L. Wheat  
Principal



Jusmar Maness  
Assistant Principal

October 10, 2012

Dr. Beth Folger,

Please accept this letter of support for Guilford County Schools' RtT district grant application. As principal at Southern Middle School, I am constantly looking for ways to effectively differentiate learning opportunities for students in our building and provide teachers with the necessary training and tools to do so. Our district's pursuit of this grant provides further evidence that our district recognizes the need to transform our classrooms at scale and provide students and teachers with 21<sup>st</sup> century tools to deliver instruction and meet individual needs of students.

Personalized learning provides students with greater freedom to study and advance at their own pace while simultaneously pursuing other areas of study related to personal interest. Further, this grant will provide opportunities to serve students in a variety of ways including providing services that would assist students in their social and emotional growth which is greatly needed in our middle schools today. In a society that has great diversity and inequity, this grant would allow Guilford County Schools to pursue excellence and equity in each of our classrooms while providing students with the most advanced, supportive, and engaging academic experience available. Imagine the power of such a program to assist with turning around some of our lowest performing schools!

I appreciate the vision and leadership of our district and its commitment to excellence. If I can be of any assistance in this process, do not hesitate to call on me.

Regards,

Kevin Wheat

*"Creating a Culture of Excellence"*



# Guilford County Schools

October 9, 2012

Dear Dr. Folger:

**Southwest Middle  
School**

Joe Caraher  
Principal

Katina Ferguson  
Assistant Principal

Leslie Kinard  
Assistant Principal

Susan Hines  
Assistant Principal

This letter is in support of the Guilford County Schools application for the RttT grant which has been proposed. As you know, Southwest Guilford Middle School is a large school which serves an incredibly diverse student population. Our 1,175 student school encompasses a large number of Advanced Learners (AL), Special Education Students, two distinct Autism programs and a Life Skills class. Despite these challenges, we are identified as a School of Distinction. We have achieved this designation because of a dedicated hard-working staff who look for every opportunity to move the school forward. This grant is a one of a kind chance to allow us to continue to push student academic achievement into the 21<sup>st</sup> Century.

The mission of our school is to promote academic, personal and social growth. Successful growth can only occur when we are able to make instruction rigorous. To do this effectively it must be both personal and relevant. GCS is seeking to put into our hands education technology which will allow us to do that *on a daily basis*. These tools will allow our school to provide differentiated instruction that will move our students toward mastery in a variety of content standards. This will give us the chance to tailor our instruction to meet the needs of our diverse student body even within the same class. If ever there was a grant designed to help our school, this is it.

This proposal attacks several needs. First we need the ability to gather data across classrooms, grade levels, and students in real time to identify where individual students are performing academically. We then need the tools to design and deliver instruction that touches on the varied levels of performance we have across individuals. This real time data will allow us to continue to challenge our students with a curriculum that is truly rigorous. The proposed grant offers us the tool to do both of these things in single device.

This is an amazing and exciting time in the education field. Our entire school is excited about the opportunity to continue to prepare all our students for the 21<sup>st</sup> century. We are committed to fulfilling the requirements of this grant, because it offers us the means for achieving this.

Sincerely

Joe Caraher  
Principal



4368 Barrow Road  
High Point, NC 27265  
Phone: (336) 819-2985



*A. Laurin Welborn Academy of Science and Technology*

1710 McGuinn Drive  
High Point, NC 27265-3399  
Phone (336) 819-2880 Fax (336) 819-2879

Principal  
Naquita T. Brewington-McCormick

Assistant Principals  
Dwayne Washington  
Cassandra Mangum

October 9, 2012

Dr. Beth Folger  
Chief Academic Officer  
Guilford County Schools  
712 N. Eugene St.  
Greensboro, NC 27401

Dear Dr. Folger,

This letter is in reference to the RtT-District Grant. As the principal of Welborn Academy of Science and Technology I am writing in support of the grant opportunity.

Welborn continues to seek innovative programs that will increase student achievement. Unfortunately as a Science and Technology magnet we have not been as successful as we would hope in ensuring that all of our students are proficient in reading and math. The grant will provide increased opportunities for students to be successful as the program affords them with the ability to work at his or her level at his or her own pace. The PLE program will prepare them virtually for college or a career of their choice while utilizing 21<sup>st</sup> century concepts.

This grant will provide the additional resource necessary to work towards closing the achievement gap and meeting the needs of our student with disabilities.

Thank you for your consideration in this grant opportunity.

Sincerely,

Naquita Brewington-McCormick  
Principal

# High School Ahead Academy



Virginia Hoover, Social Worker

Michelle Hayes, Principal

Cynthia Barnes, Treasurer

October 9, 2012

To: Whom It May Concern

From: Michelle Hayes, Principal

Re: Guilford County Schools' RtT-District Grant Application

I am writing in support of the Guilford County Schools' RtT-District Grant Application.

High School Ahead Academy has a vision to support Personalized Education to ensure all students are successful in school. Our goal is to help build students academically as well as socially in preparation for postsecondary education and life experiences.

Personalized Education will give students the opportunity to learn at their own pace. As an instructional leader, it is extremely important for educators to understand that we must teach the way students learn, because every student does not learn the way we teach. Personalized Education would open up that avenue for so many students to find success by giving them the freedom to study and advance at their own pace, and by allowing them to pursue areas of personal interest, while demonstrating content and skills mastery.

In addition, Personalized Education would make our students more competitive with other students from all over the world because they would be very knowledgeable of 21<sup>st</sup> century technology. Furthermore, with Personalized Education, Guilford County Schools would be able to recruit and retain more effective teachers and school leaders, because students would be more highly engaged in the classroom, which in turn, will reduce classroom disruptions, suspensions, and potential drop-outs.

The GCS RtT-District Grant is a wonderful opportunity to grow our students, our staff, our parents, and our community, because in order to show progress, everyone must to work together. Personalized Education would give the students to the opportunity to grow academically and socially; it would give staff the opportunity to improve instruction; it would give parents the opportunity to see all children be successful, and it would give the community the opportunity to see that GCS students are college-ready and employable.



High School Ahead Academy  
329 College Road  
Greensboro, North Carolina 27410  
Ph 336-294-7640 F-336-294-7643

# High School Ahead Academy



Striving, Achieving, Excelling

Thank you for taking the time to read this letter regarding Guilford County Schools' RttT-District Grant Application. If you have any further questions or concerns, please feel free to contact me at 336-294-7640 or [hayesm@gcsnc.com](mailto:hayesm@gcsnc.com).

Sincerely,

A handwritten signature in cursive script that reads "Michelle Hayes".

Michelle Hayes  
Principal



High School Ahead Academy  
329 College Road  
Greensboro, North Carolina 27410  
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Race to the  
Top-District  
Application for  
Funding,  
CFDA 84.416

October 26

2012

Guilford County Schools seeks to transition its middle schools into Personalized Achievement, Curriculum and Environment (PACE) Schools through the support of a Race to the Top District grant. This project represents comprehensive middle school reform involving almost 17,000 students, almost 1,400 faculty and all 24 district middle schools.

The PACE Schools  
Project

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**ABSOLUTE PRIORITIES**

**Absolute Priority 1**

Absolute Priority 1: Personalized Learning Environments. To meet this priority, an applicant must coherently and comprehensively address how it will build on the core educational assurance areas (as defined in this notice) to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice); accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers.

An applicant must address Absolute Priority 1 in its responses to the selection criteria.

**Absolute Priorities 2**

Absolute Priority 2: Non-Rural LEAs in Race to the Top States. To meet this priority, an applicant must be an LEA or a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

Guilford County Schools is applying under Absolute Priority 2.

**SELECTION CRITERIA**

**A. Vision (40 total points)**

**(A)(1) Articulating a comprehensive and coherent reform vision (10 points)**

The extent to which the applicant has set forth a comprehensive and coherent reform vision that builds on its work in four core educational assurance areas (as defined in this notice) and articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests.

**(A)(2) Applicant’s approach to implementation (10 points)**

The extent to which the applicant’s approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

- (a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined in this notice) collectively meet the competition’s eligibility requirements;
- (b) A list of the schools that will participate in grant activities (as available); and
- (c) The total number of participating students (as defined in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice). If participating schools (as defined in this notice) have yet to be selected, the applicant may provide approximate numbers.

**(A)(3) LEA-wide reform & change (10 points)**

The extent to which the application includes a high-quality plan describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools (as defined in this notice), and will help the applicant reach its outcome goals (e.g., the applicant’s logic model or theory of change of how its plan will improve student learning outcomes for all students who would be served by the applicant).

**(A)(4) LEA-wide goals for improved student outcomes (10 points)**

The extent to which the applicant’s vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup (as defined in this notice), for each participating LEA in the following areas:

- (a) Performance on summative assessments (proficiency status and growth).
- (b) Decreasing achievement gaps (as defined in this notice).
- (c) Graduation rates (as defined in this notice).
- (d) College enrollment (as defined in this notice) rates.

Optional: The extent to which the applicant’s vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals for each participating LEA in the following area:

- (e) Postsecondary degree attainment.

**(A)(1) Articulating a comprehensive and coherent reform vision**

Guilford County Schools seeks to transition its middle schools into **Personalized Achievement, Curriculum and Environment (PACE) Schools** through the support of a Race to the Top District grant. This project represents comprehensive middle school reform involving almost 17,000 students, almost 1,400 faculty and all 24 district middle schools.

Guilford County Schools (GCS) is the third largest district in the state of North Carolina serving more than 72,500 students across 124 schools in urban, suburban and rural areas. GCS is diverse both in its student body and in its academics. Our district, a longtime refugee resettlement area, serves students who speak more than 174 languages/dialects and who represent more than 144 countries.

There are nearly 10,000 special education students and more than 13,000 advanced learners.

The district is a national leader in magnet/school choice programs, offering 52 magnet programs satisfying a varied range of ages, skill levels and interests. In addition, the district provides non-traditional educational settings, including a Twilight School, which serves students who are at risk of dropping out, High School Ahead Academy, a school serving over-aged middle school students, and nine

early/middle colleges, high schools located at area colleges and universities that offer tailored programs and opportunities for students to earn college credit.

In 2012-13, 60 of the 124 schools in GCS receive Title I funds. Of the district's nearly 73,000 students, the number receiving free and reduced lunch will likely increase beyond the current rate of approximately 56 percent (see Appendix, pages 239-243). Our student population is 40.80 percent black, 37.89 percent white, 11.21 percent Hispanic, 5.67 percent Asian, 3.71 percent multi-racial, 0.57 percent American Indian, and 0.16 percent Pacific Islander.

GCS has a successful track record of winning and delivering upon major U.S. Department of Education grants. Most notably, our two Teacher Incentive Fund (TIF) programs, totaling \$31 million in federal funds, have successfully increased equitable student access to effective teachers and have lowered the teacher attrition rate at our hardest-to-staff schools to that of the district average.

Additionally, the district has been nationally recognized for its award-winning Transition to Teaching programs that have successfully increased the number of minority and male teachers working in high-need schools via alternative routes to teaching. GCS has the only in-house teacher licensure program in the state of North Carolina and has licensed and placed more than 100 teachers in the district's high-need schools in the past three years.

In February 2011, GCS received a \$9.9 million grant through the Race to the Top State Program. This funding is supporting five strands of work: 1) Standards and Assessments; 2) Data Systems to Improve Instruction; 3) Teachers and Leaders; 4) Turnaround of Lowest-Achieving Schools; and, 5) Science, Technology, Engineering and Mathematics (STEM). All of the required objectives and optional activities outlined in the state's Race to the Top plan align with strategies and initiatives in our strategic plan, Achieving Educational Excellence.

Through multi-faceted, innovative approaches guided by strategic planning, GCS has achieved improved results for students. Guilford County Schools' comprehensive and coherent reform vision is driven by the district's strategic plan. This plan, created with extensive community, parent, student, teacher and principal input, integrates strategic drivers that align with the Department of Education's four Core Educational Assurance Areas.

#### Standards and Assessment

GCS teachers and school leaders began the transition four years ago to the Common Core standards with ongoing and extensive staff training on the new standards. We know that the key to success with Common Core is giving teachers confidence in their own understanding of how to help students and parents to select an instructional pathway that is rigorous, college/career ready-focused and aligned with new course offerings. The district incorporates data into the review process to identify students with the potential for success in high-level math courses, Advanced Placement courses and the International Baccalaureate Diploma Programme. This approach to scheduling ensures that students are enrolled in classes that both reflect their potential and provide appropriate rigor. The GCS Accountability and Research Office guides and supports district assessment efforts. In addition to the use of state assessments, GCS has developed extensive item banks for use in benchmark testing. Just-in-time information allows students, teachers and parents to work as a team to adjust instruction and improve each student's outcomes. By closely aligning our efforts with the Common Core standards and a robust assessment program, GCS has both increased the graduation rate of students to a high of 84.5% and has increased student achievement K-12.

#### Data Systems

**ABCs:** At the district level, GCS participates in "The ABCs Accountability Model" that is a part of North Carolina's strategic plan for excellent schools. This accountability model has five priorities: a) high student performance; b) healthy students in safe, orderly and caring schools; c) quality teachers, administrators, and staff; d) strong family, community, and business support and e) effective and

efficient operations. All ABCs data are managed through a statewide, longitudinal database. Data are reported out to schools and families through the North Carolina School Report Cards, shared on the district's website and on individual school websites. GCS also utilizes SAS, Inc.'s Educator Value Added Assessment System (EVAAS) to track growth at the student, course, cohort, teacher, school, district and subgroup levels. Our district uses this Value Added Model for recruiting, hiring, staffing and scheduling decisions. GCS also has its own data warehouse.

**AMOs:** In an effort to support local and state education reform across America, the White House outlined how states can get relief from provisions of the Elementary and Secondary Education Act—or No Child Left Behind (NCLB)—in exchange for serious state-led efforts to close achievement gaps, promote rigorous accountability, and ensure that all students are on track to graduate college- and career-ready.

States can request flexibility from specific NCLB mandates that are stifling reform, but only if they are transitioning students, teachers, and schools to a system aligned with college- and career-ready standards for all students, developing differentiated accountability systems, and undertaking reforms to support effective classroom instruction and school leadership.

On May 31, 2012, the United States Department of Education (USED) approved North Carolina's flexibility waiver request from some of the requirements of No Child Left Behind as specified in the Elementary and Secondary Education Act (ESEA). In lieu of the reauthorization of ESEA by the U.S. Congress, the waiver will remain in effect for the next two school years, 2012-13 and 2013-14.

If by 2014-15 ESEA is not reauthorized, the USED will re-evaluate the flexibility waiver. The immediate changes to federal accountability reporting that will be effective with the 2011-12 and the 2012-13 school years include the following:

1. The NCDPI will no longer designate each school as having met or not met Adequate Yearly Progress (AYP). For each school, the

NCDPI will report the number of Annual Measureable Objectives (AMOs) and the number of those targets met as well as the percentage of targets met.

2. The ESEA waiver specified AMO targets will be used for reporting (see Appendix, pages 244-278). These targets are (1) based on 2010-11 data and (2) identified for each federally reported subgroup for reading and for mathematics. Per the flexibility waiver, the AMO targets were set with the goal of reducing the percentage of non-proficient students by one-half within six years.

3. To meet the criteria for an Honor School of Excellence per the ABCs of Public Education, a school will have to meet all of its AMO targets. Meeting all of the AMO targets replaces the previous requirement of having met AYP. Meeting expected growth and having a performance composite of 90 percent of higher continue to be required for the Honor School of Excellence designation.

4. The Cohort Graduation Rate (CGR) for 4-year and 5-year will be reported by subgroups.

**Benchmarks:** At the school level, teachers and principals manage an extensive item bank for benchmarking in grades 3-12 using Achievement Series by Scantron that allows them to assess individual student progress for the first three quarters. This, in turn, allows teachers to offer added reinforcement, as needed, to ensure that students are on track to pass end-of-grade and end-of-course testing. The reporting functionality of this system allows for schools and teachers to be immediately responsive to student needs. At the K-2 levels, DIBELS is used as a reading assessment.

**Recruiting, Developing, Rewarding and Retaining Highly Effective Teachers and Principals**

Securing the most effective teachers, while ensuring equitable access to those teachers, is one of the district's highest priorities. In an effort to guarantee that each child receives an excellent education that prepares him or her for college and a career, GCS has

implemented a comprehensive Performance Based Compensation System. This system, Mission Possible, is in place in 50 of our 124 schools. Faculty members at Mission Possible Schools are eligible for recruitment incentives for teaching in hard-to-staff positions and for performance incentives at the school-wide and individual level for achieving above average student results. One of the most effective incentives is a one-time bonus offered to newly hired teachers who produce evidence of two or more years of high Value Added Data in the area for which they are being hired. Through the use of a Performance Based Compensation System, GCS has been able to fill 100% of teaching positions on the first day of school, reduce the attrition rate from a high of 34.5% to a low of 10.7%, and increase student achievement in 97% of schools.

Another of GCS's innovative programs for recruiting and retaining highly effective teachers is the GCS Alternative Certification Track (GCS-ACT). With approval from the state Board of Education and through N.C. Senate Bill 1115, GCS is able to license its own teachers via GCS-ACT, an in-house teacher licensure program. GCS-ACT is a program that features a partnership with four historically black colleges and universities (HBCUs) for the purpose of recruiting minority STEM graduates into the field of teaching. By the end of the 2012-13 school year, GCS-ACT will have licensed and placed more than 150 teachers into our district's most highly impacted schools, increased the number of minority teachers and male teachers and will have filled hard-to-staff STEM positions with highly qualified teachers. GCS-ACT and our HBCU partnerships have helped us in securing a pipeline of new teachers that will serve our next generation of learners.

#### Turning Around Our Lowest-Performing Schools

GCS has taken an aggressive approach to turning around our lowest performing schools. Four years ago, with feedback from the community, principals and teachers, GCS reorganized to create a highly specialized Enrichment Region to concentrate a rich resource model in the district's most challenged schools. These nine schools receive additional training, funding, and staff resources --

additional curriculum specialists, coaches, technology facilitator, and administrators -- to reach students at a more individual level and help to increase student achievement, decrease the achievement gap among subgroups and increase graduation rates. Since its inception, all nine schools have experienced significant success in all three of these areas.

Three schools in GCS have been designated as persistently low performing by the state and have received School Improvement Grants (SIG). These additional resources, along with focus on responding to individual student needs and use of data and assessments, have moved the two elementary schools' percent proficiency rating from below 40% to above 70%. Our SIG high school moved from 44% to 65% proficient and is on track to be above 70% this school year. GCS's SIG model has been so effective at these three schools that the district has put the model in place at another low-performing school for the 2012-13 school year with the promise of similar results.

In addition to the Enrichment Region and SIG model schools, GCS identifies its lowest-performing schools each year and designates them as district "Priority One Schools." These schools receive wrap-around services, which bring together all central office departments to create customized support plans for each Priority One School. Priority One School activities include:

- Continuous evaluation of instruction
- Effective use of pacing guides and other curriculum documents
- Frequent coaching for curriculum facilitators, support staff and classroom teachers
- Prescriptive professional development
- Full-cycle evaluations of all staff (three formal evaluations during the school year)
- Assistance with evaluations and coaching from retired principals
- Assistance in analysis and use of benchmark and assessment data
- Partnerships with families, communities and businesses (i.e., high school and university mentors and interns, classroom tutors,

lunch buddies, community agency grants)

These efforts have had significant impact. In 2008, 11 GCS schools were included on the state’s lowest-performing schools list; in 2011, GCS had no schools on the list, and in 2012, GCS had one school. We believe that the implementation of the PACE Schools Project will further district efforts to provide comprehensive and coherent reform for learning.

**(A)(2) Applicant’s approach to implementation**

(A)(2)(a) GCS proposes to launch the proposed Personalized Achievement, Curriculum and Environment (PACE) Schools project in all district middle schools. The rationale for this decision is informed by several factors. First, research shows the very clear link between early interventions and decreased dropout rates – and increased college and career ready graduates. The district sees grades 6-8 as a critical time to challenge and support students to drive their own learning. Second, district data indicate very little gain in proficiency among our middle schools in the past four years. At the same time, a growing number of students in middle grades qualify to receive free or reduced price lunch. Third, a targeted middle-school reform initiative received strong support in community and district surveys and from our three advisory councils of principals, teachers and students, respectively. The district has been able to focus significant reform programs at the elementary and high school levels, and this opportunity will allow GCS to focus a coherent and comprehensive strategy in grades 6-8.

The PACE Schools Project Team has selected all 24 district middle schools and 100% of the students within those schools for participation (see Appendix, pages 279-280). Using a randomized control trial, 16 schools will participate in project year 1 with the remaining 8 schools beginning participation in year 2. The initial group of 16 schools represents approximately 11,000 students, putting us well above the 10,001 student threshold for the project funding amount we are seeking.

(A)(2)(b) Guilford County Schools seeks to involve almost 17,000 students, 1,400 faculty and all 24 middle schools in the PACE

Schools Project. A list of participating schools and their free or reduced price lunch percentages can be found in the Appendix on Page A-1.

(A)(2)(c) Total number of participating students based upon 2012-13 enrollment: 16,866. Total number of participating students from low-income families: 9,197. Total number of participating educators: 1,381

**(A)(3) LEA-wide reform & change**

The PACE Schools Project builds upon five inputs that will ultimately transform traditional teacher-led learning into student-driven learning, facilitated and supported by teachers. GCS recognizes that this dramatic, foundational transformation will require courage and confidence among those who will lead it; it will further require breaking down walls between departments, schools and even classrooms. Thus, the five inputs we outline in our PACE Schools Project Theory of Action (see Appendix, page 282) represent a multi-faceted strategy that puts the individual student at the center, surrounded by key supports needed to grow lasting, systemic change: effective and accessible teachers, rigorous career and college-ready curriculum, 21<sup>st</sup> century technology and data systems, transparent LEA policies and systems, and family-educational-community partnerships that support students' social/emotional/behavioral growth.

Inputs are also represented as primary objectives in our PACE Schools Project Logic Model (Appendix, pages 283-287). We have developed a High Quality Plan (see Appendix, pages 288-302) and organizational structure (see Appendix, page 303) to govern implementation this program.

As students embrace the personalized learning environment model and drive their own learning, we expect their academic, social, emotional and behavioral indicators to show marked improvement. The PACE Schools Theory of Action and Logic Model demonstrate this growth in long-term outcomes: learners graduating college and career ready as evidenced by increased student

achievement, decreased gaps among subgroups, and increased high school graduation rates.

As these middle-level learners move to high school, the district will expand the PACE Schools Project to the high-school level to continue to support and challenge student-led learning that leads to college and career ready graduates.

In addition to our PACE Schools Project Theory of Action, the PACE Schools Project Logic Model and the High-Quality Plan provide a detailed blueprint of the goals, objectives, timeline, activities and persons responsible for executing this work.

**(A)(4) LEA-wide goals for improved student outcomes**

(A)(4)(a) The PACE Schools Project is designed to improve student learning and performance and increase equity as demonstrated by the ambitious yet achievable annual goals laid out in Table (A)(4)(a). The PACE Schools Project focuses on the 6-8 grade bands; thus, summative assessments being used include Reading End-of-Grade for grades 6-8 and Math End-of-Grade for grades 6-8. For each grade level, the methodology for determining status is “percent proficient and above” with proficiency defined as scoring a Level III or Level IV on the state standardized measure. The methodology for determining growth is North Carolina’s ABC Accountability Model. Both status and growth will be measured for grades 6-8, overall and by subgroup. Over the term of the grant, targets have been set that will challenge classroom educators and school leaders to embrace new ways of thinking about personalizing learning for each student. Guilford County Schools has had a record of success and has the resources to support the implementation of the PACE Schools Project in achieving these goals.

(A)(4)(b) Guilford County Schools is committed to decreasing the gaps in achievement among subgroups. As a part of the PACE Schools Project model, all students will be provided with increased and equitable access to highly effective teachers and they will each have a personalized pathway that leads to college and career ready graduation. In Table (A)(4)(b), targets for decreasing achievement gaps have been set. The targets represent the difference between subgroup performance composites in reading, math and science using

“White” as the comparison subgroup. Post-grant, it is the goal of GCS to eliminate the achievement gap such that all students, regardless of demographics, are provided equitable access to a college and career ready education and graduation.

**(A)(2) Applicant’s Approach to Implementation (Note to applicant: Add more rows as needed)**

			School Demographics								
			Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA (Column relevant for consortium applicants)	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
Guilford County Schools	Allen Middle	6-8	55	695	379	616	41,975	695	100%	88.6%	1.47%
Guilford County Schools	Aycock Middle	6-8	58	592	247	450	41,975	592	100%	76.0%	1.07%
Guilford County Schools	Brown Summit Middle	6-8	17	242	1	46	41,975	242	100%	19.0%	0.11%
Guilford County Schools	Eastern Middle	6-8	71	986	496	716	41,975	986	100%	72.6%	1.71%
Guilford County Schools	Ferndale Middle	6-8	74	872	468	664	41,975	872	100%	76.1%	1.58%
Guilford County Schools	Guilford Middle	6-8	62	741	213	531	41,975	741	100%	71.7%	1.27%
Guilford County Schools	Hairston Middle	6-8	60.5	620	378	582	41,975	62	100%	93.9%	1.39%
Guilford County Schools	High School Ahead Middle School	6-8	15	98	60	86	41,975	98	100%	87.8%	0.20%
Guilford County	Jackson Middle	6-8	43	440	266	396	41,975	440	100%	90.0%	0.94%

Guilford County Schools / PACE Schools Project

			School Demographics								
			Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA (Column relevant for consortium applicants)	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low- income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low- income families (D/B)*100	% of Total LEA or consortium low- income population (D/E)*100
Schools											
Guilford County Schools	Jamestown Middle	6-8	79.5	1,141	320	608	41,975	1,141	100%	53.3%	1.45%
Guilford County Schools	Johnson Street K-8	6-8	24	392	141	249	41,975	392	100%	63.5%	0.60%
Guilford County Schools	Kernodle Middle	6-8	67.5	987	135	202	41,975	957	100%	21.1%	0.48%
Guilford County Schools	Kiser Middle	6-8	64.5	948	392	561	41,975	948	100%	59.2%	1.34%
Guilford County Schools	Academy at Lincoln	6-8	54	593	160	299	41,975	593	100%	50.4%	0.70%
Guilford County Schools	Mendenhall Middle	6-8	68.3	939	292	449	41,975	939	100%	47.8%	1.07%
Guilford County Schools	Northeast Middle	6-8	61	867	433	585	41,975	867	100%	67.5%	1.39%
Guilford County Schools	Northern Middle	6-8	64.5	940	157	202	41,975	94	100%	21.5%	0.48%
Guilford County Schools	Northwest Middle	6-8	65.3	962	124	132	41,975	962	100%	13.7%	0.31%
Guilford County Schools	Penn Griffin School for the Arts	6-8	19.0	392	141	249	41,975	392	100%	63.5%	0.60%

			School Demographics								
			Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA (Column relevant for consortium applicants)	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low- income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low- income families (D/B)*100	% of Total LEA or consortium low- income population (D/E)*100
Guilford County Schools	Southeast Middle	6-8	70.0	1,035	323	412	41,975	1,035	100%	39.8%	0.98%
Guilford County Schools	Southern Middle	6-8	65.0	848	371	616	41,975	848	100%	72.6%	1.47%
Guilford County Schools	Southwest Middle	6-8	77.5	1,110	311	477	41,975	1,110	100%	43.0%	1.14%
Guilford County Schools	Welborn Middle	6-8	50.0	504	261	437	41,975	504	100%	86.7%	1.04%
Guilford County Schools	Unnamed New Middle School (opens in Fall 2013)	6-8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>TOTAL</b>	<b>24 Middle Schools</b>		1,285.8	16,636	5,970	9,393	41,975	16,636	100%	56.5%	22.4%

**(A)(4) LEA-wide goals for improved student outcomes**

**(Note to applicant: Add more rows or subgroups as needed, e.g. to provide information on both proficiency status and growth, to address additional grade levels, subjects, etc.)**

<b>(A)(4)(a) Performance on summative assessments (proficiency status and growth)</b>									
Summative assessments being used (e.g., name of ESEA assessment or end-of-course test): Reading End-of-Grade Tests for grades 6-8; Math End-of-Grade Tests for grades 6-8.									
Methodology for determining status (e.g., percent proficient and above): Percent Proficient and Above (Proficient defined as scoring a level III or IV)									
Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels): Reduction of percentage of non-proficient students by half within six years, 2011-12 to 2017-18.									
Goal area	Subgroup	Baseline(s)		Goals					
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)	SY 2017-18 (Post-Grant)
6th grade reading proficiency	OVERALL		72.5	74.8	77.1	79.4	81.7	84.0	86.3
	American Indian		68.8	71.4	74.0	76.6	79.2	81.8	84.4
	Asian		72.9	75.2	77.4	79.7	81.9	84.2	86.5
	Black		60.2	63.5	66.8	70.2	73.5	76.8	80.1
	Hispanic		63.5	66.5	69.6	72.6	75.7	78.7	81.8
	Two or More		73.9	76.1	78.3	80.4	82.6	84.8	87.0
	White		88.5	89.5	90.4	91.4	92.3	93.3	94.3
	Economically Disadvantaged		60.3	63.6	66.9	70.2	73.5	76.8	80.2
	LEP		31.1	36.8	42.6	48.3	54.1	59.8	65.6
Students With Disabilities		41.2	46.1	51.0	55.9	60.8	65.7	70.6	

7 <sup>th</sup> grade reading proficiency	OVERALL		66.7	69.5	72.3	75.0	77.8	80.6	83.4
	American Indian		64.7	67.6	70.6	73.5	76.5	79.4	82.4
	Asian		66.8	69.6	72.3	75.1	77.9	80.6	83.4
	Black		52.7	56.6	60.6	64.5	68.5	72.4	76.4
	Hispanic		59.2	62.6	66.0	69.4	72.8	76.2	79.6
	Two or More		67.0	69.8	72.5	75.3	78.0	80.8	83.5
	White		83.7	85.1	86.4	87.8	89.1	90.5	91.9
	Economically Disadvantaged		53.2	57.1	61.0	64.9	68.8	72.7	76.6
	LEP		29.2	35.1	41.0	46.9	52.8	58.7	64.6
	Students With Disabilities		36.8	42.1	47.3	52.6	57.9	63.1	68.4
8 <sup>th</sup> grade reading proficiency	OVERALL		68.0	70.7	73.3	76.0	78.7	81.3	84.0
	American Indian		48.8	53.1	57.3	61.6	65.9	70.1	74.4
	Asian		68.2	70.9	73.5	76.2	78.8	81.5	84.1
	Black		54.0	57.8	61.7	65.5	69.3	73.2	77.0
	Hispanic		57.2	60.8	64.3	67.9	71.5	75.0	78.6
	Two or More		71.2	73.6	76.0	78.4	80.8	83.2	85.6
	White		85.3	86.5	87.8	89.0	90.2	91.4	92.7
	Economically Disadvantaged		52.7	56.6	60.6	64.5	68.5	72.4	76.4
	LEP		25.2	31.4	37.7	43.9	50.1	56.4	62.6
	Students With Disabilities		32.8	38.4	44.0	49.6	55.2	60.8	66.4
6 <sup>th</sup> grade math proficiency	OVERALL		80.0	81.7	83.3	85.0	86.7	88.3	90.0
	American Indian		78.1	79.9	81.8	83.6	85.4	87.2	89.1
	Asian		86.0	87.2	88.3	89.5	90.7	91.8	93.0
	Black		68.8	71.4	74.0	76.6	79.2	81.8	84.4
	Hispanic		78.6	80.4	82.2	83.9	85.7	87.5	89.3
	Two or More		80.7	82.3	83.9	85.5	87.1	88.7	90.4

	White		91.9	92.6	93.3	93.9	94.6	95.3	96.0
	Economically Disadvantaged		69.8	72.3	74.8	77.4	79.9	82.4	84.9
	LEP		59.1	62.5	65.9	69.3	72.7	76.1	79.6
	Students With Disabilities		56.3	59.9	63.6	67.2	70.9	74.5	78.2
7 <sup>th</sup> grade math proficiency	OVERALL		79.5	81.2	82.9	84.6	86.3	88.0	89.8
	American Indian		64.7	67.6	70.6	73.5	76.5	79.4	82.4
	Asian		81.6	83.1	84.7	86.2	87.7	89.3	90.8
	Black		70.1	72.6	75.1	77.6	80.1	82.6	85.1
	Hispanic		77.1	79.0	80.9	82.8	84.7	86.6	88.6
	Two or More		85.0	86.3	87.5	88.8	90.0	91.3	92.5
	White		89.6	90.5	91.3	92.2	93.1	93.9	94.8
	Economically Disadvantaged		70.9	73.3	75.8	78.2	80.6	83.0	85.5
	LEP		56.9	60.5	64.1	67.7	71.3	74.9	78.5
Students With Disabilities		51.4	55.4	59.5	63.6	67.6	71.7	75.7	
8 <sup>th</sup> grade math proficiency	OVERALL		85.0	86.3	87.5	88.8	90.0	91.3	92.5
	American Indian		75.6	77.6	79.7	81.7	83.7	85.8	87.8
	Asian		88.5	89.5	90.4	91.4	92.3	93.3	94.3
	Black		78.1	79.9	81.8	83.6	85.4	87.2	89.1
	Hispanic		80.9	82.5	84.1	85.7	87.3	88.9	90.5
	Two or More		87.4	88.5	89.5	90.6	91.6	92.7	93.7
	White		92.7	93.3	93.9	94.5	95.1	95.7	96.4
	Economically Disadvantaged		77.2	79.1	81.0	82.9	84.8	86.7	88.6
	LEP		70.0	72.5	75.0	77.5	80.0	82.5	85.0
Students With Disabilities		59.2	62.6	66.0	69.4	72.8	76.2	79.6	
6th grade reading	OVERALL		57.1	60.7	64.3	67.9	71.4	75.0	78.6

growth	American Indian		50.0	54.2	58.3	62.5	66.7	70.8	75.0
	Asian		69.7	72.2	74.7	77.3	79.8	82.3	84.8
	Black		55.2	58.9	62.7	66.4	70.1	73.9	77.6
	Hispanic		57.2	60.8	64.4	67.9	71.5	75.0	78.6
	Two or More		56.5	60.2	63.8	67.4	71.0	74.7	78.3
	White		57.7	61.2	64.7	68.3	71.8	75.3	78.8
	Economically Disadvantaged		55.5	59.2	62.9	66.6	70.3	74.0	77.7
	LEP		62.9	66.0	69.1	72.2	75.3	78.4	81.4
	Students With Disabilities		55.7	59.4	63.0	66.7	70.4	74.1	77.8
7 <sup>th</sup> grade reading growth	OVERALL		61.3	64.5	67.8	71.0	74.2	77.4	80.7
	American Indian		60.7	64.0	67.3	70.5	73.8	77.1	80.4
	Asian		60.6	63.9	67.2	70.4	73.7	77.0	80.3
	Black		59.5	62.9	66.3	69.6	73.0	76.4	79.8
	Hispanic		64.0	67.0	70.0	73.0	76.0	79.0	82.0
	Two or More		58.2	61.7	65.2	68.7	72.1	75.6	79.1
	White		63.0	66.1	69.2	72.3	75.3	78.4	81.5
	Economically Disadvantaged		59.3	62.7	66.1	69.5	72.9	76.3	79.7
	LEP		61.7	64.9	68.1	71.3	74.5	77.7	80.9
Students With Disabilities		54.3	58.1	61.9	65.7	69.5	73.4	77.2	
8 <sup>th</sup> grade reading growth	OVERALL		54.3	58.1	61.9	65.7	69.5	73.3	77.1
	American Indian		63.2	66.2	69.3	72.4	75.4	78.5	81.6
	Asian		52.2	56.2	60.2	64.2	68.1	72.1	76.1
	Black		51.3	55.3	59.4	63.4	67.5	71.6	75.6
	Hispanic		53.7	57.6	61.5	65.3	69.2	73.0	76.9
	Two or More		56.1	59.8	63.4	67.1	70.7	74.4	78.1
	White		57.3	60.9	64.4	68.0	71.6	75.1	78.7

	Economically Disadvantaged		52.7	56.6	60.6	64.5	68.5	72.4	76.4
	LEP		54.2	58.0	61.8	65.6	69.4	73.3	77.1
	Students With Disabilities		55.7	59.4	63.1	66.8	70.4	74.1	77.8
6 <sup>th</sup> grade math growth	OVERALL		52.3	56.3	60.2	64.2	68.2	72.2	76.1
	American Indian		75.9	77.9	79.9	81.9	83.9	86.0	88.0
	Asian		68.9	71.5	74.1	76.7	79.3	81.9	84.4
	Black		71.0	73.4	75.8	78.3	80.7	83.1	85.5
	Hispanic		83.1	84.5	85.9	87.3	88.7	90.1	91.5
	Two or More		70.5	72.9	75.4	77.9	80.3	82.8	85.2
	White		60.8	64.0	67.3	70.6	73.8	77.1	80.4
	Economically Disadvantaged		50.8	54.9	59.0	63.1	67.2	71.3	75.4
	LEP		55.1	58.8	62.6	66.3	70.1	73.8	77.5
Students With Disabilities		62.2	65.3	68.5	71.6	74.8	77.9	81.1	
7 <sup>th</sup> grade math growth	OVERALL		53.5	57.4	61.3	65.1	69.0	72.9	76.8
	American Indian		52.3	56.3	60.3	64.2	68.2	72.2	76.2
	Asian		55.5	59.2	62.9	66.6	70.4	74.1	77.8
	Black		48.9	53.2	57.4	61.7	65.9	70.2	74.5
	Hispanic		68.4	71.1	73.7	76.3	78.9	81.6	84.2
	Two or More		29.4	35.3	41.2	47.1	52.9	58.8	64.7
	White		53.4	57.3	61.2	65.0	68.9	72.8	76.7
	Economically Disadvantaged		71.6	74.0	76.3	78.7	81.1	83.4	85.8
	LEP		54.7	58.5	62.3	66.0	69.8	73.6	77.4
Students With Disabilities		50.0	54.2	58.3	62.5	66.7	70.8	75.0	
8 <sup>th</sup> grade math growth	OVERALL		31.9	37.6	43.2	48.9	54.6	60.3	65.9
	American Indian		47.9	52.2	56.6	60.9	65.3	69.6	74.0

	Asian		66.0	68.9	71.7	74.5	77.4	80.2	83.0
	Black		46.4	50.9	55.4	59.8	64.3	68.8	73.2
	Hispanic		54.8	58.6	62.4	66.1	69.9	73.7	77.4
	Two or More		39.9	44.9	49.9	54.9	59.9	64.9	70.0
	White		54.5	58.3	62.1	65.9	69.7	73.5	77.3
	Economically Disadvantaged		72.1	74.4	76.8	79.1	81.4	83.7	86.1
	LEP		52.4	56.4	60.4	64.3	68.3	72.3	76.2
	Students With Disabilities		57.1	60.7	64.3	67.9	71.4	75.0	78.6

**(A)(4)(b) Decreasing achievement gaps (as defined in this notice)**  
 Specific methodology for determining achievement gap (as defined in this notice): Reduction of achievement gap by half within six years, 2011-12 to 2017-18. (See definition on page 88)

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals					
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)	SY 2017-18 (Post-Grant)
Achievement Gap measurement  Difference between subgroup reading performance composite (using White as comparison subgroup)	All, White		16.8	15.4	14.0	12.6	11.2	9.8	8.4
	American Indian, White		26.0	23.9	21.7	19.5	17.3	15.2	13.0
	Asian, White		17.3	15.9	14.4	13.0	11.6	10.1	8.7
	Black, White		30.1	27.6	25.1	22.6	20.1	17.6	15.1
	Hispanic, White		25.8	23.6	21.5	19.3	17.2	15.0	12.9
	Two or More, White		15.3	14.0	12.7	11.4	10.2	8.9	7.6
	Economically Disadvantaged, White		30.4	27.8	25.3	22.8	20.3	17.7	15.2
	LEP, White		46.9	43.0	39.1	35.2	31.3	27.4	23.5
	Students with Disabilities, White		45.3	41.6	37.8	34.0	30.2	26.4	22.7
Achievement Gap measurement  Difference between subgroup math performance composite (using	All, White		10.2	9.3	8.5	7.6	6.8	5.9	5.1
	American Indian, White		18.5	17.0	15.4	13.9	12.3	10.8	9.3
	Asian, White		9.4	8.6	7.8	7.0	6.3	5.5	4.7
	Black, White		19.2	17.6	16.0	14.4	12.8	11.2	9.6
	Hispanic, White		13.2	12.1	11.0	9.9	8.8	7.7	6.6
	Two or More, White		7.1	6.5	5.9	5.3	4.7	4.2	3.6

White as comparison subgroup)	Economically Disadvantaged, White		19.3	17.7	16.1	14.4	12.8	11.2	9.6
	LEP, White		23.4	21.5	19.5	17.6	15.6	13.7	11.7
	Students with Disabilities, White		33.2	30.5	27.7	24.9	22.2	19.4	16.6

<b>(A)(4)(c) Graduation rates (as defined in this notice): 4 Year Graduation Rate</b>									
Goal area	Subgroup	Baseline(s)		Goals					
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)	SY 2017-18 (Post-Grant)
High school graduation rate	OVERALL		84.5	85.8	87.1	88.4	89.7	91.0	92.3
	American Indian		63.2	66.2	69.3	72.4	75.4	78.5	81.6
	Asian		84.7	85.9	87.2	88.5	89.8	91.1	92.3
	Black		81.2	82.7	84.3	85.9	87.4	89.0	90.6
	Hispanic		78.1	79.9	81.7	83.5	85.4	87.2	89.0
	Two or More		75.9	77.9	79.9	81.9	83.9	85.9	88.0
	White		90.4	91.2	92.0	92.8	93.6	94.4	95.2
	EDS		80.5	82.1	83.8	85.4	87.0	88.6	90.3
	LEP		77.8	79.7	81.5	83.4	85.2	87.1	88.9
	SWD		68.7	71.3	73.9	76.5	79.1	81.7	84.3

<b>(A)(4)(d) College enrollment (as defined in this notice) rates:</b>								
<p><b>NOTE:</b> College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2010-11, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows:</p> <ul style="list-style-type: none"> <li>○ (College enrollment SY 2010-11) = Number of SY 2008-09 graduates enrolled in a higher-education institution during the 16 months after graduation</li> <li>○ (College enrollment rate) = (College enrollment SY 2010-11)÷(Cohort Population, e.g. total number of SY 2008-09 graduates)*100</li> </ul>								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
College enrollment rate (4-year) Increase the percentage of enrollment of in-state public 4-year college and 2-year community college with corresponding increase of graduation rate.	OVERALL	35.1	35.7	36.2	36.8	37.3	37.9	38.4
	American Indian	47.1	47.4	49.7	52.0	54.3	56.6	58.9
	Asian	38.6	38.9	39.5	40.0	40.6	41.2	41.8
	Black	27.4	28.5	29.0	29.6	30.1	30.7	31.2
	Hispanic	20.8	21.6	22.1	22.6	23.1	23.6	24.1
	Other	60.9	62.1	63.8	65.4	67.1	68.7	70.4
	White	41.4	41.8	42.1	42.5	42.9	43.2	43.6
	EDS	No data available	No data available	No data available	No data available	No data available	No data available	No data available
	LEP	No data available	No data available	No data available	No data available	No data available	No data available	No data available
SWD	No data available	No data available	No data available	No data available	No data available	No data available	No data available	
College enrollment rate (2-year)	OVERALL	23.9	24.3	24.7	25.1	25.5	25.8	26.2

**(B) Prior Record of Success and Conditions for Reform (45 total points)**

**(B)(1) Demonstrating a clear track record of success (15 points)**

The extent to which each LEA has demonstrated evidence of—

- (1) A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates the applicant's ability to—
  - (a) Improve student learning outcomes and close achievement gaps (as defined in this notice), including by raising student achievement, high school graduation rates (as defined in this notice), and college enrollment (as defined in this notice) rates;
  - (b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools (as defined in this notice) or in its low-performing schools (as defined in this notice); and
  - (c) Make student performance data (as defined in this notice) available to students, educators (as defined in this notice), and parents in ways that inform and improve participation, instruction, and services.

**(B)(1)(a) Improve student learning outcomes and close achievement gaps, including by raising student achievement, high school graduation rates, and college enrollment rates;**

Over the past four years, Guilford County Schools (GCS) has improved student learning outcomes and decreased achievement gaps, by raising student achievement, high school graduation rates and college enrollment rates. An overview of all improved student learning outcomes can be found in the Appendix, starting on page A-12.

Closing the Achievement Gap. The literacy rate of our African American male students is low, while the suspension rate is disproportionately high. Data was collected on the reading achievement of third-grade students in GCS at the conclusion of the 2010-11 academic school year and the 2011-12 school year (see Appendix, pages 304-305). We found that 67.1% of our elementary students read at a level of proficiency; however, only 48.1% of African American males in the third grade read at a level of proficiency. Moreover, of the 67 elementary schools in GCS, 56 had less than 60% of its third-grade African American male population reading at a level of proficiency. Of those 56 schools, 15 schools had fewer than 40% of its third-grade African American male population reading at a level of proficiency (a total of 292 African American male students served by these schools). As part of our district's strategic plan goal of improving academic achievement, GCS launched two pilot programs designed to address these issues. These pilot programs plan to make substantial reductions in the number of African American male students suspended, while increasing the literacy rates for African American male students. One of the ways that the district will achieve these goals is by providing teachers with training grounded in culturally relevant education.

Increased Student Achievement. In 2012, GCS saw a rise in its End-of-Grade and End-of-Course composite scores to 75.9 percent proficient, an increase of 1.4 percentage points from last year's rate of 74.5 percent (see Appendix, pages 306-321). Nineteen of the district's 124 schools had a performance composite of more than 90 percent proficient, with two reaching 100 percent proficiency. Seven of the 19 were between 95 and 99 percent proficient. This is an increase over 2001 when only 14 schools had a performance

composite above 90.

Increased High School Graduation Rates. In 2012, nearly 85 percent of students who entered high school in GCS graduated within four years (see Appendix, pages 322-327). This represents an increase from last year's rate of 83.1 percent and is the highest level since the state began its current method of calculation in 2006. In addition, six schools achieved a 100% graduation rate. The district's graduation rate has risen steadily for the past four years, up from 79.7 percent in 2008. Additionally, in 2012, more than 500 graduates also earned the GCS Service-Learning Diploma, which was given to those who recorded 175 hours or more of service-learning activity. The district's middle and early college programs have been in place since 2006 and have led to increases in high school graduation rates and decreases in student dropout rates (see Appendix, page 328-329).

Increased College Enrollment. Guilford County Schools' record of college enrollment is strong (see Appendix, pages 330-333). In the 2009-2010 school year, 89.2% of graduating students enrolled in a public or private college or university. In the 2010-2011 school year, the percentage increased slightly to 89.4% but then experienced a slight decrease to 88.4% in the subsequent year. Other indicators show that while enrollment rates are not significantly increasing, efforts toward college enrollments are yielding results. For example, the Class of 2012 earned a record number of scholarship offers, totaling more than \$139 million. Additionally, the district had 10 students win National Merit Scholarships. While these numbers are strong indicators of future increases in college enrollment, the PACE Schools Project will ultimately be the driver of increased graduation rates and college enrollment through the use of Personalized Education Pathways.

**(B)(1)(b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools or in its low-performing schools**

School Improvement Grant. School Improvement Grants have been put into place at three of the district's low-performing schools. The scores at these schools demonstrate that an influx of resources, both financial and community-based, has helped spur academic

performance. Each of these schools had performance composites below 40 percent proficiency in 2008, which placed them among the lowest in the state. Both Oak Hill and Wiley Elementary Schools now have performance composites of 70 percent proficiency or above based on the preliminary data while Andrews High School has gone from 44.3 percent to 64.6 percent proficiency in that same time frame. The SIG model has been so successful that the district has put into place similar interventions at other schools with the plan of achieving similar results.

District-wide reform efforts have included the “Priority One Schools Program,” which, on an annual basis, identifies the district’s 10 lowest-performing schools (see Appendix, pages 334-344). Priority One Schools are provided with wraparound services, which involve every district department supplying additional resources and support to these schools. Additionally, all faculty at Priority One Schools are evaluated on a full cycle. This district effort has led to a decrease in the number of state identified low-performing schools from 11 in the 2007-08 school year to zero in the 2010-11 school year.

#### Teacher Incentive Fund

In addition to leveraging School Improvement Grant initiatives to achieve improved student outcomes, the district has had a federal Teacher Incentive Fund supported Performance Based Compensation System in place since 2007. This program, Mission Possible, is currently in 50 of our district’s 124 schools. Since its inception, the reform initiative has had a significant impact on the recruitment and retention of highly effective teachers. In looking at the data, there is evidence that the Mission Possible program contributed to the goal of recruiting and retaining of highly qualified teachers and administrators, which in turn resulted in increased achievement. The evidence consists of: a) higher teacher retention in Mission Possible schools compared to that of the district and state; b) increase in percentage of fully certified teachers; c) increase in the number of faculty who earned incentives for high Value-Added data; d) closing of the gap in performance composite between Mission Possible schools and the district by 34.5% from 2007 to 2011; e) closing of the gap between Mission Possible schools and the district by 72.7% when looking at the percentage of schools achieving

expected growth or higher under the North Carolina ABC Accountability model from 2007 to 2011; f) the average graduation rates for Mission Possible high schools were 3.1 percentage points above the district in 2011; and g) three Mission Possible high schools (small) had graduation rates above 95%.

**(B)(1)(c) Make student performance data available to students, educators, and parents in ways that inform and improve participation, instruction, and services.**

Guilford County Schools has exceptional resources for putting performance data in the hands of students, educators and parents in ways that both inform and improve student outcomes:

Students. GCS uses the Educator Value Added Assessment System created by SAS, Inc. The EVAAS system enables teachers to put growth reports in the hands of students. Using the raw data and charts (see Appendix, page 346), students are able to understand their growth over time in all tested subjects. Teachers utilize these reports to help students set growth goals for the upcoming school year. Other performance data available to students include a Personal Education Plan (PEP), data notebooks, rubrics and benchmark data summaries by objective and report cards.

Teachers. EVAAS is also an exceptional tool for teacher use. Teachers are able to track individual student and cohort group growth trends by course. They are able to run analyses on their own individual courses, look at data by grade level, by sub-group, as well as school wide (see Appendix, pages 347-349). Additionally, teachers have access to student benchmark data which provides an objective-by-objective breakdown of student mastery for use in re-teaching content.

GCS was one of the first districts to develop its own data warehouse. Therefore, teachers and school leaders have access to longitudinal data for students without having to rely upon the N.C. Department of Public Instruction. This aids teachers in both informing and improving student outcomes as well as in communicating with parents.

Parents. Parents of students in GCS have open access to data related to their student's achievement and growth through the Parent Assist Online Tool. Using this tool, parents can view students' Personalized Education Plans (PEPs), assignments, homework, grades, report cards, attendance, etc. The district regularly provides benchmark reports that break down student mastery levels at the objective level. Additionally, parents have access to EVAAS reports that detail student growth by course over time. Report cards are provided on a quarterly basis to inform parents of academic as well as social and behavioral growth. Finally, parents are provided with detailed reports of students' performance on End-of-Grade and End-of-Course tests.

**(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)**

The extent to which each LEA has demonstrated evidence of—

A high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant already makes available the following four categories of school-level expenditures from State and local funds:

- (a) Actual personnel salaries at the school level for all school-level instructional and support staff, based on the U.S. Census Bureau's classification used in the F-33 survey of local government finances (information on the survey can be found at <http://nces.ed.gov/ccd/f33agency.asp>);
- (b) Actual personnel salaries at the school level for instructional staff only;
- (c) Actual personnel salaries at the school level for teachers only; and
- (d) Actual non-personnel expenditures at the school level (if available).

**(B)(a) Actual personnel salaries at the school level for all school-level instructional and support staff, based on the U.S. Census Bureau's classification used in the F-33 survey of local government finances.**

As a part of our Guilford County Schools Strategic Plan 2012, the district has put into place practices designed to increase transparency and build public trust. As such, our Department of Finance publically presents an annual budget report and PowerPoint overview that is inclusive of all personnel and non-personnel expenditures. This presentation is made before a public audience and our elected Board of Education, is televised and aired live, streamed on the web and posted online for future viewing. Additionally, our district works with two local newspapers to post all personnel salaries online in a searchable database and in-print. All salary schedules are on our district webpage for viewing. Finally, GCS responds to all reasonable public records requests promptly. We believe that only by being fully transparent can we engage our families and communities in the work to improve outcomes for our children.

**(B)(b) Actual personnel salaries at the school level for instructional staff only;** See response to (B)(a).

**(B)(c) Actual personnel salaries at the school level for teachers only; and** See response to (B)(a).

**(B)(d) Actual non-personnel expenditures at the school level (if available).** See response to (B)(a).

**(B)(3) State context for implementation** (10 points)

The extent to which each LEA has demonstrated evidence of—

Successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant’s proposal.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant’s success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

**A. Successful conditions** to create an environment for personalized learning for every student in GCS include:

**1. Quest for Continuous Improvement: Strategic Planning:** in 2009, the district developed its first Strategic Plan (see Appendix, pages 350-376) to guide its work. In January 2013, GCS’s second strategic plan will launch with personalized learning as one of its four focus areas. **Broad Prize Diagnostic Report:** In 2011, GCS was one of two districts in the country selected for the Broad assessment, which included review of achievement data, district practices and an intensive three-day site visit that involved 60 classroom “walk throughs” and interviews with 212 individuals and more than 30 focus groups with internal and external stakeholders (see Appendix, pages 377-428). GCS met expectations or was close to doing so on 23 of the 33 indicators that cover 11 major areas ranging from support for teaching and learning to governance and performance. GCS’s work in strategic planning was rated exemplary. The Broad report results have been integral to creating the strategic plan that will begin in January 2013. The district sought the opportunity to participate in the Broad diagnostic reporting process to gain an objective review of its progress in

meeting strategic plan goals and related challenges. The district's participation was paid for through matching grants from the Broad Foundation and Businesses for Excellence in Education, a local corporate philanthropy organization.

**Stakeholder engagement:** The district seeks feedback from students, parents, teachers and staff in an annual climate survey that is reviewed and used by senior staff as one means to recalibrate our work on an inclusive and regular basis.

**2. Race to the Top State Grant Program participation:** In February 2011, GCS received \$9.9 million through the Race to the Top State Grant Program to support improving standards and assessments; data systems to support instruction; effective teachers and leaders; turnaround of lowest-achieving schools; and science, technology, engineering and mathematics. GCS has sought to closely align its own quest for improvement with the state's Race to the Top objectives to lay the groundwork for the sort of dramatic transformations sought in the Race to the Top District program.

**3. College and Career Ready Standards.** North Carolina's Career and College: Ready, Set, Go! initiative was designed to support the efforts of educators across the state through professional development, technology and standards and assessments around four pillars of work: teachers and leaders; standards and assessments; school turnaround; and data systems. A standard course of study has been in place in North Carolina for many years. During the 2012-13 school year, Common Core standards are being fully implemented across the state. GCS was a forerunner in implementation and training for these rigorous standards with a four-year plan to train and develop teachers' understanding of the new standards.

**4. Creating options that meet student needs and goals:** GCS is a nationally recognized leader in this area and currently leads 52 magnet and choice programs. Our signature program is the middle-early college, high schools located at area colleges and universities that offer tailored programs and opportunities for students to earn college credit. In August 2012, GCS opened its newest

middle/early college, The STEM Early College at N.C. A&T State University, an exciting partnership that allows students to study STEM-related careers, participate in research with A&T students and professors and earn two years of college credit during their high school careers. These small-setting high schools, with a population of just 200 students in ninth-12<sup>th</sup> grades, are a proven model for reaching a range of students, from academic high-flyers to those disengaged in the traditional classroom setting. In addition, the district provides non-traditional educational settings including a Twilight School, which serves students who are at risk of dropping out, and High School Ahead Academy, a school serving over-aged middle school students.

**5. Increasing graduation rate, decreasing dropout rate:** The district graduation rate in GCS in 2012 is 84.5 percent, the highest level reached since the state established a four-year cohort method in 2006. Fifteen schools had graduation rates higher than 90 in 2012, compared with 14 schools in 2011. Six of them reached **100 percent**, compared with eight in 2011. GCS has a consistent dropout rate of less than 3 percent.

**6. Experience with personal learning/differentiated instruction.** We routinely individualize learning for children who participate in exceptional children's programs, children for whom English is not a first language, those who need 504 accommodation plans and those students not currently on track who require a comprehensive Personalized Education Plan (PEP), as well as our top academic achievers. **EC:** Our district currently serves more than 9,626 children through our Exceptional Children (EC) department; middle-school students make up 26% of that number. Highly qualified staff members provide specially designed, research-based instruction in the least restrictive environment possible to promote the physical, cognitive, social, emotional and vocational development of students. **ESL:** More than 5,000 students in GCS participate in English as a Second Language (ESL) programs, 18% of whom are in middle school. These programs are tailored to meet the linguistic, academic and social needs of students. Programs are developed to provide the assistance needed to progress through career and college ready curriculum at a pace similar to peers. **AG:** The Academically Gifted (AG) department serves more than 14,000 students; middle-school students make up more than 35% of these

students. Children served by this program receive differentiated instruction in a variety of ways including enrichment model, curriculum compacting, differentiated curriculum and advanced placement courses.

**7. Prior district 1:1 pilot success:** In 2011, GCS, High Point University and a group of business and philanthropic groups initiated a 1:1 technology prototype school at Montlieu Academy of Technology in High Point. This nearly \$800,000 initiative has allowed each student in PreK-5<sup>th</sup> grade to have daily access to iPad2 devices to help individualize student instruction across subject areas. Montlieu’s student achievement has increased significantly: reading end-of-grade (EOG) scores increased by 11.1% (from 59.3% in 2010-11 to 72.1% in 2011-12); math EOG scores increased by 9% (from 47.9% in 2010-11 to 58.7% in 2011-12); science by 28% (from 54.9% in 2010-11 to 83.8% in 2011-12); and overall composite increased by 12.8% (from 59.3% in 2010-11 to 72.1% in 2011-12). Lessons learned from this project will be invaluable as we expand 21<sup>st</sup> century technology, teaching and learning to our middle schools.

**B. Sufficient autonomy:** Currently, North Carolina does not restrict school districts’ ability to customize students’ learning. In fact, North Carolina General Statute 115C-105.41 states that local administrative units shall identify students at risk of academic failure beginning at Kindergarten and must include focused interventions. This general statute gives districts the statutory authority and obligation to customize learning for students. There is no legislation that prevents districts from taking this action.

**(B)(4) Stakeholder engagement and support** (10 points)

The extent to which each LEA has demonstrated evidence of—

Meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal, including—

- (a) A description of how students, families, teachers, and principals in participating schools (as defined in this notice) were engaged in the development of the proposal and, as appropriate, how the proposal was revised based on their engagement and feedback, including—
  - (i) For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in participating schools (as defined in this notice); or
  - (ii) For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from participating schools (as defined in this notice) support the proposal; and
- (b) Letters of support from such key stakeholders as parents and parent organizations, student organizations, early learning programs, tribes, the business community, civil rights organizations, advocacy groups, local civic and community-based organizations, and institutions of higher education.

Guilford County Schools (GCS) gathered input from more than 4,000 parents, teachers, principals, students, and community members as it developed its 2012 strategic plan. As a result of this process, transformative technology was included as one of eight major focus areas for the district, and new advisory councils comprised of students, teachers, and principals joined existing district councils for parents to provide ongoing input to the superintendent and other district administrators. GCS also conducts regular phone and online surveys of students, employees, parents, and community members to seek input and identify areas of concern.

The need to vastly improve access to instructional technology, differentiate instruction and personalize learning to better engage students has emerged as a consistent theme across all stakeholder groups and is reflected in the various surveys GCS has conducted annually since 2008-09. As a result, the district focused the majority of the \$9.9 million it received through North Carolina's Race to

the Top grant funding on expanding wireless capacity to all GCS schools and building a more robust infrastructure that would support personalized learning and a one-to-one initiative.

In addition, as part of its planning process for the 2016 strategic plan, GCS contracted with the Broad Foundation to conduct an audit of the school system's progress. This audit included interviews with 212 individuals and more than 30 focus groups with internal and external stakeholders. As part of its commitment to stakeholder engagement and transparency, GCS has also hosted more than 20 input sessions since May 2012 with various internal and external stakeholder groups to gather input for the 2016 plan and share ideas for major initiatives, including personalized learning and 1:1 technology access.

For example, when district administration asked GCS's 124 principals at the year-end meeting last spring what their greatest need was in regard to improving student achievement at their schools, and what they would be disappointed if the 2016 strategic plan did not address, the overwhelming majority indicated greater access to instructional technology followed by more professional development regarding differentiating instruction, using 21<sup>st</sup> century tools, and personalizing learning to meet diverse student needs.

It became evident that both district and school leadership, as well as important stakeholder groups such as teachers, students, parents, business and community members, share a vision in support of more individualized and personalized education in order to achieve GCS's strategic vision of ensuring educational excellence for all students.

Middle school was identified by K-12 principals as the target level for such an initiative. As a result, the chief academic officer, chief information officer and chief officer for curriculum and instruction met with all middle school principals to further discuss personalized learning and how individualized learning would support high-need schools. At the meeting, a simulation of how technology enhances learning was presented. Following the meeting, middle school principals were provided a toolkit including

instructions for how to use the toolkit to gather input from middle school teachers, instructional support staff, school administrators, parents and students. Specifically, the principal toolkit provided guidance and the tools needed for seeking unbiased input from stakeholders about what they would like to see in schools to provide more opportunities for student learning, including the ability for students to learn at individual paces (see Appendix, page 430).

Principals met with teachers at their respective schools to discuss personalized learning environments and the district’s interest in applying for the Race to the Top-District grant. Teachers, instructional support staff and school administrators were also asked to complete a survey, (see Appendix, pages 431-434), which sought input as to whether students would benefit from being able to access instruction on the Common Core standards outside of the classroom; should be able to engage in collaborative learning through technology; and would benefit from 24/7 access to digital textbooks, leveled instructional activities, approved collaboration sites, and multi-media learning materials. Further, the survey provided an open-ended question about what type of tools should be available in classrooms to fully implement personalized learning for all students. Teachers at proposed participating schools supported the PACE Schools Project overwhelmingly (see Appendix, page 435).

Principals sent a Connect-Ed telephone message to the parents/guardians of all students in their school. Parents and students were asked to complete a survey that sought their input as to what should be available in the classroom to enhance learning and how technology can assist students as they learn at school and at home. In an effort to reach all parents and students, schools distributed a printed and electronic information to parents and students sharing the grant opportunity with them. The information included a link to the U.S. Department of Education’s website about the Race to the Top-District grant. The information was distributed in three languages: English, Spanish and Vietnamese. Of the responses received, the majority spoke of the need to improve student access to technology to increase achievement (see Appendix, pages 436-441).

The chief academic officer met with the president of the Guilford County Association of Educators (GCAE) and discussed how this initiative would integrate with Common Core implementation, what types of professional development teachers would need, unencumbered planning time for teachers and embedded professional development delivered through a school-based position allotted for this initiative. Upon receiving the support of GCAE’s president, the chief academic officer met with GCAE officers and representatives and reviewed the purpose, process and timeline for the application. The support and enthusiasm within GCAE for personalized learning through technology was apparent.

The superintendent, chief academic officer, and executive director of induction and professional development met with the Teacher Advisory Council to further discuss personalized learning and the implementation of Common Core standards. Discussion focused on what type of tools should be available in classrooms to fully implement personalized learning as well as the types of professional development teachers would need to successfully implement such an initiative.

The superintendent met with the Student Advisory Council to further discuss personalized learning. The superintendent asked students how they felt about a personalized learning environment – one where they could work at their own pace – and be engaged, yet challenged to excel. Students provided specific feedback regarding the types of technology they felt would enhance their learning both in the classroom and at home.

**(B)(5) Analysis of needs and gaps (5 points)**

The extent to which each LEA has demonstrated evidence of—

A high-quality plan for an analysis of the applicant’s current status in implementing personalized learning environments and the logic behind the reform proposal contained within the applicant’s proposal, including identified needs and gaps that the plan will address.

The roles poverty, cultural differences, learning in a second language, educational ability challenges and the persistent achievement gap play in education are issues not equitably distributed across our school district. This impact is geographically clustered within the district, resulting in many schools having a significantly higher free and reduced lunch student population. Beyond these factors, educational access opportunity problems exist for our students. Across our schools, achievement and resources are inequitably distributed. This is our prevailing condition for reform.

We pinpoint two gaps for middle school students: an availability gap of Algebra I classes and an achievement gap in literacy. These are two key issues that we seek to address through the PACE Schools Project.

**Algebra I.** It has long been recognized that Algebra is an essential predictor of future success. A chart of Algebra I class availability in our district (see Appendix, page 443) highlights one reason that GCS seeks to implement the multi-faceted approach and availability of curriculum in a personalized learning environment for our students. Algebra I availability in our middle schools ranges from a low of one class at the economically disadvantaged Hairston Middle, on Greensboro’s urban east side, to a high of seven classes at Northern and Northwest Guilford middle schools, located in significantly higher income areas of the county.

**Literacy.** Guilford County Schools has used balanced literacy as an instructional approach incorporating explicit and context-embedded strategies to teach reading, writing, speaking, listening, and viewing across the curriculum. Modeled, shared, guided, and independent strategies are used to support learners as they move from teacher-supported to student-controlled critical thinking and learning.

The focus in the past years in Curriculum and Instruction has been the development of a 6-12 literacy framework that addresses the

needs of adolescent learners in our district. Curriculum officers and curriculum specialists have come together to identify the need for and to define the purpose of such a framework. As the work has continued, administrators for Exceptional Children's Services and principals were invited to participate in the work of the committee.

GCS currently uses a diagnostic and intervention tool at the middle school level to assist with the number of non-proficient students in literacy at each grade level. This tool was intended to help close the gaps in reading performance in literacy and all other content areas. A chart depicting reading achievement in the district (see Appendix, page 444) shows that we continue to have a wide reading achievement gap in our middle schools as noted by the number of proficient students in one middle school compared with the next (ranging from 44.9% to 100%).

As we begin the teaching and learning of the literacy Common Core standards this year, it is noted that literacy includes acquisition, usage and transfer of skills in reading, writing, speaking, listening and language which are the foundations and prerequisites for analytical and thoughtful communication in all forms of 21<sup>st</sup> Century Learning Skills such as:

- Balanced Literacy Components (reading, writing, speaking, listening, word study)
- Informational Literacy
- Media Literacy
- Technology Literacy
- Visual Literacy
- Civic Literacy
- Financial, Economic and Entrepreneurial Literacy
- Health Literacy

- Environmental Literacy

In order to close the achievement gap in our middle schools, we must use a personalized learning path for each student that will honor each student as an individual learner, recognize that each student has his or her own learning style, unique gifts, interests, aspirations and challenges to learning, and support each student to learn in his or her own unique way.

Given the current climate for technological innovation and its necessary role in scaling personal learning to large groups of students, adaptive learning and the recent proliferation of Common Core content-embedded devices, GCS seeks to access this burgeoning landscape of educational technology tools to bridge the shortfalls (funding, teacher talent, device availability) in public education, across our middle schools to close the achievement gap and keep those doors of access perpetually open for all students who enter.

**C. Preparing Students for College and Careers (40 total points)**

**(C)(1) Learning (20 points)**

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

Learning: An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner such that:

- (a) With the support of parents and educators, all students—
  - (i) Understand that what they are learning is key to their success in accomplishing their goals;
  - (ii) Identify and pursue learning and development goals linked to college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), understand how to structure their learning to achieve their goals, and measure progress toward those goals;
  - (iii) Are able to be involved in deep learning experiences in areas of academic interest;
  - (iv) Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning; and
  - (v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving;
- (b) With the support of parents and educators, there is a strategy to ensure that each student has access to—
  - (i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready;
  - (ii) A variety of high-quality instructional approaches and environments;
  - (iii) High-quality content, including digital learning content (as defined in this notice) as appropriate, aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements

(as defined in this notice);

(iv) Ongoing and regular feedback, including, at a minimum—

(A) Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements; and

(B) Personalized learning recommendations based on the student’s current knowledge and skills, college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and available content, instructional approaches, and supports; and

(v) Accommodations and high-quality strategies for high-need students (as defined in this notice) to help ensure that they are on track toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice); and

(c) Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

#### Student Experience

Students participating in the PACE Schools Project will begin the journey to self-guided learning by getting to know the project and technology in a fun, informal setting. Personalized Learning Environment Facilitators (PLEFs) will coordinate with staff at each site to create a high-energy introduction to the program that will excite and challenge students’ imaginations. Parents and guardians will be invited to be part of these early meetings to learn about the vision for student-driven learning and how the students and teachers will work cooperatively to reach this goal. These sessions will help invite interest, confidence and trust among parents, teachers and students about the PACE project’s goals and opportunities for students – and let everyone know how they can be involved to foster student success. Our Guilford Parent Academy program will work in tandem with the PLEFs to offer workshops for parents at the middle schools that will create another welcoming avenue for questions, concerns and suggestions to help parents become active supporters of their students in the project.

Students will get to try out the technology devices they will use and share ideas about what they'd like to be able to do with them. We will weave into these early meetings the essential rules about GCS's acceptable technology use and project goals and objectives. Shortly after these meetings, students will have their first extended hands-on experience through lessons using classroom sets of the devices. Teachers and students will learn collaboratively in activities that support the college and career-ready curriculum.

In the summer, students will attend PACE kickoff academy for three days (see Appendix, pages 445-448). At this day camp, they will be with other students in the same grade from the 16 schools in the year 1 treatment group. They will work extensively with the devices, review district technology rules and learn how to care for their devices. Teacher-guided activities will show them the kinds of work they will be able to do. Camp leaders will also encourage students to take what they learn from these activities and lead their own exploration of a topic that interests them. PLEFs and district teachers will create a fun, informative schedule. A parent portion of camp each day will help our parents to understand what students are learning and how to support their work. During summer camp, PLEFs will work with teachers and parents to begin to develop students' personalized learning plans, using data that already exists about individual learner achievement as well as information collected from camp sessions for the student profile. This plan will be flexible but will guide work for the coming school year. Student interests and aspirations will drive this plan placing the learner at the center of the learning design.

Students will pick up devices at their home school. A designated time to arrive and an agreement to sign will be provided to parents and students. A first activity/assignment using the device will include students and parents demonstrating their understanding of policies and procedures and their ability to access the resources available on the device.

While students attend their summer day camp, teachers will participate in a technology institute designed to build their confidence

and excitement for this transformative style of teaching and learning. They will return to a class that looks different. Students will not all work on the same things. Some will complete teacher-created activities, others will create their own presentations or activities to share, and some will work in groups with teacher support. Learners refer daily to personalized learning plans developed in the summer; the platform on the device monitors progress, giving updates at any time. Students will be guided to enrichment experiences or accelerated learning based on choices and progress through the curriculum.

On a daily basis:

- Students are engaged with their cohorts in teacher-guided, problem-based, real-world scenarios.
- Students use technology devices to access content, collaborate (social networking) and publish work for an authentic audience.
- Students are scheduled to attend core classes. Within the classes, students are organized in learning cohorts working on an interdisciplinary themed unit such as “the cost of war.” For example:
  - In math, one of the cohorts could study proportion to determine the spread rate of disease in germ warfare.
  - In social studies, a cohort might examine the long-range effects on the global economy of such an event.
  - In language arts, a cohort could write a short story about a character’s experiences in such a situation based upon analysis of related non-fiction texts.
  - In science, a cohort could study the effects of weather patterns (wind, fog, temperature) on the delivery of the specimens.

Opportunities will extend outside the traditional school day and environment. For example, a cohort working toward the factual investigation of germ warfare may choose to video-conference with an infectious disease specialist at a local hospital or university

to determine the spread rate of a weaponized flu virus. Portions of the original recorded video-conference could be used as expert evidence in the cohort's final presentation. The specialist would then become the consultant/mentor for the cohort. Individual post-assessments are delivered through the device and if needed, teachers can develop remediation activities using curricular content on the device. Learning opportunities can be accessed anytime, anywhere.

(a) Learning – Support

(i) The development of the personalized learning plan places students at the center of their learning. As students engage in learning that is self-directed to meet ability and interest, they become active participants. Motivation follows. This is the foundation for understanding that learning is the key to meeting their goals. An unlimited number of paths exist depending on the student's progress, needs and interests.

(ii) The 1:1 platform initiative described in this plan is solely based on career and college ready standards approved by the North Carolina State Board of Education and reflective of the coursework required by GCS, the state and institutions of higher education. The type of platform described is mastery-oriented and allows progress through standards either in teacher-created experiences or student choice.

(iii) Through this initiative, middle-school students will have the capacity to experience curriculum using a variety of resources including peers, teachers or experts beyond the district, state or even country. As described in the examples above, this provides a unique opportunity to expand learning beyond the walls of our schools and the boundaries beyond which some students will never travel except through technology. The platform will provide a wide array of resources determined collaboratively by the vendor and the district and based on student, parent and community input to maximize learning through various lenses.

(iv) GCS is a culturally diverse district with our students representing 174 countries and speaking 144 languages/dialects. Our collaboration with the vendor will be critical as we incorporate input gathered from stakeholders in our district including parents, students and community. This opportunity will expand access and exposure to diverse cultural perspectives as it allows for a wide

variety of resources to be at the students' fingertips at all times.

(v) Mastery learning is the concept that students will achieve mastery of certain skills prior to moving forward to more advanced, complicated ones. Literature suggests that mastery learning has a particularly positive effect on students in the areas of achievement, attitudes toward learning and retention of content (Davis, D., & Sorrell, J. 1995, December). As we advance toward full implementation of the Common Core standards and the ambitious requirements of students to apply high-order thinking skills, it is critical that we examine ways to increase achievement, engagement and retention. Our plan explicitly allows for pre-assessment, personalized learning with support and corrective instruction through resources and experiences the student chooses. The platform also provides an opportunity for parent engagement, as all activities and assessments can be shared readily. As students set and monitor goals, they will develop critical thinking skills, perseverance and problem-solving crucial to success in college and the workplace.

(b) Learning –Strategies

(i) Our proposal creates constant student access to core curriculum, engages students in 21<sup>st</sup> century technology and allows them to set personal learning goals. The platform is solely based on established college and career ready curriculum and allows teachers and students to expand and compile resources to support instruction that is personalized and focused on skills needed in today's global society.

Students and teachers will be provided with a digital device containing teacher-created learning materials and access to resources to support that material. Devices will also have web-based capacity to the extent district policy allows. Modifications will be provided as needed.

(ii) The PACE Schools Project will provide students with an opportunity to progress based on learning styles/preferences and daily assessments. A daily “game plan” for a student might include teacher interaction, cohort/group activity, a video game and personalized learning plan update.

(iii) Mobile, handheld devices with access to digital content, online learning platforms, instructional software, subscriptions and open education resources will be provided to students in grades 6-8 in identified middle schools.

(iv) Middle school students in treated schools will be able to view their own learning data with regard to mastery of standards. Teachers will have immediate assessment results that allow for flexible grouping, realignment of teaching and personalization of learning. Students will make choices regarding activities and incentives toward mastery. They will also have opportunities to engage with peers to create their own content.

(v) Accommodations to the device and platform will be created and provided for high-need students. Some examples may include read-aloud programs, speech to text or language converters. The district will also explore making devices available to parents with Guilford Parent Academy accounts so they can access digital learning resources and adult learning materials.

#### (c) Training and Support

Initial information about PACE will be provided through grade-level meetings that show students the platform and device. Additional informational meetings will be held for parents where PACE goals and objectives are shared along with the vision for personalized learning in the district. PACE director and PLEFs will attend the International Society for Technology in Education (ISTE) national conference and share knowledge gained. School leaders and teachers will participate in spring and summer professional development in the areas of personalized learning, mastery learning, and the successful implementation of Personalized Learning Environments (PLEs) to support the transition from a traditional learning setting to one that is responsive to the academic, behavioral, social and emotional needs of each child. Students will receive initial training at a three-day camp in the summer that engages them in appropriate use policy, use of the device and utilization of resources available through the platform. Parents will also have optional sessions each day and opportunities to ask questions. Ongoing training and support will be provided through the Personalized Learning Environment Facilitators (PLEF) hired through this grant. Each PLEF will work with two schools to provide daily support and “just in time” training for students to maximize learning and track progress.

It is important to note that while we have constructed a well-organized plan for implementation, we recognize the fact that personalized learning will never be addressed by one particular plan, but a commitment to those key components that are common among all plans: flexible/everywhere learning, redefining the role of the teacher, project-based and authentic learning opportunities, a student-driven learning path, and mastery/competency based progression (SIIA, 2010, November). Ultimately though, our commitment is to our students and providing them with exceptional educational opportunities that maximize their own potential, interests and future goals.

**(C)(2) Teaching and Leading (20 points)**

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

Teaching and Leading: An approach to teaching and leading that helps educators (as defined in this notice) to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice) by enabling the full implementation of personalized learning and teaching for all students such that:

- (a) All participating educators (as defined in this notice) engage in training, and in professional teams or communities, that supports their individual and collective capacity to—
  - (i) Support the effective implementation of personalized learning environments and strategies that meet each student’s academic needs and help ensure all students can graduate on time and college- and career-ready;
  - (ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches (e.g., discussion and collaborative work, project-based learning, videos, audio, manipulatives);
  - (iii) Frequently measure student progress toward meeting college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements (as defined in this notice) and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators; and
  - (iv) Improve teachers’ and principals’ practice and effectiveness by using feedback provided by the LEA’s teacher and principal evaluation systems (as defined in this notice), including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.
- (b) All participating educators (as defined in this notice) have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements (as defined in this notice). Those resources must include—

- (i) Actionable information that helps educators (as defined in this notice) identify optimal learning approaches that respond to individual student academic needs and interests;
- (ii) High-quality learning resources (e.g., instructional content and assessments), including digital resources, as appropriate, that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and the tools to create and share new resources; and
- (iii) Processes and tools to match student needs (see Selection Criterion (C)(2)(b)(i)) with specific resources and approaches (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.

(c) All participating school leaders and school leadership teams (as defined in this notice) have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice). The training, policies, tools, data, and resources must include:

- (i) Information, from such sources as the district’s teacher evaluation system (as defined in this notice), that helps school leaders and school leadership teams (as defined in this notice) assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement; and
- (ii) Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps (as defined in this notice).

(d) The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals (as defined in this notice), including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

**Context**

In 2009, North Carolina adopted new standards for evaluating educator performance. “The North Carolina Educator Evaluation System is built on professional standards for individuals who work in the State’s public schools. All sets of professional standards were developed with the input of professional organizations, district staff members, and representatives from institutions of higher

education training programs. Each set of standards captures the skills, knowledge and behaviors that should be displayed by individuals in that specific role” (ncpublicschools.org, retrieved October 4, 2012).

Guilford County Schools board policy states, “The primary purpose of professional evaluation is to improve the instructional program for all students by assisting teachers and other licensed personnel to improve and to gain even greater competence in their profession.” The emphasis on improving instruction for all students in our district makes clear that our primary purpose in standards and evaluation of teachers and leaders is to improve student learning. GCS also went one step further in its commitment to quality teaching as they require full evaluations of teachers every three years instead of every five as required by the state.

In 2011-2012, GCS provided more than 740 courses to engage teachers and leaders in professional development to increase their capacity and learning. GCS teachers and leaders attended more than 2,000 outside events, including conferences, workshops or classes.

(a)Teaching and Leading-Support Individual and Collective

In GCS, Professional Learning Communities (PLCs) are set up by departments, teams, grade-level, content, etc. They meet at different times and varying ways – some weekly during planning periods, grade level meetings, team meetings, etc. – they also meet before or after school.

“The very essence of a learning community is a focus on and a commitment to the learning of each student. When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and fundamental responsibility of those who work within it. In order to achieve this purpose, the members of a PLC create and are guided by a clear and compelling vision of what the organization must become in order to help all students learn. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented

goals to mark their progress. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes.” (Dufour, p.5)

“Schools that take the plunge and actually begin doing the work of a PLC develop their capacity to help all students learn at high levels far more effectively than schools that spend years preparing to become PLCs though reading or even training. Educators must develop their collective capacity to function as PLCs, but as Michael Fullan (2005a) notes, ‘Capacity building is not just workshops and professional development all. It is the daily habit of working together, and you can’t learn this from a workshop or course. You need to learn by doing it and having mechanisms for getting better at it on purpose.’” (Fullan, p. 69), (Dufour, p. 9)

GCS middle-school teachers engage in Professional Learning Communities (PLCs) routinely. This existing model is an ideal structure to support and enhance educators as they focus on personalized learning for their students. Initial professional development will focus on personalized learning, mastery learning and use of technology to support college and career ready curriculum already in place. PLCs will provide a consistent arena to discuss issues and concerns, provide further supports and training and to gather input from teachers in focus groups as the process is evaluated formatively.

Teachers will have an opportunity to first examine the necessity of personalized learning as a strategy to meet students' academic needs and be certain that all students proceed to high school and eventually graduate college and career ready. This will be achieved through professional development offered in these areas.

Teachers have already engaged in extensive training in Common Core and Essential Standards focused on providing multiple opportunities for students to engage in a variety of tasks. Lead teachers and principals participated in 10 months of training using a

train the trainer model that then allowed teachers in all schools to be trained in these methods. GCS has been a frontrunner in the use of data to drive instruction and differentiation of instruction. Our teachers are now ready to move to the next level and explore personalized learning as a tool to respond to students' individual needs, academic interests and learning approaches which are optimal. Professional development and the structured use of PLCs in these particular areas will build on the work already done over the past year and a half.

GCS has used a benchmarking model for the last 10 years and has progressed in the development of new assessments to match current college and career ready curriculum. Teachers are accustomed to using student data to consistently track progress to inform instructional decisions regarding acceleration or additional support with regard to student learning. Many teachers have also engaged a student-created data tracking process that allows students to see where they are and where they need to go. The plan we are proposing uses a platform that will create this data “real-time” and make it available to teachers, students and parents immediately, meaning interventions regarding achievement can also be immediate.

Collecting data through North Carolina’s Educator Evaluation System allows for school, regional and district trends in instruction and leadership to be compiled, evaluated and addressed via individual or collective feedback, support and professional development offerings. This tool is used in GCS to collect data throughout the year, initiate conversations regarding performance and offer opportunities for improvement. As stated previously, GCS leadership and the Board of Education require more frequent full observation cycles for teachers in our district than the North Carolina State Board.

(a) Teaching and Leading-Resources

All participating PACE Schools Project educators will have access to and know how to use tools, data and resources that are connected to the platform and device. Teachers will use their background knowledge of college and career ready curriculum to

design challenging and appropriate learning materials. Teachers will receive needed resources to implement the plan successfully, making certain the curriculum knowledge is built upon and expanded, technology is accessible and usable, and the platform is user-friendly and supports curriculum and learner needs.

The device and programming GCS chooses will need to provide the student, teacher, parent and school leader with specific, consistent and credible data that allows the identification of learner needs and interests. As students progress through learning modules, teachers can see how well they are responding to activities, how often they are interacting with certain resources and what mastery level a particular student attains. This information will assist teachers and other educators in making appropriate decisions for individual students. Applications on the device will need to track student progress with learning maps. Teachers and other educators can also use existing data such as teacher Value Added, end-of-grade (EOG)/ end-of-course (EOC) tests, benchmark or teacher-made assessments to make initial determinations about which activities or applications might be a good starting point for individual learners.

We also envision the capability of creating new resources through tools available via the web or as part of a device platform itself. Teachers can share effective resources that they have created – the district can review these resources and, in turn, identify a cadre of effective lessons.

#### (c) Teaching and Leading – Training, Policy, Tools, Data, Resources

Training will be provided in two phases: pre-implementation and implementation. Pre-implementation training will examine the needs for personalized learning, attributes of middle school learners, reaffirmation of learning in Common Core and Essential Standards, mastery learning and use of data to make decisions about optimal learning for students. Implementation stage training will involve instructional technology skills related to the device and platform itself, lesson development using the resources provided

and how to best create a blended model learning environment for students.

GCS educators already use existing data from sources available at the district level. North Carolina provided EVAAS data access to every teacher in the state beginning in fall 2012 in coordination with Standards 6 and 8, which deal with accountability of educators to student achievement. This level of access to data will precipitate an even greater need for professional development in its appropriate use to make decisions regarding student progress and educator effectiveness.

Extensive resources to support implementation of Common Core standards were provided to all schools in the 2012-13 school year. Our plan builds on those available resources by supplying teachers and students with reliable internet access and devices with a learning platform that bundles even more resources. Personalized Learning Environment Facilitators (PLEFs) will also be hired (one for every two middle schools) to provide ongoing support and training.

School-based leadership teams are familiar with data review through our school improvement planning process. School improvement teams evaluate data (qualitative and quantitative) to identify areas of improvement and root causes of problem areas. Teacher working condition survey data, student achievement data and discipline referral data are just a few examples of sources used. Consistent with North Carolina GS 115C-105.27, school improvement plans are developed every two years. School improvement planning is a continuous process. While North Carolina General Statute requires schools to develop plans every two years, GCS also requires schools to revisit their plans on a quarterly basis to monitor progress and modify strategies and action steps, as needed, to attain the goals set forth in the plan.

During the 2012-14 school improvement planning cycle, school improvement teams will meet quarterly to review and analyze

available data to determine progress toward meeting the priority goals outlined in the school improvement plan. Based upon their findings, teams will revise strategies and action steps accordingly. To ensure continuous monitoring of progress, principals will meet quarterly with regional superintendents and/or executive directors to review and monitor progress. School improvement plans currently contain a character development goal and a school safety goal. Treated schools could easily add a goal related to the proposed program and personalized learning initiative that would become a part of this regular data review.

Educator evaluation data is reviewed continuously to track progress of teachers and leaders in our district. This data is also used to align support and professional development to identified needs.

(d) Teaching and Learning – High-Quality Plan for Increasing Effective Teachers in Hard to Staff Schools

Mission Possible is a comprehensive teacher incentive program that combines multiple components to recruit, retain and reward highly effective teachers for the ultimate goal of increasing student achievement in schools with critical needs. Our Mission Possible program enables us to help create better teachers and better schools. The success of our program thus far comes directly from the resources that we invest in our staff.

Guilford County Schools (GCS) has graduated five impressive classes of lateral entry teachers through its Alternative Certification Track (ACT) program, which provides an in-house, inexpensive alternative for licensure to teach in the state of North Carolina.

Thanks to a Transition to Teaching Grant provided by the U.S. Department of Education, the district is expanding its alternative licensure program with the GCS STEM Alternative Licensure Academy. The primary goal of the STEM Academy is to increase the number of minority candidates with STEM majors, or science, technology, engineering and mathematics, and help them transition to

education and teach their STEM subject in high-need schools.

GCS is constantly seeking high-quality candidates in the areas of ESL and EC but is also strategically involved in a grant-funded program called Project ENRICH to recruit in those areas as well. Project ENRICH is a Department of Education Teacher Quality Partnership grant received by the University of North Carolina at Greensboro (UNCG). The university is partnering with Guilford County Schools and another district to deliver Project Enrich, which seeks to simultaneously improve teacher education and PreK-12 education.

The focus of this grant to improve the preparation of teachers for high-need schools, to increase the number of qualified, diverse teachers prepared to teach in GCS and to improve student achievement in these schools. The collaborative support of UNCG and GCS faculty in the teacher preparation programs will increase candidates' understanding and skills in meeting the learning needs of PreK-12 students. At the same time, Project ENRICH professional development activities in coaching and leadership knowledge and skills, offered to beginning and career status teachers, will strengthen the current faculty as they work with GCS students.

GCS is obviously committed to the recruitment, development and retention of a highly qualified teaching force, prepared to support student progress toward meeting college and career ready standards.

**D. LEA Policy and Infrastructure (25 total points)**

The extent to which the applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined in this notice), and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed. The quality of the plan will be determined based on the extent to which--

**(D)(1) LEA practices, policies, rules (15 points)**

The applicant has practices, policies, and rules that facilitate personalized learning by—

- (a) Organizing the LEA central office, or the consortium governance structure (as defined in this notice), to provide support and services to all participating schools (as defined in this notice);
- (b) Providing school leadership teams in participating schools (as defined in this notice) with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and noneducators, and school-level budgets;
- (c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;
- (d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways; and
- (e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners; and

**(D)(2) LEA and school infrastructure (10 points)**

The LEA and school infrastructure supports personalized learning by—

- (a) Ensuring that all participating students (as defined in this notice), parents, educators (as defined in this notice), and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant’s proposal;
- (b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have

appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support);

(c) Using information technology systems that allow parents and students to export their information in an open data format (as defined in this notice) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and

(d) Ensuring that LEAs and schools use interoperable data systems (as defined in this notice) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

**(D)(1) LEA practices, policies, rules**

**The applicant has practices, policies, and rules that facilitate personalized learning by --**

(a) **Organization:** Guilford County Schools (GCS) is a large district, with 124 schools that cover roughly 650 square miles and include urban, suburban and rural areas. The district has adopted regionalization as the model to increase responsiveness to teachers, students, parents and community. This model decreases bureaucracy, creates a sense of community within each region and allows problems to be solved at the level closest to the school. GCS has five regions: Northern, Southeastern, Central, Western, and Enrichment. A regional superintendent leads each of these subdivisions and plays a critical role in developing the learning environment of his or her region. This leader also is better able to be out in the schools working personally with school leaders and students. These smaller school communities place resources closer to the schools, improve central administration services and enhance responsiveness to stakeholders. Regions are equally equipped to work with the context of personalized learning. GCS has consolidated school support services and instructional improvement to provide better service to schools, parents and community.

(b) **School leadership:** The state of North Carolina requires public schools to elect a School Leadership Team, made up of administrators, staff members and parent representatives, to meet regularly and provide leadership on school climate, curriculum and instruction, school improvement and other issues. Guilford County Board of Education policy and procedure outlines the group’s responsibility, which includes creating a School Improvement Plan that will govern school schedules, staffing models, roles

and responsibilities, budgets and other areas of the school's essential functions.

(c) **Mastery learning:** GCS has a philosophy of classroom implementation for Mastery Learning: 1) identify the learning objectives to be taught; 2) select or create an appropriate tool or assessment that will measure student progress toward the identified objectives; 3) design instructional activities that teach the objectives and deliver the instruction to the students; 4) assess the students using the measurement tool from step 2 and analyze the results; 5) use a variety of instructional strategies to provide corrective instruction for students who need another opportunity to learn the material and provide enrichment activities for students who are ready to extend their learning; and 6) continue the cycle until each student has learned the designated objectives.

In essence, mastery learning is a process where student performance toward the curricular standards is constantly measured. If the student masters the objective, he is provided instruction on subsequent objectives. If he does not master the objective, he is provided corrective instruction to learn and master the specific objective.

Because students learn at different rates, mastery learning necessitates the delivery of differentiated instruction. Lessons are designed to meet the learning needs of every student, not just the average learner. In a classroom, differentiated instruction is implemented through strategies such as cooperative learning, peer-tutoring, small group instruction, individual contracts, self-paced independent work, and teacher-led instruction. Basically, students within the same classroom may be working at different paces and on different curricular objectives. Mastery learning dismisses the idea that "one size fits all."

Guilford County Schools also has Board policies that address student accountability standards. These policies address instructional practices that are adaptable and fully accessible for all learners. Provided is the content of the Student Accountability Standards Board Policy IKEA for grades K-12 in Guilford County Schools:

The Guilford County Board of Education recognizes its responsibility to provide a sound basic education for all students, kindergarten through grade twelve (K-12), based on the North Carolina Standard Course of Study and the State Board of Education's mandates setting student accountability standards.

Student promotion and accountability standards within this school system are guided by both state and local standards. The student accountability standards adopted for specific grade levels are based on the belief that all students must have the reading, writing, mathematics, technology and higher order thinking skills critical for successful participation in higher education and in the work force.

#### Standards for Promotion K-12

A variety of factors should be considered and carefully evaluated before promotion and retention decisions are made: academic progress, social maturity, age, and emotional, psychological and physical needs. Students will be assigned by the principal to the grade level which provides the student the best opportunity to progress and develop educationally.

All students, K-12, are expected to demonstrate a level of proficiency at or above grade level in order to be promoted to the next grade. Proficiency levels are evaluated through the use of literacy and math assessments at the primary level (K-2); through the North Carolina End-of-Grade tests for grades 3 through 8, and through the North Carolina End-of-Course tests as required for grades 9-12.

These standards recognize the statutory authority of the principal to make promotion decisions by taking these and other factors into consideration in assigning students to the grade level which provides the best opportunity for the student to progress and develop

educationally. Alternatives to retention at the elementary and middle level shall include interventions, such as extended learning opportunities, remediation/acceleration, individualized instruction, and parent-help programs.

#### High School 9 -12

Each academic year, students in grades 9-12 must meet the minimum culmination of units to be eligible for promotion.

#### High Schools 9-12 Block Schedule

Grade 9 to 10 – A minimum of 6 units cumulative must be earned

Grade 10 to 11 – A minimum of 13 units cumulative must be earned

Grade 11 to 12 – A minimum of 20 units cumulative must be earned

Graduation - A minimum of 28 units and successful completion of any other state standards must be earned

#### High Schools 9-12 Traditional Schedule

Grade 9 to 10 - A minimum of 5 units cumulative must be earned

Grade 10 to 11 - A minimum of 10 units cumulative must be earned

Grade 11 to 12 - A minimum of 16 units cumulative must be earned

Graduation - A minimum of 22 units and successful completion of any other state standards must be earned.

#### Students with Disabilities

All students with disabilities in grades 3-12 shall participate in the Student Accountability Standards to the extent possible. Students with disabilities may take an alternative assessment as outlined by the Individualized Education Plan (IEP) Team in accordance with established state procedures.

Students of Limited English Proficiency

All students with Limited English Proficiency (LEP) shall participate in the Student Accountability Standards in grades 3-8, through End-of-Grade testing and, for grades 9-12, End of Course (EOC) testing in Algebra 1, English I and Biology. Procedures for promotion and intervention used with LEP students must be in accordance with established state procedures.

Reporting Requirements for Student Accountability Standards

The superintendent will provide an annual report on student performance and the progress made toward meeting the Student Accountability Standards.

The superintendent is instructed to develop and implement administrative procedures needed to carry out this policy.

As the previous sections demonstrate both with our policies and practice, GCS has a systemic approach to teaching and learning. Our vision is to meet each and every student where they are and move them at their own individual pace. Our current system is designed such that students have a variety of schools to choose from and a variety of programs within each school as well as virtual options. Our policies and procedures hold us accountable to ensure that each child receives equitable services regardless of circumstances and is held to the local and state requirements. This ensures that each child graduates career and college ready and is able to compete globally with others across the nation and across the globe. Our district level personnel are designed to be able to provide schools with respectful and responsive service so that leadership in the buildings can focus on empowering teachers and individualized instruction for students. GCS recognizes the need to be progressive and embrace the evolving ecosystem for personalized learning. While this transformation is ongoing in our schools, we are dedicated to ensuring that we are focused on the policies, strategic in our practices, patient with our support structure and forward thinking with technology that is needed to personalize learning for each child.

**(D)(2) LEA and school infrastructure**

**The LEA and school infrastructure supports personalized learning by—**

(a) Guilford County Schools (GCS) works diligently to ensure our outreach to parents, students and representative stakeholders is consistent and transparent. Our large district, made up of 124 schools in a roughly 650-square-mile area, is made more accessible through regional subdivisions. GCS holds frequent town hall meetings within the five regions to share with our communities important information on such topics as Common Core, leadership or administrative changes, the budget process, and communications about district initiatives such as service learning. GCS has others partners that help facilitate and communicate the efforts of the district with parents, students and stakeholders. Guilford Education Alliance (GEA), for example, is a nonprofit organization that reaches parents and students in the community with important school information. Communities in Schools (CIS) is an organization used both in and out of school for the purpose of providing content and support for personalized learning. The District Parent Advisory Council (DPAC) is for GCS Title I schools. Each Title I school in Guilford County appoints a parent to serve as its school representative. There are several meetings throughout the year where Title I staff, DPAC members and community members come together to share information about Federal guidelines and requirements, activities occurring in each Title I school and ways to increase parent involvement in our schools. GCS also has Parents Supporting Parents (PSP), a grassroots effort that advocates for parents specifically around student needs and concerns. These organizations are currently part of the GCS landscape, along with our own efforts with Guilford Parent Academy, Parent Assistant and current Virtual Learning options. Through our community and family partnerships such as these and our LEA infrastructure, GCS strives to be responsive to parents and families of all economic backgrounds and to support the development of personalized learning for all students.

(b) GCS ensures that student, parents, and other community stakeholders have appropriate levels of technical support provided through multiple forms of communication. GCS has something that is unmatched in the state in our Guilford Parent Academy

program. This is a 24/7 multi-modal outreach to parents and families that offers digital learning resources, televised resources and free workshops with information and training on a variety of topics for parents, grandparents and family members caring for children and adolescents in Guilford County. Planned by parents and a diverse team of educators and community members, Guilford Parent Academy is designed to help parents help their children succeed at school and in life. Parent Academy has partnered with social service agencies throughout Guilford County to offer free workshops, classes and family learning events at schools and convenient community locations. As of September 30, 2012, more than 16,290 people have participated in Guilford Parent Academy since its launch in 2011.

Guilford County Schools has another online resource for parents and students, the Registration Tool Box. Here they can locate all content pertaining to courses, registration, and career paths through high school. This is an important repository because it also contains information on graduation requirements, entrance requirements for colleges and universities, Future Ready Core and four-year planning. This site also talks about the extremely popular College Night, hosted with one of the local Kiwanis chapters. The GCS Counseling Department works with colleges and universities to have representatives at the event to share information with parents and students. It has grown in such popularity with students, parents, and the community that we have moved it to the Greensboro Coliseum in recent years.

(c) GCS is one of the first school districts in the state to build our own data warehouse; while much dialog was taking place about the usefulness of accessing a data system, we built our own. This section of the RTT-D grant asks the question of how parents can export information to an open format. First, for parents we built a tool called Parent Assistant. Parent Assistant is an online data system that allows parents to access their children's school information. A web browser allows parents to view:

-- Detailed attendance information

- Detailed grade information from each teacher's grade book
- Summary grade information (Report Card view)
- Credits Earned to Date (High School)
- Standardized Testing Information
- Personal Demographic Information
- Emergency Contact Information

A secure password system allows only authorized individuals to access the information.

The information can be printed, converted to a PDF or exported into Excel.

(d) Guilford County Schools has a school infrastructure capable of supporting personalized learning by a) ensuring an organizational structure that involves all participating students, parents, educators and other stakeholders, regardless of income; b) having appropriate levels of technical support, which may be provided through a range of strategies; c) using information technology systems that allow parents to export information in an open data format. This underscores our understanding that access to information provides students, parents, and educators the best opportunities to make informed decisions about instruction, pacing and personalized learning. GCS is adept enough to build its own systems, can transparently communicate the vision and embrace the next phase of learning in the 21<sup>st</sup> century.

The Race to the Top State grant, which we are participating in, included a component of an Instructional Improvement System (IIS). Recognizing that is a critical element of ensuring that LEAs and schools use interoperable data systems, the Department of Public

Instruction (DPI) has partnered with the Shared Learning Collaborative (SLC) to implement the IIS in North Carolina. Guilford County Schools is the **only** LEA in the state to be part of this initiative as a pilot site for the development of a) tools for personalized learning, b) assessing student success, c) enabling efficiencies for teachers, d) collaborating beyond the classroom, and e) leveraging innovative tools. Here is more detail on each of these focus areas:

- A. Tools for personalized learning. A student’s record of performance can be used as an alignment with courses and content. Using this assessment data, teachers can develop a learning map for a student. A learning map will demonstrate mastery of content covered and content that requires further reinforcement.
- B. Assessing student success. The Shared Learning Infrastructure (SLI)’s robust platform, in effective operation with DPI’s IIS, creates interoperability that allows all data sources to “talk” with each other. Previously disconnected data about student accountability, benchmarks and other information can be easily accessed in one streamlined process to allow for faster, more coherent and comprehensive reviews of students in real time – and greater opportunities for swifter interventions.
- C. Enabling efficiencies for teachers. Teachers can seek data on students in multiple locations. A student with a Personalized Education Plan (PEP) will be available to a classroom teacher, coinciding with demographic, accountability, benchmark, attendance, grades, courses, and exceptionality data all in one place behaving with interoperable capacities. The IIS platform has more features for teachers. With the power of a Learning Object Repository (LOR), teachers can use IIS to develop lesson plans using instructional content that is “tagged,” or aligned, to Common Core, see the learning progression of their students or re-teach a concept based on benchmark data.
- D. Collaborating beyond the classroom. Once systems are talking to each in an interoperable fashion, then the richness of a lesson developed by one teacher can be shared school-wide, district-wide and statewide using the IIS. This allows for collaboration of content and learning strategies and student success on a scale that until now has only been talked about. This has until now had a colloquial term called “vapor-ware.”

Leveraging innovative tools. No other LEA in the state is as **well positioned** as GCS to capitalize on this grant opportunity. We are a pilot site for the Shared Learning Collaborative. We have a proven record of innovating and succeeding with data systems. We understand the investment in the correct technological platform both as a system of infrastructure and also the mobile device for students to harness the power of efficient use for teachers, instructional power and personalized learning.

**E. Continuous Improvement (30 total points)**

Because the applicant’s high-quality plan represents the best thinking at a point in time, and may require adjustments and revisions during implementation, it is vital that the applicant have a clear and high-quality approach to continuously improve its plan. This will be determined by the extent to which the applicant has—

**(E)(1) Continuous improvement process (15 points)**

A strategy for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The strategy must address how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff;

**(E)(2) Ongoing communication and engagement (5 points)**

Strategies for ongoing communication and engagement with internal and external stakeholders; and

**(E)(3) Performance measures (5 points)**

Ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. For each applicant-proposed measure, the applicant must describe—

- (a) Its rationale for selecting that measure;
- (b) How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant’s implementation success or areas of concern; and
- (c) How it will review and improve the measure over time if it is insufficient to gauge implementation progress.

The applicant must have a total of approximately 12 to 14 performance measures.

The chart below outlines the required and applicant-proposed performance measures based on an applicant’s applicable population.

(Note: A table is provided below to support responses to performance measures in the applicant’s *narrative*.)

Applicable Population	Performance Measure
All	<ul style="list-style-type: none"> <li>a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice); and</li> <li>b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).</li> </ul>
PreK-3	<ul style="list-style-type: none"> <li>a) Applicant must propose at least one age-appropriate measure of students’ academic growth (e.g., language and literacy development or cognition and general learning, including early mathematics and early scientific development); and</li> <li>b) Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development).</li> </ul>
4-8	<ul style="list-style-type: none"> <li>a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice);</li> <li>b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and</li> <li>c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form;</li> <li>b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice);</li> <li>c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready;</li> <li>d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and</li> <li>e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.</li> </ul>

**(E)(4) Evaluating effectiveness of investments (5 points)**

Plans to evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology, and to more productively use time, staff, money, or other resources in order to improve results, through such strategies as improved use of technology, working with community partners, compensation reform, and modification of school schedules and structures (e.g., service delivery, school leadership teams (as defined in this notice), and decision-making structures).

If awarded a Race to the Top-District grant, Guilford County Schools (GCS) will work closely with the Department of Education and a national evaluator or other entity designated by the Department to ensure that data collection and program design are consistent with plans to conduct a rigorous national evaluation of the program and of specific solutions and strategies pursued by individual grantees. Further, GCS has taken a proactive stance by including a proposed evaluation plan of the PACE Schools Project treatment services. This plan is included in the subsections below.

The GCS project evaluator and the national evaluator will finalize the evaluation plan in order to identify and collect reliable and valid baseline data for program participants, make all project implementation and student data available to the Department or its authorized representatives, as appropriate under federal guidelines, provide formative feedback for improving project services, provide ongoing monitoring of project progress and implementation fidelity and provide summative evidence of project impact.

GCS is proposing a modified calendar for the four years of project funding, which will offer an extended first year to cover an 18-month period. Year 1 will include a six-month start-up period for securing project staff, technology staff and technology equipment; developing curriculum modules; developing and providing staff and educator training; and putting procedures in place for rolling out the project services to the first cohort of treatment schools. Year 1 will also include a 12-month treatment period:

Year 1: January 2013 – June 2013 (start-up); July 2013 – June 2014 (Cohort 1 treatment begins)

Year 2: July 2014 – June 2015 (Cohort 2 treatment begins; continue treatment for Cohort 1)

Year 3: July 2015 – June 2016 (continue treatment for Cohorts 1 and 2)

Year 4: July 2016 – December 2016 (continue treatment for Cohorts 1 and 2, project wrap-up)

### **Section (E) (1) Continuous Improvement Process**

Through the PACE Schools Project services, GCS will employ a rigorous continuous improvement process in order to provide timely and regular feedback on progress toward meeting project goals and for opportunities to make corrections and improvements during and after the term of the grant. GCS already has a Continuous Improvement Process Model in place, in order to continually improve services to provide educational excellence for every child in every school. The district process consists of a four-phase cycle: (1) Plan, (2) Do, (3) Check, and (4) Act. The district first sets goals, then develops and implements strategies for meeting those goals, followed by monitoring progress in goal attainment and then adjusting plans as necessary. A Strategic Plan Monitoring and Accountability Committee, comprising a cross-section of district staff, provides oversight and manages the cycle of continuous improvement to ensure resources and budgets are aligned to support goals, strategies are executed as planned, and barriers or impediments are identified and resolved.

**Evaluation design.** The proposed evaluation is an experimental study via a Randomized Control Trial (RCT) involving all 24 middle schools in Guilford County (the 24<sup>th</sup> middle school will begin operations in 2013-14). This rigorous study, a longitudinal pre/post control group design (Shadish, Cook, & Campbell, 2002, p.266), offers the opportunity to increase the number of treatment schools in the second year of the project while providing counterfactual control data from within (prior achievement results) and across schools (treatment vs. control achievement results). Schools will be randomly assigned to treatment or control conditions using a staggered implementation schedule, with all middle schools receiving project services as of Year 2. The evaluation includes three primary foci: formative, process, and summative.

The PACE Schools Project evaluation plan includes a strong formative component to ensure that data and findings will be provided in a real-time basis to project and district staff, the Department, the national evaluator, and others as authorized. This continual, ongoing, timely feedback is especially critical during project implementation with the first cohort of participating schools, so that services can be refined to maximize benefits to students and educators. The formative component is of primary concern during Year 1 of the project.

The evaluation plan includes a process component so that ongoing, continual monitoring through the four-year period will help determine if the project is on target for meeting established goals, objectives, milestones, and/or performance measures. In addition, this process component will include measures designed to determine the fidelity of project implementation across participating schools; this component is of primary concern throughout the project.

The plan will also include a summative component for determining overall project impact and outcomes, as well as to provide an accountability mechanism for determining whether project goals and objectives were fully attained by the end of the project period. The summative component is of primary concern during Year 4 of the project.

The RCT will involve randomly assigning 16 middle schools (cohort 1) to the treatment group in Year 1, with the remaining eight middle schools serving as the control group during Year 1. Having this subset of 16 middle schools participating in Year 1 will allow the district to closely monitor implementation and make necessary modifications before providing services to the remaining eight schools the following year, as well as providing control data for the RCT. In addition to providing counterfactual data for middle-school outcomes (more short-term and intermediate), the design will also provide counterfactual data for long-term outcomes, such as high school academic achievement and on-track status for college- and career-readiness. This long-term comparison will be available from a subset of the control group --those students in the 8<sup>th</sup> grade in the eight control schools during Year 1 (approximately 2,000

students) who will not receive PACE services before advancing to high school. In Year 2, the eight control middle schools will begin receiving PACE services.

**Stratified random sampling.** Because the poverty status of the 24<sup>th</sup> middle school is unknown at this time, a total of 23 middle schools will be included in this study using a stratified random sampling design by using school poverty level as a blocking variable. Schools with equal to or less than 39.99% of students receiving free or reduced-price lunch (FRPL) are categorized as “low poverty”; schools with 40.00 to 59.99% of FRPL students are categorized as “moderate poverty”; schools with 60.00 to 79.99% of FRPL students are categorized as “high poverty”; and schools with equal to or more than 80.00% of FRPL students are categorized as “extreme poverty” schools.

School poverty has been found to be significantly correlated with student achievement (Coladarci, 2006); hence, applying this factor as a blocking variable before random sampling increases the design power (Spybrook et al., 2011). School poverty level is categorized into a four-level variable (see Table 1); four blocks will be created before random assignment, which means schools within these blocks will be randomly assigned to either treatment or control.

**Table 1. Number of Middle Schools by School Poverty**

School Poverty	Number of Schools	Number of Schools Assigned to Treatment at Year 1
Low Poverty ( $\leq 39.99\%$ FRPL, mean school size = 856)	5	4
Moderate Poverty (40.00 - 59.99% FRPL, mean school size = 917)	6	4
High Poverty (60.00 - 79.99% FRPL, mean school size = 706)	7	4

Extreme Poverty ( $\geq 80\%$ FRPL, mean school size = 487)	5	4
<b>Total Schools</b>	<b>23</b>	<b>16</b>
Total number of treatment students using mean school size	11,560	

For the first year, a total of 16 schools will be randomly selected across the school poverty blocks for treatment. Schools with higher poverty rates (moderate to extreme poverty) will be oversampled so that these most needy schools receive the maximum amount of treatment. Table 1 above shows the number of treatment schools that will be selected from each stratified block for Year 1 implementation.

**Power analysis.** The power analysis was conducted using Optimal Design software (Spybrook et al., 2011). This study will use one blocking variable for stratification before random assignment; hence, this is a “multi-site cluster randomized trial, treatment at level 2 with personal level outcome” design. Table 2 shows the values of parameters entered into the program for estimating the Minimal Detectable Effect Size (MDES). It is important to note that all the information used for this analysis is supported by literature (Cook, 2005; Hedges & Hedberg, 2007; Konstantopoulos, 2011; Moerbeek, van Breukelen, & Berger, 2000; Spybrook et al., 2011). The results suggest that with 24 schools, the MDES is 0.38 with a 0.10 Intraclass Correlation Coefficient (ICC); with an ICC of 0.15, the MDES is 0.44 (see Table 2).

**Table 2. Parameters for MDES Estimation\***

Number of Blocks (K)	Number of Students per School (n)	ICC	Effect Size Variability	Variance Explained by the Blocking Variables (B)	Variance Explained by Covariates (R <sup>2</sup> )	MDES
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		( $\rho$ )	( $\sigma^2$ )			(J = 6 per block)
3	728	0.10	0.01	0.45	0.49	0.38
3	728	0.15	0.01	0.45	0.49	0.44

\* Significance level was set to 0.05 and power was set to 0.80.

**Evaluation questions.** In conjunction with Guilford RTTT-D project staff, the Department, and the national evaluator, the GCS evaluator will finalize a set of evaluation questions that will guide the evaluation inquiry. The preliminary questions proposed include: Formative/Process:

- To what extent are project services taking place in treatment schools?
- To what extent are project components being implemented with fidelity across participating schools?
- To what extent are project objectives, milestones, and performance measures being met?
  - To what extent are participating teachers using a PLE instructional model? (Objective 1)
  - To what extent are school leaders providing support for PLEs? (Objective 1)
  - To what extent is the curriculum aligned with PLEs? (Objective 2)
  - To what extent are learning environments tailored to support PLEs? (Objective 3)
  - How have school- and/or district policies and practices been modified to support PLEs? (Objective 4)
  - How is instruction being tailored to individual learners? (Objectives 1-4)

Impact/Outcomes/Sustainability:

- What is the impact of PLEs on student achievement and subgroup achievement gaps?
- What percent of students are on track to college- and career-readiness?
- To what extent are PLEs sustainable after the project ends?

**Methods.** The GCS evaluator will gather all available extant school- and district-level data as well as collect primary-source data on

project implementation through a variety of qualitative and quantitative measures. Methods are noted below by project objectives in Table 3. The evaluator will work with project staff and the national evaluator to ensure that these data are collected, stored, reported and shared in appropriate manners for intended audiences. Institutional Review Board processes will be followed for all project and evaluation activities. Findings will be triangulated across data sources to identify patterns, trends or discrepancies among methods or stakeholder groups. Data will be collected on an ongoing basis and in conjunction with the natural school-year cycle throughout the project period, i.e., interviews and surveys at end of semester or end of year; student achievement measures at end of year (or late summer); and other extant data as it becomes available by individual schools or the district.

**Table 3. Data Collection Methods by Project Objectives**

<b>PROJECT OBJECTIVES</b>	<b>QUALITATIVE DATA METHODS</b>	<b>QUANTITATIVE DATA METHODS</b>
Teachers will have the capacity to effectively implement a learning model that is designed and driven by the expressed learning, pacing, preferences and interests of each learner.	Document review (modules) Teacher interviews Principal interviews Project staff interviews* Case study of selected schools Observations of professional development (PD) sessions	Classroom observations (focusing on instruction and technology integration) Teacher surveys Principal surveys Extant teacher value-added data PD event evaluation forms
The curriculum will be driven by the expressed learning, pacing, preferences and	Document review (PLE maps, curriculum materials, lesson plans, other artifacts)	Classroom observations Teacher surveys

<p>interests of each learner.</p>	<p>Teacher interviews Principal interviews Project staff interviews Case study of selected schools</p>	<p>Principal surveys Student surveys PLE facilitator logs NC ABC/AMO extant data</p>	
<p>The learning environment will be designated to facilitate the expressed learning, pacing, preferences and interests of each learner.</p>	<p>Document review (school redesign plans) Teacher interviews Student interviews Project staff interviews Case study of selected schools</p>	<p>Extant school records (non-school hours of learning time) Teacher surveys Principal surveys Student surveys</p>	
<p>Organizational systems will align to support the expressed learning, pacing, preferences and interests of each learner (includes Competitive Preference Priority related to character education and service learning).</p>	<p>Document review (LEA policies, infrastructure plans) Teacher interviews Principal interviews District staff interviews Project staff interviews Parent interviews Student interviews Student Services staff interviews</p>	<p>Parent surveys Student surveys Extant data on disciplinary referrals, attendance and suspension rates Extant data on extracurricular activities Extant data on distribution of effective and highly effective teachers and principals across GCS middle schools</p>	

	Service learning field trip observations		
<p>NOTE: Cutting across all PACE objectives will be the use of extant student achievement data such as end-of-course scores, end-of-grade scores, student performance and growth data; all in aggregate and by subgroups. The PLE Index (TBD) will also be used across objectives.</p>			
<p><b>Analyses.</b> Qualitative data will be analyzed both manually and using appropriate software to identify themes or patterns, to tell evaluation “stories,” and to help provide context for “how” and “why” results were achieved. Quantitative data will be analyzed using appropriate software to generate descriptive, correlational, inferential statistics and multi-level modeling for determining “what” results occurred, the degree of relationship among variables, what differences were found between treatment and control outcomes, the magnitude of such differences and the impact of the nested structure of the data.</p> <p><b>Dissemination.</b> The evaluator and project staff will work closely to identify and take advantage of opportunities for sharing information on the PACE Schools Project implementation and results with district staff, parents and community members, state department staff, Department staff, the national evaluator and other interested individuals. Such sharing will occur through informal means such as web postings, data dashboards, newsletter articles or brochures, as well as through more formal means such as presentations at meetings or conferences, journal articles or project deliverables. Anticipated deliverables include data summaries, quarterly progress reports, annual evaluation reports, annual performance reports and a final summative report.</p> <p><b>Section (E) (2) Ongoing Communication and Engagement</b></p> <p>The evaluator will work closely with the project team, Strategic Plan Monitoring and Accountability Committee, Department of Education staff, the national evaluator and other key stakeholder groups through participating in meetings, conference calls, webinars, or other means of convening; reviewing relevant district or project staff meeting minutes; or through informal conversations as</p>			

needed. Such frequent engagement with both internal and external stakeholders will help ensure a thorough and comprehensive understanding of how the PACE Schools Project treatment services are being implemented throughout the district; will bring to light more quickly any project revisions and associated evaluation plan modifications; and will foster an open, collaborative, trusting relationship among stakeholders.

Monthly meetings (via face-to-face or phone) will occur with project staff and the evaluator, in addition to data collection activities or other evaluation tasks. The evaluator will participate in any Department-sponsored Race to the Top-District meetings, as well as any meetings or conference calls hosted by the national evaluator. The evaluator will routinely have staff in the schools — collecting data through observations and interviews — so that school staff and students become accustomed to and comfortable with data collectors onsite.

### **Section (E) (3) Performance Measures**

The GCS Race to the Top-District application includes a total of 13 ambitious yet achievable performance measures, overall and by subgroup, with annual targets for both Department required and application-proposed performance measures. (The application also includes a supplement set of performance measures related to the Competitive Preference Priority.) These primary and supplemental performance measures are noted below in Table 4, along with the rationale for selecting those measures; how the measures will provide rigorous, timely, and formative information tailored to the proposed plan and theory of action; and how the measures will be reviewed and improved over time if needed to better gauge implementation.

### **Section (E) (4) Evaluating Effectiveness of Investments**

In order to provide a comprehensive evaluation of the Race to the Top-District project and related activities, the GCS project evaluator will work with project staff and the national evaluator to ensure that all key project activities, services, and trainings will be evaluated

through a combination of extant and primary data collection strategies. Areas of special focus will include technology training for students and teachers; use of new technology by teachers and students; changes in student outcomes (achievement, social, emotional, behavioral); proficiency of teachers in personalizing learning environments for students; principal support for project services; district and school-level changes in policies and procedures; modifications to school schedules; changes in school and district decision-making structures; and involvement of community partners.

The evaluator will closely monitor implementation fidelity across participating schools, so that various patterns of implementation can be identified and investigated. Case studies will be employed to further investigate and document results; the project evaluator will collaborate with the project team and the national evaluator to determine whether to focus on a sample of typical middle schools, outlier middle schools (in terms of implementation or results), or middle schools from specific regions.

**(E)(3) Performance Measures – Required for all applicants**

<b>Performance Measure (All Applicants – a)</b> a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).								<b>Applicable Population:</b> All participating students  NOTE: Teacher value-added data for 2011-12 will be available November 2012.															
								<b>Baseline 2010-11</b>			<b>SY 2011-12 (See Note)</b>			<b>Target</b>			<b>Target</b>			<b>Target</b>			<b>Target</b>
<b>Subgroup</b>		<b>Highly Effective Teacher or Principal</b>	A	B	C				D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
			# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100				# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100
All participating students	Teacher Reading		5,329	14,907	35.7	5,521	14,907	37.0	5,614	14,907	37.7	5,707	14,907	38.3	5,799	14,907	38.9	5,890	14,907	39.5	5,981	14,907	40.1
	Teacher Math		6,308	14,976	42.1	6,395	14,976	42.7	6,480	14,976	43.3	6,565	14,976	43.8	6,650	14,976	44.4	6,733	14,976	45.0	6,815	14,976	45.5
	Teacher Algebra I		995	6,202	16.0	1,047	6,202	16.9	1,099	6,202	17.7	1,150	6,202	18.5	1,200	6,202	19.4	1,250	6,202	20.2	1,300	6,202	21.0

		<b>Performance Measure (All Applicants – a)</b> a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).											<b>Applicable Population:</b> All participating students  NOTE: Teacher value-added data for 2011-12 will be available November 2012.										
		<b>Baseline 2010-11</b>			<b>SY 2011-12 (See Note)</b>			<b>Target SY 2012-13</b>			<b>Target SY 2013-14</b>			<b>Target SY 2014-15</b>			<b>Target SY 2015-16</b>			<b>Target SY 2016-17 (Post-Grant)</b>			
		A	B	C				D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	
<b>Subgroup</b>	<b>Highly Effective Teacher or Principal</b>	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100	
	Principal	5,123	15,466	33.1	5,226	15,466	33.8	5,329	15,466	34.5	5,430	15,466	35.1	5,531	15,466	35.8	5,630	15,466	36.4	5,728	15,466	37.0	
American Indian	Teacher Reading	30	104	28.8	31	104	30.3	32	104	31.0	33	104	31.7	34	104	32.3	34	104	33.0	35	104	33.7	
	Teacher Math	40	108	37.0	41	108	37.7	41	108	38.3	42	108	38.9	43	108	39.5	43	108	40.1	44	108	40.7	
	Teacher Algebra I	3	43	7.0	3	43	7.9	4	43	8.8	4	43	9.7	5	43	10.6	5	43	11.5	5	43	12.4	

		<b>Performance Measure (All Applicants – a)</b> a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).						<b>Applicable Population:</b> All participating students  NOTE: Teacher value-added data for 2011-12 will be available November 2012.														
		<b>Baseline 2010-11</b>			<b>SY 2011-12 (See Note)</b>			<b>Target SY 2012-13</b>			<b>Target SY 2013-14</b>			<b>Target SY 2014-15</b>			<b>Target SY 2015-16</b>			<b>Target SY 2016-17 (Post-Grant)</b>		
		A	B	C				D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
<b>Subgroup</b>	<b>Highly Effective Teacher or Principal</b>	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
	Principal	25	109	22.9	26	109	23.7	27	109	24.5	27	109	25.2	28	109	26.0	29	109	26.7	30	109	27.4
Asian	Teacher Reading	326	843	38.7	336	843	39.9	341	843	40.5	346	843	41.1	351	843	41.7	356	843	42.3	361	843	42.8
	Teacher Math	388	844	46.0	393	844	46.5	397	844	47.0	402	844	47.6	406	844	48.1	410	844	48.6	415	844	49.1
	Teacher Algebra I	67	366	18.3	70	366	19.1	73	366	19.9	76	366	20.7	79	366	21.5	82	366	22.3	84	366	23.1

		<b>Performance Measure (All Applicants – a)</b> a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).						<b>Applicable Population:</b> All participating students  NOTE: Teacher value-added data for 2011-12 will be available November 2012.														
		<b>Baseline 2010-11</b>			<b>SY 2011-12 (See Note)</b>			<b>Target SY 2012-13</b>			<b>Target SY 2013-14</b>			<b>Target SY 2014-15</b>			<b>Target SY 2015-16</b>			<b>Target SY 2016-17 (Post-Grant)</b>		
		A	B	C				D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
<b>Subgroup</b>	<b>Highly Effective Teacher or Principal</b>	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
	Principal	303	856	35.4	309	856	36.0	314	856	36.7	319	856	37.3	325	856	37.9	330	856	38.6	335	856	39.2
African American	Teacher Reading	2,108	5,969	35.3	2,185	5,969	36.6	2,223	5,969	37.2	2,261	5,969	37.9	2,298	5,969	38.5	2,334	5,969	39.1	2,371	5,969	39.7
	Teacher Math	2,273	6,004	37.9	2,310	6,004	38.5	2,347	6,004	39.1	2,384	6,004	39.7	2,420	6,004	40.3	2,456	6,004	40.9	2,491	6,004	41.5
	Teacher Algebra I	295	2,403	12.3	316	2,403	13.2	337	2,403	14.0	358	2,403	14.9	378	2,403	15.7	398	2,403	16.6	418	2,403	17.4

		<b>Performance Measure (All Applicants – a)</b> a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).											<b>Applicable Population:</b> All participating students  NOTE: Teacher value-added data for 2011-12 will be available November 2012.										
		<b>Baseline 2010-11</b>			<b>SY 2011-12 (See Note)</b>			<b>Target SY 2012-13</b>			<b>Target SY 2013-14</b>			<b>Target SY 2014-15</b>			<b>Target SY 2015-16</b>			<b>Target SY 2016-17 (Post-Grant)</b>			
		A	B	C				D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	
Subgroup	Highly Effective Teacher or Principal	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100	
	Principal	1,422	6,274	22.7	1,471	6,274	23.4	1,519	6,274	24.2	1,566	6,274	25.0	1,613	6,274	25.7	1,660	6,274	26.5	1,706	6,274	27.2	
Hispanic	Teacher Reading	479	1,350	35.5	496	1,350	36.8	505	1,350	37.4	513	1,350	38.0	522	1,350	38.6	530	1,350	39.3	538	1,350	39.9	
	Teacher Math	568	1,368	41.5	576	1,368	42.1	584	1,368	42.7	592	1,368	43.3	600	1,368	43.8	607	1,368	44.4	615	1,368	44.9	
	Teacher Algebra I	58	522	11.1	63	522	12.0	67	522	12.9	72	522	13.8	76	522	14.6	81	522	15.5	85	522	16.3	

		<b>Performance Measure (All Applicants – a)</b> a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).						<b>Applicable Population:</b> All participating students  NOTE: Teacher value-added data for 2011-12 will be available November 2012.														
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		A	B	C				D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Highly Effective Teacher or Principal	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
	Principal	296	1,413	20.9	307	1,413	21.7	318	1,413	22.5	329	1,413	23.3	340	1,413	24.1	351	1,413	24.8	361	1,413	25.6
Two or More	Teacher Reading	249	556	44.8	255	556	45.9	258	556	46.4	261	556	47.0	264	556	47.5	267	556	48.0	270	556	48.5
	Teacher Math	246	559	44.0	249	559	44.6	252	559	45.1	255	559	45.7	258	559	46.2	261	559	46.8	264	559	47.3
	Teacher Algebra I	29	196	14.8	31	196	15.6	32	196	16.5	34	196	17.3	36	196	18.2	37	196	19.0	39	196	19.8

		<b>Performance Measure (All Applicants – a)</b> a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).											<b>Applicable Population:</b> All participating students  NOTE: Teacher value-added data for 2011-12 will be available November 2012.									
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		A	B	C				D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
<b>Subgroup</b>	<b>Highly Effective Teacher or Principal</b>	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
	Principal	216	573	37.7	220	573	38.3	223	573	38.9	227	573	39.5	230	573	40.2	233	573	40.7	237	573	41.3
White	Teacher Reading	2,135	6,079	35.1	2,214	6,079	36.4	2,253	6,079	37.1	2,291	6,079	37.7	2,329	6,079	38.3	2,366	6,079	38.9	2,403	6,079	39.5
	Teacher Math	2,788	6,087	45.8	2,821	6,087	46.3	2,854	6,087	46.9	2,886	6,087	47.4	2,918	6,087	47.9	2,950	6,087	48.5	2,981	6,087	49.0
	Teacher Algebra I	541	2,669	20.3	562	2,669	21.1	583	2,669	21.9	604	2,669	22.6	625	2,669	23.4	645	2,669	24.2	666	2,669	24.9

		<b>Performance Measure (All Applicants – a)</b> a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).						<b>Applicable Population:</b> All participating students  NOTE: Teacher value-added data for 2011-12 will be available November 2012.														
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		A	B	C				D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Highly Effective Teacher or Principal	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
	Principal	2,857	6,235	45.8	2,891	6,235	46.4	2,924	6,235	46.9	2,957	6,235	47.4	2,990	6,235	48.0	3,023	6,235	48.5	3,055	6,235	49.0
ED	Teacher Reading	2,761	7,785	35.5	2,861	7,785	36.8	2,911	7,785	37.4	2,959	7,785	38.0	3,008	7,785	38.6	3,055	7,785	39.2	3,103	7,785	39.9
	Teacher Math	3,033	7,851	38.6	3,081	7,851	39.2	3,129	7,851	39.9	3,176	7,851	40.5	3,223	7,851	41.1	3,269	7,851	41.6	3,315	7,851	42.2
	Teacher Algebra I	373	3,036	12.3	400	3,036	13.2	426	3,036	14.0	452	3,036	14.9	478	3,036	15.7	504	3,036	16.6	529	3,036	17.4

		<b>Performance Measure (All Applicants – a)</b> a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).						<b>Applicable Population:</b> All participating students  NOTE: Teacher value-added data for 2011-12 will be available November 2012.														
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		A	B	C				D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Highly Effective Teacher or Principal	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
		Principal	1,777	8,214	21.6	1,841	8,214	22.4	1,905	8,214	23.2	1,968	8,214	24.0	2,031	8,214	24.7	2,092	8,214	25.5	2,154	8,214
LEP	Teacher Reading	307	891	34.5	319	891	35.8	324	891	36.4	330	891	37.0	336	891	37.7	341	891	38.3	347	891	38.9
	Teacher Math	379	909	41.7	384	909	42.3	390	909	42.9	395	909	43.4	400	909	44.0	405	909	44.6	410	909	45.1
	Teacher Algebra I	39	336	11.6	42	336	12.5	45	336	13.4	48	336	14.2	51	336	15.1	54	336	15.9	56	336	16.8

		<b>Performance Measure (All Applicants – a)</b> a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).						<b>Applicable Population:</b> All participating students  NOTE: Teacher value-added data for 2011-12 will be available November 2012.														
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		A	B	C				D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
<b>Subgroup</b>	<b>Highly Effective Teacher or Principal</b>	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
	Principal	152	940	16.2	160	940	17.0	168	940	17.8	175	940	18.7	183	940	19.5	191	940	20.3	198	940	21.1
SWD	Teacher Reading	488	1,546	31.6	509	1,546	32.9	520	1,546	33.6	530	1,546	34.3	540	1,546	34.9	550	1,546	35.6	560	1,546	36.2
	Teacher Math	676	1,617	41.8	685	1,617	42.4	695	1,617	43.0	704	1,617	43.5	713	1,617	44.1	722	1,617	44.7	731	1,617	45.2
	Teacher Algebra I	119	632	18.8	124	632	19.6	129	632	20.4	134	632	21.2	139	632	22.0	144	632	22.8	149	632	23.6

<b>Performance Measure (All Applicants – a)</b> a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).							<b>Applicable Population:</b> All participating students  NOTE: Teacher value-added data for 2011-12 will be available November 2012.															
							<b>Baseline 2010-11</b>			<b>SY 2011-12 (See Note)</b>			<b>Target SY 2012-13</b>			<b>Target SY 2013-14</b>			<b>Target SY 2014-15</b>			<b>Target SY 2015-16</b>
<b>Subgroup</b>		A	B	C				D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
		# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
Principal		564	2,102	26.8	579	2,102	27.6	595	2,102	28.3	610	2,102	29.0	625	2,102	29.7	639	2,102	30.4	654	2,102	31.1

		Performance Measure (All Applicants – b) b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).											Applicable Population: All participating students												
		Baseline 2010-11			SY 2011-12			Target			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C				D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R			
Subgroup	Effective Teacher or Principal	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100			
All participating students	Teacher Reading	8,090	14,907	54.3	8,226	14,907	55.2	8293	14907	55.6	8359	14907	56.1	8425	14907	56.5	8490	14907	57.0	8554	14907	57.4			
	Teacher Math	3,632	14,976	24.3	3,745	14,976	25.0	3,858	14,976	25.8	3,969	14,976	26.5	4,079	14,976	27.2	4,188	14,976	28.0	4,296	14,976	28.7			
	Teacher Algebra I	1,493	6,202	24.1	1,540	6,202	24.8	1,587	6,202	25.6	1,633	6,202	26.3	1,679	6,202	27.1	1,724	6,202	27.8	1,769	6,202	28.5			

Performance Measure (All Applicants – b)										Applicable Population: All participating students												
b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).																						
Subgroup	Effective Teacher or Principal	Baseline 2010-11			SY 2011-12			Target														
		A	B	C	SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)					
		# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100
	Principal	7,901	15,466	51.1	7,977	15,466	51.6	8,052	15,466	52.1	8,126	15,466	52.5	8,199	15,466	53.0	8,272	15,466	53.5	8,344	15,466	53.9
American Indian	Teacher Reading	58	104	55.8	59	104	56.7	59	104	57.1	60	104	57.5	60	104	57.9	61	104	58.4	61	104	58.8
	Teacher Math	28	108	25.9	29	108	26.7	30	108	27.4	30	108	28.1	31	108	28.8	32	108	29.6	33	108	30.3
	Teacher Algebra I	5	43	11.6	5	43	12.5	6	43	13.4	6	43	14.3	6	43	15.1	7	43	16.0	7	43	16.8

Performance Measure (All Applicants – b)										Applicable Population: All participating students												
b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).																						
Subgroup	Effective Teacher or Principal	Baseline 2010-11			SY 2011-12			Target														
		A	B	C	D	E	F	SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
								G	H	I	J	K	L	M	N	O	P	Q	R			
# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100		
	Principal	63	109	57.8	63	109	58.2	64	109	58.6	64	109	59.1	65	109	59.5	65	109	59.9	66	109	60.3
Asian	Teacher Reading	437	843	51.8	445	843	52.8	449	843	53.3	453	843	53.7	457	843	54.2	461	843	54.7	465	843	55.1
	Teacher Math	158	844	18.7	165	844	19.5	172	844	20.3	178	844	21.1	185	844	21.9	192	844	22.7	198	844	23.5
	Teacher Algebra I	76	366	20.8	79	366	21.6	82	366	22.3	85	366	23.1	87	366	23.9	90	366	24.6	93	366	25.4

		<b>Performance Measure (All Applicants – b)</b>															<b>Applicable Population:</b> All participating students					
		<b>Baseline 2010-11</b>			<b>SY 2011-12</b>			<b>Target</b>						<b>SY 2016-17 (Post-Grant)</b>								
		<b>A</b>	<b>B</b>	<b>C</b>				<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>
<b>Subgroup</b>	<b>Effective Teacher or Principal</b>	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100
	Principal	475	856	55.5	479	856	55.9	483	856	56.4	486	856	56.8	490	856	57.2	494	856	57.7	497	856	58.1
African American	Teacher Reading	3,208	5,969	53.7	3,263	5,969	54.7	3,290	5,969	55.1	3,317	5,969	55.6	3,344	5,969	56.0	3,370	5,969	56.5	3,396	5,969	56.9
	Teacher Math	1,562	6,004	26.0	1,606	6,004	26.8	1,650	6,004	27.5	1,694	6,004	28.2	1,737	6,004	28.9	1,780	6,004	29.6	1,822	6,004	30.3
	Teacher Algebra I	517	2,403	21.5	536	2,403	22.3	555	2,403	23.1	573	2,403	23.8	591	2,403	24.6	609	2,403	25.4	627	2,403	26.1

<b>Performance Measure (All Applicants – b)</b> b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).										<b>Applicable Population:</b> All participating students												
Subgroup		Baseline 2010-11			SY 2011-12			Target														
		A	B	C	D	E	F	SY 2012-13		SY 2013-14		SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)				
		# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100
Hispanic	Principal	3,837	6,274	61.2	3,861	6,274	61.5	3,885	6,274	61.9	3,909	6,274	62.3	3,933	6,274	62.7	3,956	6,274	63.1	3,980	6,274	63.4
	Teacher Reading	709	1,350	52.5	722	1,350	53.5	728	1,350	53.9	734	1,350	54.4	740	1,350	54.9	747	1,350	55.3	753	1,350	55.7
	Teacher Math	293	1,368	21.4	304	1,368	22.2	314	1,368	23.0	325	1,368	23.8	335	1,368	24.5	346	1,368	25.3	356	1,368	26.0
	Teacher Algebra I	130	522	24.9	134	522	25.7	138	522	26.4	142	522	27.1	145	522	27.9	149	522	28.6	153	522	29.3

Performance Measure (All Applicants – b)										Applicable Population: All participating students												
b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).																						
Subgroup	Effective Teacher or Principal	Baseline 2010-11			SY 2011-12			Target														
		A	B	C	SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)					
		# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100
	Principal	947	1,413	67.0	952	1,413	67.4	956	1,413	67.7	961	1,413	68.0	965	1,413	68.3	970	1,413	68.6	974	1,413	69.0
Two or More	Teacher Reading	264	556	47.5	270	556	48.5	273	556	49.0	276	556	49.6	278	556	50.1	281	556	50.6	284	556	51.1
	Teacher Math	131	559	23.4	135	559	24.2	140	559	25.0	144	559	25.7	148	559	26.5	152	559	27.2	156	559	27.9
	Teacher Algebra I	51	196	26.0	52	196	26.8	54	196	27.5	55	196	28.2	57	196	28.9	58	196	29.6	59	196	30.3

		<b>Performance Measure (All Applicants – b)</b> b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).											<b>Applicable Population:</b> All participating students									
		<b>Baseline 2010-11</b>			<b>SY 2011-12</b>			<b>Target</b>														
		<b>A</b>	<b>B</b>	<b>C</b>	<b>SY 2012-13</b>		<b>SY 2013-14</b>		<b>SY 2014-15</b>		<b>SY 2015-16</b>		<b>SY 2016-17 (Post-Grant)</b>									
<b>Subgroup</b>	<b>Effective Teacher or Principal</b>	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100
	Principal	302	573	52.7	305	573	53.2	307	573	53.6	310	573	54.1	313	573	54.6	315	573	55.0	318	573	55.5
White	Teacher Reading	3,411	6,079	56.1	3,464	6,079	57.0	3,491	6,079	57.4	3,516	6,079	57.8	3,542	6,079	58.3	3,567	6,079	58.7	3,593	6,079	59.1
	Teacher Math	1,460	6,087	24.0	1,506	6,087	24.7	1,552	6,087	25.5	1,597	6,087	26.2	1,642	6,087	27.0	1,687	6,087	27.7	1,731	6,087	28.4
	Teacher Algebra I	714	2,669	26.8	734	2,669	27.5	753	2,669	28.2	772	2,669	28.9	791	2,669	29.6	810	2,669	30.3	828	2,669	31.0

Performance Measure (All Applicants – b)										Applicable Population: All participating students												
b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).																						
Subgroup	Effective Teacher or Principal	Baseline 2010-11			SY 2011-12			Target														
		A	B	C				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100
	Principal	2,275	6,235	36.5	2,315	6,235	37.1	2,354	6,235	37.8	2,393	6,235	38.4	2,431	6,235	39.0	2,469	6,235	39.6	2,507	6,235	40.2
ED	Teacher Reading	4,094	7,785	52.6	4,168	7,785	53.5	4,204	7,785	54.0	4,240	7,785	54.5	4,275	7,785	54.9	4,310	7,785	55.4	4,345	7,785	55.8
	Teacher Math	1,911	7,851	24.3	1,970	7,851	25.1	2,029	7,851	25.8	2,087	7,851	26.6	2,145	7,851	27.3	2,202	7,851	28.0	2,259	7,851	28.8
	Teacher Algebra I	657	3,036	21.6	681	3,036	22.4	704	3,036	23.2	728	3,036	24.0	751	3,036	24.7	774	3,036	25.5	796	3,036	26.2

Performance Measure (All Applicants – b)										Applicable Population: All participating students												
b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).																						
Subgroup	Effective Teacher or Principal	Baseline 2010-11			SY 2011-12			Target														
		A	B	C	D	E	F	SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
								G	H	I	J	K	L	M	N	O	P	Q	R			
# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100		
	Principal	5,174	8,214	63.0	5,204	8,214	63.4	5,234	8,214	63.7	5,264	8,214	64.1	5,294	8,214	64.4	5,323	8,214	64.8	5,352	8,214	65.2
LEP	Teacher Reading	474	891	53.2	482	891	54.1	486	891	54.6	490	891	55.0	494	891	55.5	498	891	55.9	502	891	56.4
	Teacher Math	182	909	20.0	189	909	20.8	196	909	21.6	204	909	22.4	211	909	23.2	218	909	23.9	225	909	24.7
	Teacher Algebra I	83	336	24.7	86	336	25.5	88	336	26.2	91	336	26.9	93	336	27.7	95	336	28.4	98	336	29.1

Performance Measure (All Applicants – b)										Applicable Population: All participating students												
b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).																						
Subgroup	Effective Teacher or Principal	Baseline 2010-11			SY 2011-12			Target														
		A	B	C	D	E	F	SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
								G	H	I	J	K	L	M	N	O	P	Q	R			
# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100		
	Principal	659	940	70.1	662	940	70.4	665	940	70.7	667	940	71.0	670	940	71.3	673	940	71.6	675	940	71.9
SWD	Teacher Reading	890	1,546	57.6	903	1,546	58.4	910	1,546	58.8	916	1,546	59.2	922	1,546	59.7	928	1,546	60.1	935	1,546	60.5
	Teacher Math	383	1,617	23.7	395	1,617	24.4	408	1,617	25.2	420	1,617	26.0	432	1,617	26.7	443	1,617	27.4	455	1,617	28.2
	Teacher Algebra I	133	632	21.0	138	632	21.8	143	632	22.6	148	632	23.4	153	632	24.2	157	632	24.9	162	632	25.7

Performance Measure (All Applicants – b)										Applicable Population: All participating students												
b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).																						
Subgroup		Baseline 2010-11			SY 2011-12			Target														
		A	B	C	SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)					
					D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R			
		# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100
Principal		1,171	2,102	55.7	1,180	2,102	56.2	1,190	2,102	56.6	1,199	2,102	57.0	1,208	2,102	57.5	1,217	2,102	57.9	1,225	2,102	58.3

Performance Measure (All Applicants – c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline SY 2011-12	Target					
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016- 17 (Post- Grant)	SY 2017- 18 (Post- Grant)
c) [Applicant must propose at least one measure that can be directly tied to improving student outcomes.]  Percentage of students proficient in reading as measured on the state Reading EOG tests.  Proficiency includes Level III and IV.	Grade 6-8	OVERALL	68.1	70.7	73.4	76.0	78.7	81.4	84.0
	Grade 6-8	American Indian	55.2	58.9	62.7	66.4	70.1	73.9	77.6
	Grade 6-8	Asian	60.4	63.7	67.0	70.3	73.6	76.9	80.2
	Grade 6-8	Black	66.4	69.2	72.0	74.8	77.6	80.4	83.2
	Grade 6-8	Hispanic	57.6	61.1	64.6	68.2	71.7	75.3	78.8
	Grade 6-8	Two or More	70.9	73.3	75.7	78.1	80.6	83.0	85.4
	Grade 6-8	White	85.0	86.2	87.5	88.7	90.0	91.2	92.5
	Grade 6-8	Economically Disadvantaged	54.9	58.6	62.4	66.2	69.9	73.7	77.4
	Grade 6-8	LEP	45.5	50.1	54.6	59.1	63.7	68.2	72.8
	Grade 6-8	Students With Disabilities	42.5	47.3	52.1	56.9	61.7	66.5	71.3
c) [Applicant must propose at least one measure that can be directly tied to improving student outcomes.]  Percentage of students proficient in math as measured on the state Math EOG tests.  Proficiency includes Level III and	Grade 6-8	OVERALL	81.8	83.3	84.8	86.3	87.9	89.4	90.9
	Grade 6-8	American Indian	72.5	74.8	77.1	79.4	81.7	84.0	86.3
	Grade 6-8	Asian	76.0	78.0	80.0	82.0	84.0	86.0	88.0
	Grade 6-8	Black	81.6	83.2	84.7	86.2	87.8	89.3	90.8
	Grade 6-8	Hispanic	79.8	81.4	83.1	84.8	86.5	88.2	89.9

<b>Performance Measure</b> <b>(All Applicants – c)</b> [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	<b>Applicable Population</b>	<b>Subgroup</b>	<b>Baseline SY 2011-12</b>	<b>Target</b>					
				<b>SY 2012-13</b>	<b>SY 2013-14</b>	<b>SY 2014-15</b>	<b>SY 2015-16</b>	<b>SY 2016-17 (Post-Grant)</b>	<b>SY 2017-18 (Post-Grant)</b>
IV.	Grade 6-8	Two or More	84.4	85.7	87.0	88.3	89.6	90.9	92.2
	Grade 6-8	White	92.2	92.8	93.5	94.1	94.8	95.4	96.1
	Grade 6-8	Economically Disadvantaged	73.5	75.7	77.9	80.1	82.4	84.6	86.8
	Grade 6-8	LEP	74.3	76.5	78.6	80.7	82.9	85.0	87.2
	Grade 6-8	Students With Disabilities	61.7	64.9	68.1	71.3	74.5	77.6	80.8

<b>Performance Measure</b> <b>(All Applicants – c)</b> [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	<b>Applicable Population</b>	<b>Subgroup</b>	<b>Baseline SY 2012-13</b>	<b>Target</b>				
				<b>SY 2013-14</b>	<b>SY 2014-15</b>	<b>SY 2015-16</b>	<b>SY 2016-17 (Post Grant)</b>	<b>SY 2017-18 (Post Grant)</b>
[Additional proposed performance measure (Optional, add more rows as needed)]  Percentage of students earning at least one high school credit by end of 8 <sup>th</sup> grade; includes high school courses taught at the middle school and courses taken online.	Grade 8	All	Baseline collected during the 2012-13 year = x	(x) (1.5)	(x) (1.75)	(x) (2.0)	(x) (2.25)	(x) (2.50)
	Grade 8	Asian	Baseline collected during the 2012-13 year = x	(x) (1.5)	(x) (1.75)	(x) (2.0)	(x) (2.25)	(x) (2.50)
	Grade 8	African American	Baseline collected during the 2012-13 year = x	(x) (1.5)	(x) (1.75)	(x) (2.0)	(x) (2.25)	(x) (2.50)
	Grade 8	Hispanic	Baseline collected during the 2012-13 year = x	(x) (1.5)	(x) (1.75)	(x) (2.0)	(x) (2.25)	(x) (2.50)
	Grade 8	Two or More	Baseline collected during the 2012-13 year = x	(x) (1.5)	(x) (1.75)	(x) (2.0)	(x) (2.25)	(x) (2.50)
	Grade 8	White	Baseline collected during the 2012-13 year = x	(x) (1.5)	(x) (1.75)	(x) (2.0)	(x) (2.25)	(x) (2.50)

<b>Performance Measure</b> <b>(All Applicants – c)</b> [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	<b>Applicable Population</b>	<b>Subgroup</b>	<b>Baseline SY 2012-13</b>	<b>Target</b>				
				<b>SY 2013-14</b>	<b>SY 2014-15</b>	<b>SY 2015-16</b>	<b>SY 2016-17 (Post Grant)</b>	<b>SY 2017-18 (Post Grant)</b>
	Grade 8	ED	Baseline collected during the 2012-13 year = x	(x) (1.5)	(x) (1.75)	(x) (2.0)	(x) (2.25)	(x) (2.50)
	Grade 8	LEP	Baseline collected during the 2012-13 year = x	(x) (1.5)	(x) (1.75)	(x) (2.0)	(x) (2.25)	(x) (2.50)
	Grade 8	SWD	Baseline collected during the 2012-13 year = x	(x) (1.5)	(x) (1.75)	(x) (2.0)	(x) (2.25)	(x) (2.50)

**(E)(3) Performance Measures – Required for applicants with participating students in grades 4-8**  
**(Note to applicants: Delete chart if the 4-8 population is not part of your proposal)**

Performance Measure (Grades 4-8 – a)										Applicable Population: Grades 6-8								
a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice).										Indicator: 1. Students who have passed reading and/or math and have greater than or equal to 95% attendance; or 2. Students who have passed reading and math and have less than 95% attendance.								
Subgroup	A	B	C	SY 2012-13		SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)			
				D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
All participating students	13,981	16,778	83.3	14,214	16,778	84.7	14,447	16,778	86.1	14,680	16,778	87.5	14,913	16,778	88.9	15,146	16,778	90.3
American Indian	5,189	6,946	74.7	5,335	6,946	76.8	5,482	6,946	78.9	5,628	6,946	81.0	5,775	6,946	83.1	5,921	6,946	85.2

<b>Performance Measure (Grades 4-8 – a)</b> a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice).										<b>Applicable Population:</b> Grades 6-8 <b>Indicator:</b> <ol style="list-style-type: none"> <li>Students who have passed reading and/or math and have greater than or equal to 95% attendance; or</li> <li>Students who have passed reading and math and have less than 95% attendance.</li> </ol>								
Subgroup	Baseline 2010-11			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100	
Asian	82	107	76.6	84	107	78.6	86	107	80.5	88	107	82.5	90	107	84.4	92	107	86.4
Black	760	925	82.2	774	925	83.6	788	925	85.1	801	925	86.6	815	925	88.1	829	925	89.6
Hispanic	1,373	1,696	81.0	1,400	1,696	82.5	1,427	1,696	84.1	1,454	1,696	85.7	1,481	1,696	87.3	1,508	1,696	88.9

<b>Performance Measure (Grades 4-8 – a)</b> a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice).										<b>Applicable Population:</b> Grades 6-8 <b>Indicator:</b> <ol style="list-style-type: none"> <li>Students who have passed reading and/or math and have greater than or equal to 95% attendance; or</li> <li>Students who have passed reading and math and have less than 95% attendance.</li> </ol>								
Subgroup	Baseline 2010-11			Target														
	A	B	C	SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
				D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100	
Two or More	559	649	86.1	567	649	87.3	574	649	88.4	582	649	89.6	589	649	90.8	597	649	91.9
White	6,018	6,455	93.2	6,054	6,455	93.8	6,091	6,455	94.4	6,127	6,455	94.9	6,164	6,455	95.5	6,200	6,455	96.1
Economically Disadvantaged	7,049	9,430	74.8	7,247	9,430	76.9	7,446	9,430	79.0	7,644	9,430	81.1	7,843	9,430	83.2	8,041	9,430	85.3

<b>Performance Measure (Grades 4-8 – a)</b> a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice).										<b>Applicable Population:</b> Grades 6-8 <b>Indicator:</b> <ol style="list-style-type: none"> <li>Students who have passed reading and/or math and have greater than or equal to 95% attendance; or</li> <li>Students who have passed reading and math and have less than 95% attendance.</li> </ol>								
Subgroup	Baseline 2010-11			Target														
	A	B	C	SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
				D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100	
LEP	954	1,370	69.6	989	1,370	72.2	1,023	1,370	74.7	1,058	1,370	77.2	1,093	1,370	79.8	1,127	1,370	82.3
Students With Disabilities	1,756	2,768	63.4	1,840	2,768	66.5	1,925	2,768	69.5	2,009	2,768	72.6	2,093	2,768	75.6	2,178	2,768	78.7

<b>Performance Measure (Grades 4-8 –b, c)</b> [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	<b>Applicable Population</b>	<b>Subgroup</b>	<b>Baseline 2011-12</b>	<b>Target</b>				
				<b>SY 2012-13</b>	<b>SY 2013-14</b>	<b>SY 2014-15</b>	<b>SY 2015-16</b>	<b>SY 2016-17 (Post-Grant)</b>
4-8 b. Out-of-school suspension rate per 100 students in grades 6-8, as collected in the current SSP system and will be collected in PowerSource beginning in 2013-14.	Grades 6-8	All	22	19	17	15	13	11
	Grades 6-8	American Indian	1	1	0	0	0	0
	Grades 6-8	Asian	1	1	0	0	0	0
	Grades 6-8	Black	16	14	13	11	10	8
	Grades 6-8	Hispanic	2	1	1	1	1	1
	Grades 6-8	Two or More	1	1	1	1	1	1
	Grades 6-8	White	4	3	3	3	2	2
	Grades 6-8	Economically Disadvantaged	No data available	No data available	No data available	No data available	No data available	No data available
	Grades 6-8	LEP	No data available	No data available	No data available	No data available	No data available	No data available
	Grades 6-8	Students With Disabilities	7	6	5	4	4	4

<b>Performance Measure (Grades 4-8 –b, c)</b> [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	<b>Applicable Population</b>	<b>Subgroup</b>	<b>Baseline 2012-13</b>	<b>Target</b>				
				<b>SY 2013-14</b>	<b>SY 2014-15</b>	<b>SY 2015-16</b>	<b>SY 2016-17 (Post Grant)</b>	<b>SY 2017-18 (Post-Grant)</b>
4-8 b.[Additional proposed performance measure (Optional, add more rows as needed)]  Composite score on the Explore assessment administered in grade 8. Maximum score is a 25.	Grade 8	All	Baseline collected during the 2012-13 year = x	x + .5	x + .75	x + 1.0	x + 1.25	x + 1.50
	Grade 8	American Indian	Baseline collected during the 2012-13 year	x + .5	x + .75	x + 1.0	x + 1.25	x + 1.50
	Grade 8	Asian	Baseline collected during the 2012-13 year	x + .5	x + .75	x + 1.0	x + 1.25	x + 1.50
	Grade 8	African American	Baseline collected during the 2012-13 year	x + .5	x + .75	x + 1.0	x + 1.25	x + 1.50
	Grade 8	Hispanic	Baseline collected during the 2012-13 year	x + .5	x + .75	x + 1.0	x + 1.25	x + 1.50
	Grade 8	Two or More	Baseline will be during the 2012-13 year	x + .5	x + .75	x + 1.0	x + 1.25	x + 1.50

<b>Performance Measure (Grades 4-8 –b, c)</b> [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	<b>Applicable Population</b>	<b>Subgroup</b>	<b>Baseline 2012-13</b>	<b>Target</b>				
				<b>SY 2013-14</b>	<b>SY 2014-15</b>	<b>SY 2015-16</b>	<b>SY 2016-17 (Post Grant)</b>	<b>SY 2017-18 (Post-Grant)</b>
	Grade 8	White	Baseline collected during the 2012-13 year	x + .5	x + .75	x + 1.0	x + 1.25	x + 1.50
	Grade 8	EDS	Baseline will be collected during the 2012-13 year	x + .5	x + .75	x + 1.0	x + 1.25	x + 1.50
	Grade 8	LEP	Baseline will be collected during the 2012-13 year	x + .5	x + .75	x + 1.0	x + 1.25	x + 1.50
	Grade 8	SWD	Baseline will be collected during the 2012-13 year	x + .5	x + .75	x + 1.0	x + 1.25	x + 1.50
	Grade 8	All	Baseline will be 2012-13 year = x	(x)(1.03)	(x)(1.06)	(x)(1.09)	(x)(1.12)	(x)(1.15)
4-8 b.[Additional proposed performance measure (Optional, add more rows as needed)]  Percentage of students earning an Algebra I credit by end of the 8 <sup>th</sup> grade.	Grade 8	American Indian	Baseline will be 2012-13 year = x	(x)(1.03)	(x)(1.06)	(x)(1.09)	(x)(1.12)	(x)(1.15)

<b>Performance Measure (Grades 4-8 –b, c)</b> [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	<b>Applicable Population</b>	<b>Subgroup</b>	<b>Baseline 2012-13</b>	<b>Target</b>				
				<b>SY 2013-14</b>	<b>SY 2014-15</b>	<b>SY 2015-16</b>	<b>SY 2016-17 (Post Grant)</b>	<b>SY 2017-18 (Post-Grant)</b>
	Grade 8	Asian	Baseline will be 2012-13 year = x	(x)(1.03)	(x)(1.06)	(x)(1.09)	(x)(1.12)	(x)(1.15)
	Grade 8	African American	Baseline will be 2012-13 year = x	(x)(1.03)	(x)(1.06)	(x)(1.09)	(x)(1.12)	(x)(1.15)
	Grade 8	Hispanic	Baseline will be 2012-13 year = x	(x)(1.03)	(x)(1.06)	(x)(1.09)	(x)(1.12)	(x)(1.15)
	Grade 8	Two or More	Baseline will be 2012-13 year = x	(x)(1.03)	(x)(1.06)	(x)(1.09)	(x)(1.12)	(x)(1.15)
	Grade 8	EDS	Baseline will be 2012-13 year = x	(x)(1.03)	(x)(1.06)	(x)(1.09)	(x)(1.12)	(x)(1.15)
	Grade 8	LEP	Baseline will be 2012-13 year = x	(x)(1.03)	(x)(1.06)	(x)(1.09)	(x)(1.12)	(x)(1.15)
	Grade 8	SWD	Baseline will be 2012-13 year = x	(x)(1.03)	(x)(1.06)	(x)(1.09)	(x)(1.12)	(x)(1.15)
4-8.C.[Additional proposed performance measure (Optional, add more rows as needed)]	6-8 Graders	All	2011 Baseline 80.7%	Baseline = y y+1.6	y+3.2	y+4.8	y+6.4	y+8.0

Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline 2012-13	Target				
				SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post Grant)	SY 2017-18 (Post-Grant)
Students who self-report on the Youth Risk Behavior Survey (YRBS) that they feel good about themselves.	6-8 Graders	Asian	Baseline collected in 2012-13	$\left(\frac{100 - y}{2}\right) \div 6 = x$	y+x	y+2x	y+3x	y+4x
	6-8 Graders	African American	Baseline collected in 2012-13	$\left(\frac{100 - y}{2}\right) \div 6 = x$	y+x	y+2x	y+3x	y+4x
	6-8 Graders	Hispanic	Baseline collected in 2012-13	$\left(\frac{100 - y}{2}\right) \div 6 = x$	y+x	y+2x	y+3x	y+4x
	6-8 Graders	White	Baseline collected in 2012-13	$\left(\frac{100 - y}{2}\right) \div 6 = x$	y+x	y+2x	y+3x	y+4x
	6-8 Graders	Other	Baseline collected in 2012-12	$\left(\frac{100 - y}{2}\right) \div 6 = x$	y+x	y+2x	y+3x	y+4x
	4-8.C.[Additional proposed performance measure (Optional, add more rows as needed)]  Students who self-report on the Youth Risk Behavior Survey (YRBS) that they agree or strongly agree that their teachers care about them and encourage them a lot.	6-8 Graders	All	2011 Baseline 64.3%	Baseline = y y+2.98	y+5.96	y+8.94	y+11.92
6-8 Graders		Asian	Baseline collected in 2012-13	$\left(\frac{100 - y}{2}\right) \div 6 = x$	y+x	y+2x	y+3x	y+4x
6-8 Graders		African American	Baseline collected in 2012-13	$\left(\frac{100 - y}{2}\right) \div 6 = x$	y+x	y+2x	y+3x	y+4x
6-8 Graders		Hispanic	Baseline collected in 2012-13	$\left(\frac{100 - y}{2}\right) \div 6 = x$	y+x	y+2x	y+3x	y+4x
6-8 Graders		White	Baseline collected in 2012-13	$\left(\frac{100 - y}{2}\right) \div 6 = x$	y+x	y+2x	y+3x	y+4x

Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline 2012-13	Target				
				SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post Grant)	SY 2017-18 (Post-Grant)
	6-8 Graders	Other	Baseline collected in 2012-13	$\left(\frac{100 - y}{2}\right) \div 6 = x$	y+x	y+2x	y+3x	y+4x
4-8.C.[Additional proposed performance measure (Optional, add more rows as needed)]	6-8 Graders	All	Baseline Year 2011 15.1%	Baseline = y y-1.76	y-3.52	y-5.28	y-7.04	y-8.8
Students who self report on the YRBS that they have been electronically bullied during the last 12 months.	6-8 Graders	Asian	14.3%	y-1.19	y-2.38	y-3.57	y-4.76	y-5.95
	6-8 Graders	African American	11.3%	y-.94	y-1.88	y-2.82	y-3.76	y-4.7
	6-8 Graders	Hispanic	16.0%	y-1.33	y-2.66	y-3.99	y-5.32	y-6.65
	6-8 Graders	White	16.9%	y-1.41	y-2.82	y-4.23	y-5.64	y-7.05
	6-8 Graders	Other	20.7%	y-1.73	y-3.46	y-5.19	y-6.92	y-8.65

**F. Budget and Sustainability (20 total points)**

The extent to which—

**(F)(1) Budget for the project (10 points)**

The applicant’s budget, including the budget narrative and tables—

- (a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and
- (b) Is reasonable and sufficient to support the development and implementation of the applicant’s proposal; and
- (c) Clearly provides a thoughtful rationale for investments and priorities, including--
  - (i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and
  - (ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments; and

**(F)(2) Sustainability of project goals (10 points)**

The applicant has a high-quality plan for sustainability of the project’s goals after the term of the grant. The plan should include support from State and local government leaders and financial support. Such a plan may include a budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.

The sustainability of the PACE Schools Project is a significant part of Guilford County Schools’ thought process for success. To secure ongoing funding sources once the Race to the Top District grant expires, we have sought to use both existing funding and capitalize on saving and efficiencies. One such opportunity is in printing and purchasing of material. The electronic device environment offers the ability for us to be greener by reducing the amount of paper used, purchased and printed, lowering the cost for ink and toner cartridges. GCS will realize an efficiency that can be seen by both the use of electronic media and the managed

print environment. Guilford County would be positioned to spend less on acquiring printed textbook material. Savings would be used to support the ongoing cost of sustaining the middle school PACE model.

As personalized learning becomes more effective and students are engaged at higher levels in instruction, more of the funds currently used for remediation will be directed to the PACE Schools initiative. Another source of funding will be the use of district Title I funds to sustain the integrity of the PACE middle school initiative. Guilford will use e-Rate funds to sustain the infrastructure/connectivity. Funding for the computer replacement cycle will also be used to ensure the vibrancy of the PACE initiative. While the identified sources of funding will be used, additional local funding options will also be used.

	<b>1<sup>st</sup> year after grant</b>	<b>2<sup>nd</sup> year after grant</b>	<b>3<sup>rd</sup> year after grant</b>
Staff Development	\$100,000.00	\$75,000.00	\$50,000.00
PLEF's- Personalized Learning Environment Facilitators	3,6000,000.00	3,6000,000.00	3,6000,000.00
Device on-going cost	\$3,400,000.00	\$3,400,000.00	\$3,400,000.00
Infrastructure Connectivity	\$5000,000.00	\$500,000.00	\$500,000.00
Director	102,696.00	102,696.00	102,696.00
<b>Totals</b>	<b>\$7,702,696.00</b>	<b>7,677,696.00</b>	<b>7,652,696.00</b>

**X. COMPETITIVE PREFERENCE PRIORITY**

**Competitive Preference Priority (10 total points)**

Competitive Preference Priority: Results, Resource Alignment, and Integrated Services. The Department will give priority to an applicant based on the extent to which the applicant proposes to integrate public or private resources in a partnership designed to augment the schools’ resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students (as defined in this notice), giving highest priority to students in participating schools with high-need students (as defined in this notice). To meet this priority, an applicant’s proposal does not need to be comprehensive and may provide student and family supports that focus on a subset of these needs.

To meet this priority, an applicant must—

- (1) Provide a description of the coherent and sustainable partnership that it has formed with public or private organizations, such as public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions to support the plan described in Absolute Priority 1;
- (2) Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant’s broader Race to the Top – District proposal. These results must include both educational results and other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and family and community supports (as defined in this notice) results;
- (3) Describe how the partnership would –
  - (a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students (as defined in this notice);
  - (b) Use the data to target its resources in order to improve results for participating students (as defined in this notice), with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty (including highly mobile students), family instability, or other child welfare issues;
  - (c) Develop a strategy to scale the model beyond the participating students (as defined in this notice) to at least other high-need students (as defined in this notice) and communities in the LEA or consortium over time; and
  - (d) Improve results over time;

- (4) Describe how the partnership would, within participating schools (as defined in this notice), integrate education and other services (e.g., services that address social-emotional, and behavioral needs, acculturation for immigrants and refugees) for participating students (as defined in this notice);
- (5) Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools (as defined in this notice) by providing them with tools and supports to –
- (a) Assess the needs and assets of participating students (as defined in this notice) that are aligned with the partnership’s goals for improving the education and family and community supports (as defined in this notice) identified by the partnership;
  - (b) Identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education and family and community supports (as defined in this notice) identified by the applicant;
  - (c) Create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students (as defined in this notice) and support improved results;
  - (d) Engage parents and families of participating students (as defined in this notice) in both decision-making about solutions to improve results over time and in addressing student, family, and school needs; and
  - (e) Routinely assess the applicant’s progress in implementing its plan to maximize impact and resolve challenges and problems; and
- (6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students.

1) Guilford County Schools (GCS) recognizes that teachers of the highest caliber, an engaging curriculum and even the most advanced technology are not enough to prepare our students for life outside the classroom. It also takes something else: character development. In 2010, the school district launched its Character Development/Service-Learning Initiative, based on three fundamentals: character education, civic education and service learning. Service-learning is a learning strategy that is being used to build character traits such as kindness, courage, respect and responsibility, while helping students to understand and act upon their civic responsibility.

This multi-faceted approach seeks to support students’ social, emotional and behavioral needs – and empower them to believe in

themselves as agents of change in their schools, the community – and their own lives.

In 2011-12, GCS introduced a Service Learning Diploma that recognizes exemplary student achievement in service to school and community. Last year, more than 500 students earned at least 175 hours of service learning time and qualified for the diploma. Students with at least 75 hours of service earned the Service-Learning Exemplary Award. This is a promising beginning that GCS wants to encourage, beginning with middle school. We want to help students connect with the skills, activities and learning that lay the foundation for them to become service leaders and encourage them to consider pursuing this degree in high school.

These efforts are well supported in the community. Volunteers partner with GCS on service learning projects and mentor students. Local businesses and philanthropies offer support for projects and recognition. For example, Businesses for Excellence in Education, a local corporate philanthropic group, sponsored the district's first Cool to Serve event in June 2012. Students who participated were recognized for their service leadership in a bright, energized celebration filled with students, GCS staff, administration and community leaders. Participants with at least 75 hours of service learning credit had the opportunity to win technology equipment – and graduates who earned Service Learning Diplomas were eligible to win a new car. Four Seasons Mall in Greensboro offers mini-grants each year to schools to support character education and service learning projects. GCS encourages service learning and grant-seeking at all levels to support this worthwhile work.

In our middle schools, GCS has developed a strong web of sustained partnerships with community agencies that help us cultivate character education and support service learning projects. For the Competitive Preference Priority, we do not seek additional funding through the Race to the Top-District program. Thus, we choose to describe existing and successful partnerships at the middle school level.

One such partnership is with the National Conference for Community and Justice (NCCJ), a longtime partner of Guilford County Schools. In the past, the majority of its work with students in Guilford County has been focused in high schools. In 2009, the North Carolina legislature passed the Violence Prevention Act, requiring an increase in the support that was provided to schools to ensure that students were able to learn in safe and nurturing learning environments. A major focus in this legislation is requiring measures to ensure that learning environments were free of bullying, harassment and discrimination. At its 2010 “State of Our Schools” event, Guilford County Schools announced a partnership with the NCCJ to provide training to middle-school students to build their skills in addressing bullying, bias, and discrimination.

Through this partnership, each school had the opportunity to receive “ANYTOWN Anytime” one-day training for a group of 30 middle school students. The goal of the ANYTOWN Anytime program is to affect entire school climates by developing a cadre of student leaders with the potential of reaching exponential numbers of youth. Corresponding programs for adults cultivate educators and parents as allies for creating schools that are safe, respectful and equitable environments. Students who participate in the ANYTOWN Anyday trainings are able to use the information and skills they learn to lead bullying prevention and anti-bias events in their schools. When these middle-grade students transition to high school, they are able to participate in a two-day ANYTOWN camp during the summer and to obtain leadership roles as ANYTOWN ambassadors for their high schools. During the first year of the expanded middle school partnership, 11 middle schools participated in the program. During the 2011-12 school year, the program continued to grow and expand across the county and NCCJ held ANYTOWN Anytime trainings with 15 of the district’s middle schools. For the 2012-13 school year, all district middle schools are expected to hold ANYTOWN trainings for their students.

Win-Win Resolutions, Inc., a nonprofit organization headquartered in Greensboro, is dedicated to violence prevention through conflict resolution using theater education and peer mediation programs. For the past 10 years, Win-Win has sponsored an annual Young PeaceMakers Awards program. This program is designed to recognize and celebrate middle-grade students whose words and

actions reflect a consistent effort to create peaceful solutions and promote understanding and acceptance of differences between individuals, groups and/or cultures. Staff members at the district's middle school recommend students for this prestigious award.

The Volunteer Center of Guilford County houses the first and only North Carolina affiliate of the International Youth Volunteer Corps of America (YVCA). The YVCA is the only national youth service program with the expressed mission of providing team-based volunteer opportunities for youth, ages 11-18. For the past two summers, Guilford County Schools has partnered with the Volunteer Center of Guilford County to sponsor Summer of Service. This program places rising sixth- through 12<sup>th</sup>-grade students on project teams. Each team is assigned a Project Leader (a trained Guilford County Schools teacher) and a specific service-learning project at a local nonprofit. The projects focus on such issues as the environment, diversity, and poverty. Through these experiences, students develop leadership and other 21<sup>st</sup> century skills and learn to apply the content they have learned in their classrooms to solve real-world programs. These are ongoing and sustained partnerships of great value to the school district.

2) Population-level results: Please see the tables following this narrative for 10 population level results.

3) Describe how the partnership would – track and improve results; use data to target resources; develop a strategy to scale the model; and improve results over time:

**Tracking:** The named results and goals would be tracked using data measures such as the Student Learning Conditions Survey and Youth Risk Behavior Survey, academic measures (EOG/EOC testing) and student discipline data. The Student Learning Conditions Survey, developed by the N.C. Department of Public Instruction, is given for students in middle and high school in seventh, ninth and 11<sup>th</sup> grades. The Youth Risk Behavior Survey, developed by the national Centers for Disease Control and Prevention, surveys the health behaviors of youth in grades six through 12. Students take EOGs/EOCs, and student discipline data is gathered district-wide.

**Targeting resources:** The Student Services Department works with GCS departments and schools to administer services that connect the basic needs of students to ensure that students become productive and healthy citizens. Data points such as the type generated by the above-mentioned sources are regularly reviewed to determine how best to allocate resources at schools or for specific student populations. **Scaling this model:** The district is constantly working to identify local business and philanthropic organizations to develop funding support to expand these services in a collaborative manner with our partners. The Student Services Department also works closely with the Grants Office to identify potential grant opportunities to support character education and service learning work. **Improving results:** Funding is a primary consideration in improving and growing the program over time. Awareness internally and externally of the Character Development/Service-Learning Initiative is growing through public outreach, internal communications, sparking the excitement of more teachers, schools and community partners.

(4) Describe how the partnership would, within participating schools (as defined in this notice), integrate education and other services (e.g., services that address social-emotional, and behavioral needs, acculturation for immigrants and refugees) for participating students (as defined in this notice);

The Student Services Department works with Academic Services and staff at district schools to identify student needs that can be addressed to help them excel, integrating academic and social supports. As such, these departments will be working together with the staff of the 24 participating PACE Schools to identify how students are responding to the PLE treatment and where they may need additional academic and/or social/emotional/behavioral support. With the help of partnerships described above, we will target activities that relate to 21<sup>st</sup> century skills, cyber-ethics and other related topics to promote students' ability to succeed in this new learning environment.

(5) Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools (as defined in this

notice) to identify, assess, decide, engage students/families with support:

Through character education and service learning, students have the opportunity to demonstrate the personal assets they bring to projects and to develop new skills. GCS staff members work with students and families to identify strengths and offer students opportunities to work as team member and as leader. We work with schools to determine appropriate projects to involve students in and to promote these opportunities so that more students will have the opportunity to participate. We identify both sources of community volunteers and financial support to also help increase the resources that allow more students to participate. With the introduction of the Service-Learning Exemplary Award and Diploma, we have created two incentives that recognize and honor student achievement in this area.

The partnerships GCS has outlined in this Competitive Preference Priority speak to the key supports and solutions we believe will help our students develop character traits such as kindness, courage, respect and responsibility, as well helping students to understand and act upon their civic responsibility. We seek partnerships that build our students as leaders, decision-makers, and change agents in their schools and community. As we identify more external sources of support, we plan to create bullying prevention clubs at middle schools and more service learning projects aimed at eliminating bias, bigotry, and discrimination. We engage parents and families in this process through service learning awareness events such as Cool to Serve and school-level meetings and information sessions. At school and department levels, we seek to continuously improve our work through surveys of parents and students, review of discipline and achievement data and student engagement. As a district, we include character education and service learning as a primary objective in our strategic planning process.

**Competitive Preference Priority: Population-Level Desired Results**

Population Group	Type of Result (e.g., educational or family and community)	Desired Results
7 <sup>th</sup> grade students	Educational	Increase student perception of their proficiency in 21 <sup>st</sup> Century Skills as measured by the Student Learning Conditions Survey (SLCS).
7 <sup>th</sup> grade students	Social/Educational	Increase 7 <sup>th</sup> grade students' perceptions of social engagement and academic engagement as measured by the Student Learning Conditions Survey (SLCS).
7 <sup>th</sup> grade students	Social/Emotional	Increase 7 <sup>th</sup> grade students' perception of safety at school as measured by the Student Learning Conditions Survey (SLCS).
Middle School students	Behavioral	Decrease in the number of middle school students who receive a short-term suspension from school as measured by school discipline data. *
Middle School students	Social/Behavioral	Decrease in the number of electronic bullying offenses that are reported by middle grade students as measured by the Youth Risk Behavior Survey (YRBS) *
Middle school students	Educational	Increase in reading and math proficiency for middle schools students, as measured by reading and math EOGs. *
Family	Family and Community	Increase parents' perception that our schools are safe as measured by GCS parent survey.
Family	Family and Community	Increase parents' perception that they feel able to help their students to resist bullying as measured by GCS parent survey.

**\*Indicates Competitive Preference Priority Performance Measure as follows:**

Short-term suspensions as measured by school discipline data: See related (E)(3) Performance Measure, Page 117.

Electronic bullying offenses as measured by Youth Risk Behavior Survey: See related (E)(3) Performance Measure, Page 122.

Proficiency measured by reading and math EOGs: See related (E)(3) Performance Measure, Page 109-110.

**BUDGET**  
**(Budget Requirements and Evidence for**  
**Selection Criteria (F)(1) and Optional Budget Supplement)**

**Budget Requirements** (from Program Requirement 1)

(1) An applicant’s budget request for all years of its project must fall within the applicable budget range as follows:

Number of participating students	Award range
2,000-5,000 or Fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice)	\$5-10 million
5,001-10,000	\$10-20 million
10,001-25,000	\$20-30 million
25,001+	\$30-40 million

The Department will not consider an application that requests a budget outside the applicable range of awards, not including any optional budget supplements included in the application.

**Budget Summary and Narrative Instructions** (Evidence for Selection Criterion (F)(1))

In the following budget parts and subparts, the applicant is responding to Selection Criterion (F)(1). The applicant should use its budget narrative and tables to address the specific elements of Selection Criterion (F)(1), including the extent to which:

The applicant's budget, including the budget narrative and tables--

- (a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and
- (b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and
- (c) Clearly provides a thoughtful rationale for investments and priorities, including--
  - (i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and
  - (ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments.

The budget narrative should be of sufficient scope and detail for the Department to determine whether the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See [www.whitehouse.gov/omb/circulars](http://www.whitehouse.gov/omb/circulars)).

The applicant will provide summary and itemized costs for projects that the applicant believes are necessary in order to implement its proposal. The applicant's budgets should reflect the work associated with fully implementing the high-quality plans and other aspects of its proposal described under the selection criteria and competitive preference priority. Some projects might address one selection criterion or the competitive preference priority, while others might address several selection criteria.

To support the budgeting process and in addition to instructions and forms included in this application package, we strongly suggest that applicants use the Race to the Top – District electronic budget spreadsheets prepared by the Department to build the applicant's budget. These electronic budget spreadsheets have formulas built into them that are intended to help applicants produce the budget tables that they submit as part of their response to selection criterion (F)(1). Applicants should include the relevant tables in the appropriate place in their proposal (e.g., by copying and pasting from the electronic budget spreadsheets into the appropriate place in the Applicant's proposal).

Please note that the Race to the Top – District electronic budget spreadsheets will not be used by peer reviewers to judge or score the applicant's proposal. Only the budget summaries and narratives in the applicant's proposal will be reviewed and scored by peer reviewers. However, the electronic budget spreadsheets will be used by the Department to conduct its budget review for grantees.

1. Overall Budget Summary
  - a. **Subpart 1: Overall Budget Summary Table.** This is the cover sheet for the budget summary (see Budget Table 1-1). In the Overall Budget Summary Table, the applicant should include the budget totals for each budget category and each year of the grant. These line items are derived by adding together the line items from each of the Project-Level Budget Summary Tables. (Note: the electronic budget spreadsheet should generate these sums automatically, which the applicant should copy and paste into the application proposal.)
  - b. **Subpart 2: Overall Budget Summary Narrative.** The budget narrative that accompanies the Budget Summary Table should respond to Selection Criterion (F)(1) and be of sufficient scope and detail for the Department to determine whether the costs are necessary, reasonable, and allowable. This subpart should also include a summary of the projects that the applicant has included in its budget, including the project name, associated criteria, total grant funds requested, and total budget (see Budget Table 2-1). (Note: the electronic budget spreadsheet should generate this summary automatically, which the applicant should copy and paste into the application proposal.)
  
2. Project-Level Detail
  - a. **Subpart 3: Project-Level Budget Summary Tables.** This is the cover sheet for each project-level budget (see Budget Table 3-1). (Note: the applicant should complete the electronic budget spreadsheets and copy and paste the information into the application proposal.) This should include the sums of project-level itemized costs described in the Project-Level Budget Narrative.
  - b. **Subpart 4: Project-Level Budget Narratives.** The Project-Level Budget Narrative accompanies the Project-Level Budget Summary Table for each project and provides the rationale for the budget. The narrative should address Selection Criterion (F)(1), including an overview of each project for which the applicant requests grant funds and include itemized project costs for each project, by budget category and for each project year (See Budget Table 4-1). Identify here, per Selection Criterion (F)(1), whether the costs will be one-time investments or ongoing operational costs.
  
3. Optional Budget Supplement: Overall Budget Summary (as described in Part XII). If the applicant intends to apply for one or more optional budget supplements, the applicant should include a Budget Summary Table and Narrative using **Subpart 1** and **Subpart 2** to describe the supplement’s budget for the four years of the grant. Please title this “Optional Budget Supplement Budget Summary.” The applicant should include and number a separate budget summary table and narrative for each optional budget supplement included in its proposal.
  
4. Optional Budget Supplement: Project-Level Detail (as described in Part XII). If the applicant intends to apply for one or more optional budget supplements, the applicant should include a Project-Level Budget Summary Table and Narrative using

**Subpart 3** and **Subpart 4** to describe the supplement’s budget for each of its optional budget supplement projects over the four years of the grant. Please title this part “Optional Budget Supplement Project-Level Detail.” The applicant should include separate project-level detail tables and narrative for each optional budget supplement included in its proposal.

**BUDGET SUBPART 1: OVERALL BUDGET SUMMARY**

Note: See budget summary narrative and instructions above, in particular “Subpart 1: Overall Budget Summary Table.”

<b>Budget Table 1-1: Overall Budget Summary Table</b>					
<b>Project Name: PACE Schools Project</b>					
<b>Primary Associated Criterion and Location in Application: Criterion A (pages 3-23), C (pages 44-60)</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$880,000.00	\$906,400.00	\$933,592.00	\$961,599.76	\$3,681,591.76
2. Fringe Benefits	\$265,936.00	\$271,733.44	\$277,704.80	\$283,855.31	\$1,099,229.55
3. Travel	\$40,500.00	\$47,500.00	\$47,500.00	\$47,500.00	\$183,000.00
4. Equipment	\$5,480,828.37	\$4,212,000.00	\$4,212,000.00	\$4,212,000.00	\$18,116,828.37
5. Supplies	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$100,000.00
6. Contractual	\$55,400.00	\$55,400.00	\$55,400.00	\$55,400.00	\$221,600.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$2,036,000.00	\$1,976,000.00	\$1,141,000.00	\$733,000.00	\$5,886,000.00
<b>9. Total Direct Costs (lines 1-8)</b>	<b>\$8,783,664.37</b>	<b>\$7,494,033.44</b>	<b>\$6,692,196.80</b>	<b>\$6,318,355.07</b>	<b>\$29,288,249.68</b>
10. Indirect Costs*	\$213,702.98	\$182,145.71	\$162,524.77	\$153,376.86	\$711,750.32
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>\$8,997,367.35</b>	<b>\$7,676,179.15</b>	<b>\$6,854,721.57</b>	<b>\$6,471,731.93</b>	<b>\$30,000,000.00</b>
12. Funds from other sources used to support the project					\$0.00
<b>13. Total Budget (lines 11-12)</b>	<b>\$8,997,367.35</b>	<b>\$7,676,179.15</b>	<b>\$6,854,721.57</b>	<b>\$6,471,731.93</b>	<b>\$30,000,000.00</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

## BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

Note: See budget summary narrative and instructions above, in particular “Subpart 2: Overall Budget Summary Narrative.”

This budget identifies all funds that will support the **PACE Schools Project** and is reasonable and sufficient to support the development and implementation of our proposal.

The PACE Schools Project seeks to use federal funds to support five major inputs that will work together to create a comprehensive Personalized Learning Environment (PLE) model for all GCS middle school students. These inputs include:

- a) Equitable and expanded access to effective teachers
- b) A career and college ready curriculum
- c) 21<sup>st</sup> century technologies, learning environments and data systems
- d) LEA policies, systems and culture that support achievement
- e) Partnerships with educators, families and community that address the social, emotional and behavioral needs of all students

As an outcome of this Personalized Learning Environment (PLE), the PACE Schools Project seeks to:

- a) Increase student achievement

- b) Decrease gaps among subgroups
- c) Increase high school graduation rates

As a result, we expect for all of our students to be college and career ready learners. The expenses summarized below and detailed in Table 4-1 represent the financial support plan we propose in order to accomplish this outcome.

Personnel: \$3,681,592

In this funding category, we propose to hire a Director of Personalized Learning Environments, a Project Evaluator, and twelve Personalized Learning Environment Facilitators (PLEFs). The Director will oversee all grant activities and will supervise the Project Evaluator and 12 PLEFs. Each PLEF will be assigned to work closely with two of our 24 project schools. In this role, they will facilitate the transition from a traditional teaching model to a Personalized Learning Environment that is responsive to the academic, social, emotional and behavioral needs of each child. These salary expenses will be ongoing throughout the term of the grant and sustainability period and represent a 3% annual increase.

Fringe Benefits: \$1,099,230

In this funding category, we propose to provide fringe benefits for the Director of Personalized Learning Environments, a Project Evaluator, and 12 (PLEFs). These benefits are calculated at the rate of 7.65% for FICA, 14.31% for Retirement and \$5,192 per person for Hospitalization. These salary expenses will be ongoing throughout the term of the grant and sustainability period.

Travel: \$183,000

In this funding category, we propose to provide training to our PACE Schools Project administrative team as well as to disseminate our project implementation results nationally. Funding in this category will provide for the administrative team to attend one training per year. Additionally, a sub-set of the team will attend two national events for the purpose of sharing our project design,

implementation plans, early results and lessons learned. Dissemination efforts will aid in helping other districts to duplicate the Personalized Learning Environments achieved by the PACE Schools Project.

Equipment: \$18,116,828

In this funding category, we propose to purchase the technology infrastructure and student mobile devices that will allow for the implementation of a Personalized Learning Environment. Currently, our project schools (24 middle schools) do not have enough Access Points to enable our students to be online at the same time. Therefore, we propose to purchase Access Point Packages for approximately 483 classrooms. Additionally, we seek to identify, bid out and lease mobile devices for each of our students. These devices will allow flexible access to student paced learning that is responsible to student learning styles and interest. Device management software will enable teachers and students to maximize growth through the use of formative and summative assessments. Learning algorithms will drive student growth at an individualized pace.

Supplies: \$100,000

In this funding category, we propose to provide the PACE Schools administrative office with \$1,000 per year for general office supplies. Additionally, we would like to allocate \$1,000 per school/per year for instructional supplies. These instructional funds will be managed by the PLEFs in an effort to aid in the implementation of PLEs.

Contractual: \$221,600

In this funding category, we propose to provide our schools and families with translation services. Our district, a longtime refugee resettlement area, serves students who speak more than 120 languages and represent more than 100 countries. Translation services will enable us to involve all students and families in the PACE Schools Project without language limitations. We also include in this category funding for advertising costs for Race to the Top-District projects, as required under the terms of the funding program.

Other: \$5,886,000

In this funding category, we propose to provide extensive training to teachers, principals and families in order to have a complete Personalized Learning Environment support network available to all students. Teachers and principals will be provided with initial and advanced training. Costs are built in to cover attrition rates of approximately 10% per year. Families of our students will be provided the opportunity to attend training that will enable them to maximize non-school hours for learning acceleration and mastery. Finally, we will facilitate train-the-trainer programs that will leave master teachers in place to sustain PLE’s after grant funding expires.

Indirect Costs:\$711,750

Indirect costs are figured at 2.447% and include all direct expenses except contractual services.

<b>Budget Table 2-1: Overall Budget Summary Project List</b>				
<b>Evidence for: [Fill in (F)(1) or Optional Budget Supplement]</b>				
<b>Project Name</b>	<b>Primary Associated Criterion and location in application</b>	<b>Additional Associated Criteria and location in application</b>	<b>Total Grant Funds Requested</b>	<b>Total Budget</b>
PACE Schools Project	C	A	\$30,000,000	\$30,000,000

			<b>Total for Grant Funds</b>	<b>Total Budget</b>

**BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES**

Note: See budget summary narrative and instructions above, in particular “Subpart 3: Project-Level Budget Summary Tables.”

<b>Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)</b>					
<b>Project Name: PACE Schools Project</b>					
<b>Primary Associated Criterion and Location in Application: Criterion A (pages 3-23), C (pages 44-60)</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$880,000.00	\$906,400.00	\$933,592.00	\$961,599.76	\$3,681,591.76
2. Fringe Benefits	\$265,936.00	\$271,733.44	\$277,704.80	\$283,855.31	\$1,099,229.55
3. Travel	\$40,500.00	\$47,500.00	\$47,500.00	\$47,500.00	\$183,000.00
4. Equipment	\$5,480,828.37	\$4,212,000.00	\$4,212,000.00	\$4,212,000.00	\$18,116,828.37
5. Supplies	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$100,000.00
6. Contractual	\$55,400.00	\$55,400.00	\$55,400.00	\$55,400.00	\$221,600.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$2,036,000.00	\$1,976,000.00	\$1,141,000.00	\$733,000.00	\$5,886,000.00
<b>9. Total Direct Costs (lines 1-8)</b>	<b>\$8,783,664.37</b>	<b>\$7,494,033.44</b>	<b>\$6,692,196.80</b>	<b>\$6,318,355.07</b>	<b>\$29,288,249.68</b>
10. Indirect Costs*	\$213,702.98	\$182,145.71	\$162,524.77	\$153,376.86	\$711,750.32
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>\$8,997,367.35</b>	<b>\$7,676,179.15</b>	<b>\$6,854,721.57</b>	<b>\$6,471,731.93</b>	<b>\$30,000,000.00</b>
12. Funds from other sources used to support the project					\$0.00
<b>13. Total Budget (lines 11-12)</b>	<b>\$8,997,367.35</b>	<b>\$7,676,179.15</b>	<b>\$6,854,721.57</b>	<b>\$6,471,731.93</b>	<b>\$30,000,000.00</b>

#### **BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE**

Note: See budget summary narrative and instructions above, in particular “Subpart 4: Project-Level Budget Narratives.”

This budget identifies all funds that will support the **PACE Schools Project** and is reasonable and sufficient to support the development and implementation of our proposal.

The PACE Schools Project seeks to use federal funds to support five major inputs that will work together to create a comprehensive Personalized Learning Environment (PLE) model for all GCS middle school students. These inputs include:

- f) Equitable and expanded access to effective teachers
- g) A career and college ready curriculum
- h) 21<sup>st</sup> century technologies, learning environments and data systems
- i) LEA policies, systems and culture that support achievement
- j) Partnerships with educators, families and community that address the social, emotional and behavioral needs of all students  
(Competitive Preference Priority)

As an outcome of this Personalized Learning Environment (PLE), the PACE Schools Project seeks to:

- d) Increase student achievement
- e) Decrease gaps among subgroups

f) Increase high school graduation rates

As a result, we expect for all of our students to be college and career ready learners. The expenses summarized below and detailed in Table 4-1 represent the financial support plan we propose in order to accomplish this outcome.

Personnel: \$3,681,592

In this funding category, we propose to hire a Director of Personalized Learning Environments, a Project Evaluator, and twelve Personalized Learning Environment Facilitators (PLEFs). The Director will oversee all grant activities and will supervise the Project Evaluator and 12 PLEFs. Each PLEF will be assigned to work closely with two of our 24 project schools. In this role, they will facilitate the transition from a traditional teaching model to a Personalized Learning Environment that is responsive to the academic, social, emotional and behavioral needs of each child. These salary expenses will be ongoing throughout the term of the grant and sustainability period and represent a 3% annual increase.

Fringe Benefits: \$1,099,230

In this funding category, we propose to provide fringe benefits for the Director of Personalized Learning Environments, a Project Evaluator, and 12 (PLEFs). These benefits are calculated at the rate of 7.65% for FICA, 14.31% for Retirement and \$5,192 per person for Hospitalization. These salary expenses will be ongoing throughout the term of the grant and sustainability period.

Travel: \$183,000

In this funding category, we propose to provide training to our PACE Schools Project administrative team as well as to disseminate our project implementation results nationally. Funding in this category will provide for the administrative team to attend one training per year. Additionally, a sub-set of the team will attend two national events for the purpose of sharing our project design, implementation plans, early results and lessons learned. Dissemination efforts will aid in helping other districts to duplicate the

Personalized Learning Environments achieved by the PACE Schools Project.

Equipment: \$18,116,828

In this funding category, we propose to purchase the technology infrastructure and student mobile devices that will allow for the implementation of a Personalized Learning Environment. Currently, our project schools (24 middle schools) do not have enough Access Points to enable our students to be online at the same time. Therefore, we propose to purchase Access Point Packages for approximately 483 classrooms. Additionally, we seek to identify, bid out and lease mobile devices for each of our students. These devices will allow flexible access to student paced learning that is responsible to student learning styles and interest. Device management software will enable teachers and students to maximize growth through the use of formative and summative assessments. Learning algorithms will drive student growth at an individualized pace.

Supplies: \$100,000

In this funding category, we propose to provide the PACE Schools administrative office with \$1,000 per year for general office supplies. Additionally, we would like to allocate \$1,000 per school/per year for instructional supplies. These instructional funds will be managed by the PLEFs in an effort to aid in the implementation of PLEs.

Contractual: \$221,600

In this funding category, we propose to provide our schools and families with translation services. Our district, a longtime refugee resettlement area, serves students who speak more than 120 languages and represent more than 100 countries. Translation services will enable us to involve all students and families in the PACE Schools Project without language limitations. We also include in this category funding for advertising costs for Race to the Top-District projects, as required under the terms of the funding program.

Other: \$5,886,000

In this funding category, we propose to provide extensive training to teachers, principals and families in order to have a complete Personalized Learning Environment support network available to all students. Teachers and principals will be provided with initial and advanced training. Costs are built in to cover attrition rates of approximately 10% per year. Families of our students will be provided the opportunity to attend training that will enable them to maximize non-school hours for learning acceleration and mastery. Finally, we will facilitate train-the-trainer programs that will leave master teachers in place to sustain PLE’s after grant funding expires.

Indirect Costs:\$711,750

Indirect costs are figured at 2.447% and include all direct expenses except contractual services.

Note: This table is not part of the electronic budget spreadsheets. Please enter text for each project into this table or provide the information in another format that the applicant may choose. Please reproduce this table as needed.

<b>Table 4-1: Project-Level Itemized Costs</b>		
<b>Cost Description</b>	<b>Cost Assumption</b>	<b>Total</b>
<b>1. Personnel:</b>		
Director of Personalized Learning Environments The role of this position will be to serve as the first line of communication between the district and the Department of Education. S/he will coordinate all project activities including all federal reporting, evaluation, and hiring of other project staff. This position is necessary to ensure the integrity of project implementation and the monitoring of federal funds that support this project.	Salary: \$80,000 with a 3% increase each year FTE: 1 Effort: 100% Ongoing operational cost	Y1: \$80,000 Y2: \$82,400 Y3: \$84,872 <u>Y4: \$87,418</u> \$334,690
Project Evaluator The role of this position will be to complete a comprehensive project evaluation as outlined in project narrative section E.	Salary: \$80,000 with a 3% increase each year FTE: 1 Effort: 100%	Y1: \$80,000 Y2: \$82,400 Y3: \$84,872

This position is necessary to ensure the continuous improvement cycle that is integral to the implementation of this project.	Ongoing operational cost	<u>Y4: \$87,418</u> \$334,690
Personalized Learning Environment Facilitators (12) The role of these positions will be to facilitate the implementation of PLEs at the 24 project schools. Each PLEF will work with two project schools. These positions are necessary to facilitate the implementation of PLEs at our 24 project schools.	Salary: \$60,000 each with a 3% increase each year FTE: 12 Effort: 100% Ongoing operational cost	Y1: \$720,000 Y2: \$741,600 Y3: \$763,848 <u>Y4: \$786,763</u> \$3,012,211
<b>Total Personnel Costs:</b>		\$3,681,591

<b>2. Fringe Benefits:</b>		
Director of Personalized Learning Environments	FICA (7.65%) Retirement (14.31%) Hospitalization: \$5,192 (flat rate/year) Ongoing operational cost	Y1: \$22,760 Y2: \$23,287 Y3: \$23,830 <u>Y4: \$24,389</u> \$94,266
Project Evaluator	FICA (7.65%) Retirement (14.31%) Hospitalization: \$5,192 (flat rate/year) Ongoing operational cost	Y1: \$22,760 Y2: \$23,287 Y3: \$23,830 <u>Y4: \$24,389</u> \$94,266
Personalized Learning Environment Facilitators	FICA (7.65%) Retirement (14.31%) Hospitalization: \$62,304 (flat rate/year) Ongoing operational cost	Y1: \$220,416 Y2: \$225,159 Y3: \$230,045 <u>Y4: \$235,077</u> \$910,697
<b>Total Fringe Benefits Cost:</b>		\$1,099,229

<b>3. Travel:</b>		
<p><b>Description:</b> Attend the International Society for Technology in Education Annual Conference (ISTE)  <b>Parties:</b> Director and PLEFs (13 total)  <b>Purpose:</b> ISTE is the leading conference for learning about how to utilize technology to increase student achievement, personalize student learning, and increase 21<sup>st</sup> century skills. It will be important for PACE Schools Administrative Faculty to engage in this learning experience on an annual basis.</p>	<p><b>Number of Trips:</b> 4 (one per year)  <b>Transportation:</b> \$1500 per person (\$500 flight, \$500 for 4 nights in a hotel, \$500 for 5 days of subsistence costs)  <b>Additional Costs:</b> \$1,000 per person for registration                      One-time cost per year (not ongoing for sustainability post-grant)</p>	<p>\$32,500  <u>x 4 years</u>                      \$130,000</p>
<p><b>Description:</b> Site visit to a model Personalized Learning Environment School  <b>Parties:</b> Director and PLEFs (13 total)  <b>Purpose:</b> During the initial planning months in grant year 1, we would like to take the PACE Schools Administrative Faculty to visit a school or district that exemplifies best PLE practices. This will enable us to capitalize on lessons learned and accelerate our success.</p>	<p><b>Number of Trips:</b> 1  <b>Transportation:</b> \$1000 per person (\$500 for flight, \$250 for two hotel nights, \$250 for 2.5 days of subsistence costs)                      One-time cost</p>	<p>\$13,000  <u>x 1 year</u>                      \$13,000</p>
<p><b>Description:</b> Dissemination of Implementation Results  <b>Parties:</b> Director and PLEFs (subsets at each event)  <b>Purpose:</b> In an effort to disseminate implementation results and network with other PLE and 1:1 practitioners in grant years 2-4, we propose to present our PACE Schools Project at two national venues per year. Annual conferences such as those of ASCD, The Council of the Great City Schools, Learning Forward, and The National School Board Association represent intended audiences.</p>	<p><b>Number of Trips:</b> 2 (Director, Evaluator and two PLEFs on each of 2 trips for a total of 8 people per year for 2 years)  <b>Transportation:</b> \$1500 per person (\$500 flight, \$500 for 4 nights in a hotel, \$500 for 5 days of subsistence costs)  <b>Additional Costs:</b> \$1,000 per person for registration                      One-time cost per year (not ongoing for sustainability post-grant)</p>	<p>\$20,000  <u>x 2 years</u>                      \$40,000</p>
<p><b>Total Travel Costs:</b></p>		<p>\$183,000.00</p>

<b>4. Equipment</b>		
<p><b>Equipment:</b> Access Point Package  <b>Purpose:</b> To improve online access for each student in PACE Schools</p>	<p><b>Estimate Unit Cost:</b> \$5,000  <b>Number of Units:</b> approximately 483  <b>Definition:</b> Access Point (\$1,000), Switch (\$3,400), Cabling (\$500), Licensing Fee (\$100)</p> <p>Included: GCS required handling/freight estimation of 15 percent and sales tax of 6.75 percent.</p> <p>One-time cost</p>	<p>\$2,960,828</p>
<p><b>Equipment:</b> Mobile Devices  <b>Purpose:</b> Mobile devices will allow both teachers and students to access and engage with personalized curriculum, assessments and learning resources.</p>	<p><b>Estimated lease cost per unit:</b> \$240/year</p> <p><b>Number leased:</b> 10,500 in year one; 18,000 per year in years two through four; Total: TBD based on enrollment and staffing; leased over the term of the grant</p> <p><b>Definition:</b> 1:1 tablet platform with the capacity for learning algorithms, curriculum management, wireless access, real-time data analytics, privacy controls.</p> <p>Ongoing operational cost</p>	<p>\$2,520,000 Y1</p> <p>\$4,212,000  <u>x 3 years</u>                      \$12,636,000</p> <p>Total:                      \$15,156,000</p>
<p><b>Total Equipment Costs</b></p>		<p>\$18,116,828</p>

<b>5. Supplies</b>		
<p><b>Supplies:</b> Office supplies and instructional materials  <b>Purpose:</b> Office supplies will enable the Director, Evaluator and twelve PLEF's to conduct daily operations of the PACE Schools Project. Additionally, instructional materials will be used to support training. Examples of supplies include: Chart paper, markers, scissors, copier paper, post-it notes, etc.</p>	<p><b>Estimate:</b> \$25,000 per year  <b>Basis:</b> \$1,000 per year for administrative office; \$1,000 per year for each of 24 schools                      Ongoing operational cost</p>	<p>\$25,000                      x 4 years                      \$100,000</p>
<b>Total Supply Cost</b>		\$100,000
<b>6. Contractual</b>		
<p><b>Services:</b> Translation  <b>Purpose:</b> Our district, a longtime refugee resettlement area, serves students who speak more than 120 languages and represent more than 100 countries. Translation services will enable us to involve all students and families in the PACE Schools Project without language limitations.</p>	<p><b>Rate:</b>                      40 hours of translation per school (24), per year at a rate of \$40/hr for a total of \$38,400                      5 pages of translation per school (24) per year at a rate of \$100/page for a total of \$12,000  <b>Procurement:</b>                      We propose to follow all procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36                      Ongoing operational cost</p>	<p>\$50,400                      x 4 years                      \$201,600</p>
<p><b>Service:</b> Advertising costs  <b>Purpose:</b> To pay for the required advertising costs for Race to the Top-District projects, as required by the funding program.</p>	<p>\$5,000 per year                      Ongoing operational cost</p>	\$20,000
<b>Total Contractual Cost</b>		\$221,600
<b>7. Training Stipends</b>		
N/A	N/A	\$0
<b>Total Training Stipend Cost</b>		\$0

<p><b>8. Other</b></p> <p><b>Category:</b> Professional Development for School Leaders, Teachers, and Families; PACE Summer Boot Camp for Students</p> <p><b>Purpose:</b> In order to successfully implement a PLE for every student, school leaders, teachers and community members must understand the process of transitioning from a traditional learning environment to one that is responsive to the academic, behavioral, social and emotional needs of each child.</p> <p><b>Cost per Item:</b> \$200 per day per person (includes estimated cost for the development of training, trainer fee, materials fee, facilities fees)</p>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>- 900 Phase I Teachers x 5 days= \$900,000</li> <li>- 16 Phase I Principals x 5 days= \$16,000</li> <li>- 50 Parent/Family Train-the-Trainers per 16 schools x 2 days = \$320,000</li> <li>- PACE Summer Boot Camp for 11,000 Students @ \$50,000 per 16 schools= \$800,000</li> </ul> <p>Total: \$2,036,000</p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>- 400 Phase II Teachers x 5 days= \$400,000</li> <li>- 8 Phase II Principals x 5 days= \$8,000</li> <li>- 90 Phase I Turnover Teachers x 5 days= \$90,000</li> <li>- 2 Phase I Turnover Principals x 5 days= \$2,000</li> <li>- 900 Phase I Teachers x 5 advanced days= \$900,000</li> <li>- 16 Phase I Principals x 5 advanced days= \$16,000</li> <li>- 50 Parent/Family Train-the-Trainers per 8 schools x 2 days = \$160,000</li> <li>- PACE Summer Boot Camp for 7,000 Students @ \$50,000 per 8 schools= \$400,000</li> </ul> <p>Total: \$1,976,000</p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>- 130 Turnover Teachers x 5 days= \$130,000</li> <li>- 3 Turnover Principals x 5 days= \$3,000</li> <li>- 400 Phase II Teachers x 5 advanced days= \$400,000</li> <li>- 8 Phase II Principals x 5 advanced days= \$8,000</li> <li>- 50 Parent/Family Train-the-Trainers per 24 schools x 1 day = \$240,000</li> <li>- Master PLE Teacher Training for 5 teachers per 24 schools x 5 days= \$120,000</li> <li>- PACE Summer Boot Camp for New Students @ \$10,000 per 24 schools= \$240,000</li> </ul> <p>Total: \$1,141,000</p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>- 130 Turnover Teachers x 5 days= \$130,000</li> <li>- 3 Turnover Principals x 5 days= \$3,000</li> <li>- 50 Parent/Family Train-the-Trainers per 24 schools x 1 day = \$240,000</li> <li>- Master PLE Teacher Training for 5 teachers per 24 schools x 5 days= \$120,000</li> <li>- PACE Summer Boot Camp for New Students @ \$10,000 per 24 schools= \$240,000</li> </ul> <p>Total: \$733,000</p>	<p>Y1: \$2,036,000</p> <p>Y2: \$1,976,000</p> <p>Y3: \$1,141,000</p> <p>Y4: <u>\$733,000</u></p> <p>\$5,886,000</p>
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<b>Total Other</b>		\$5,886,000
<b>9. Total Direct Costs:</b>		
N/A	N/A	\$29,288,250
<b>10. Total Indirect Costs</b>		
Indirect Cost Rate: 2.447%	Calculated on all direct costs except certain contractual services	\$711,750
<b>11. Total Grant Funds Requested</b>		
N/A	N/A	\$30,000,000
<b>12. Funds from other sources used to support the project</b>		
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
N/A	N/A	\$0
<b>13. Total Budget</b>		
Sum lines 11-12.		
N/A	N/A	\$30,000,000

**BUDGET: INDIRECT COST INFORMATION**

To request reimbursement for indirect costs, please answer the following questions:

1. Does the applicant have an Indirect Cost Rate approved by its State Educational Agency?

YES  NO

If yes to question 1, please provide the following information:

Period Covered by the approved Indirect Cost Rate (mm/dd/yyyy):

From: 07/01/2012 To: 06/30/2013

Current approved Indirect Cost Rate: 2.447%

Approving State agency: N.C. Department of Public Instruction  
(Please specify agency)

Directions for this form:

1. Indicate whether or not the applicant has an Indirect Cost Rate that was approved by its State Educational Agency.
2. If “No” is checked, the applicant should contact the business office of its State Educational Agency.
3. If “Yes” is checked, indicate the beginning and ending dates covered by the approved Indirect Cost Rate. In addition, indicate the name of the State agency that approved the approved rate.
4. If “Yes” is checked, the applicant should include a copy of the Indirect Cost Rate agreement in the Appendix.

**OPTIONAL BUDGET SUPPLEMENTS**  
**(Note to applicant: Reproduce Part as needed)**  
**Guilford County Schools Virtual Public School Middle School**

An eligible applicant may apply for additional funding (beyond the applicable maximum level provided) up to a maximum of \$2 million for each optional budget supplement to address a specific area that is supplemental to the plan for addressing Absolute Priority 1. The request for additional funding must be designed as a separate project that, if not funded, will not adversely affect the applicant's ability to implement its proposal and meet Absolute Priority 1. Applications for this funding will be judged on the extent to which the applicant has a clear, discrete, and innovative solution that can be replicated in schools across the Nation. In determining the extent to which the request for an optional budget supplement meets this standard, the Department will consider—

- (1) The rationale for the specific area or population that the applicant will address (e.g., strategies to assess hard to measure skills and traits such as perseverance, critical thinking, and communication; strategies for increasing diversity across schools and LEAs and within schools and classrooms; data systems; predictive algorithms; content-tagging schemes; new curriculum and online supports for students re-entering school from the juvenile justice system; or a credit recovery program design to support English learners newly entering into secondary school and the quality and feasibility of the proposal for addressing that area);
- (2) A high-quality plan for how the applicant would carry out activities that would be co-developed and implemented across two or more LEAs (either participating in the full Race to the Top – District application, or not participating in the full Race to the Top – District application); and
- (3) The proposed budget (up to \$2 million) for each budget supplement, and the extent to which the proposed budget will be adequate to support the development and implementation of activities that meet the requirements of this notice, including the reasonableness of the costs in relation to the objectives, design, and significance of the proposed project activities and the number of students to be served.

Note, an optional budget supplement may include a proposal to utilize, across two or more districts, robust measures of student status and growth that assess hard to measure skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving across multiple academic domains and enable evaluation of group and individual learning experiences. The Department believes that utilizing these measures will contribute to the continuous improvement of personalized learning experiences and the tools and resources that support their implementation.

**Guilford County Schools Virtual Public School Middle School**

**1) The rationale for the proposed GCSVPS middle school: Why is the school needed?**

More than 72,500 students attend Guilford County Schools, North Carolina. The student population is diverse, with students representing more than 144 countries. Guilford County Schools serves nearly 10,000 special education students and more than 13,000 advanced learners. While offering a wide range of educational opportunities in high school, with 52 magnet and choice programs, early/middle colleges, AP/IB schools, and online classes through Guilford County Schools Virtual Public School (GCSVPS), there is a need in the middle schools to have additional educational opportunities. Offering an online middle school would mean having the capabilities to offer unique and individualized programs for students. Using virtual schooling has the potential of reaching middle school students and provides access to educational opportunities not available locally, especially for underserved and at risk students. As our technological capacity increases in our school system, we are able to increase curricular offerings and broaden access to key courses in middle school, such as Algebra I and other high school courses.

**How would a virtual middle school enhance Guilford County Schools Virtual Public High School?**

Enrollment in online-only schools has increased 30% in the last few years. GCSVPS would offer a blended model, online and face-to-face instruction, to strengthen our existing middle school offerings. The GCSVPS Middle School would meet student needs, extending from basic courses to gifted curricula. Flexible scheduling would enhance current middle school offerings and can be expanded through middle grades and eventually to an all-encompassing virtual middle and high schools. Students would develop over time; the habits of mind associated with online learning and are able to continue their success in coursework in high school. By offering the virtual school in-house, students would be less likely to seek online classes that do not meet the criteria of Guilford County or standards of North Carolina for credit. Another way in which students would benefit from the virtual middle school and a

blended approach is that they will have the advantage of being able to meet face-to-face when needed since teachers are hired within the system.

**Who would it serve?**

The proposed GCSVPS Middle School would initially serve grades 6 and 7 and expand to the 8<sup>th</sup> grade after one year. By targeting first generation students (students who will be first in their family to attend college and are most likely to be from low-income backgrounds) in an early identification program, we will be able to help these students experience greater academic success in middle school and then high school. Families who travel due to their jobs and are limited by the traditional school calendar will be able to benefit from the virtual middle school. Coursework will be individualized for differentiating instruction with each student having their own personalized learning environment. Since the virtual world has access to real-time data, student individual growth can be measured and monitored by administration and parents. Barriers to accessibility will not be an issue with the 1:1 student learning initiative. By monitoring curricula on an ongoing basis, our school system will be able to make adjustments as needed for struggling students and reluctant learner to make the program sustainable.

2) Guilford County Virtual Schools would share program information with other LEAs to increase the overall quality of computer-based instruction, the sharing of best practices, technological and curricular expertise.

A few challenges for creating a virtual school that allows participation with students from outside our LEA would be loss of ADM funds from the student's home LEA, tuition cost for visiting students enrolled in a GCS course, establishing a liaison to help promote our virtual school and coordinate student participation for visiting students.

**BUDGET SUBPART 1: OVERALL BUDGET SUMMARY**

*Note: See budget summary narrative and instructions above, in particular “Subpart 1: Overall Budget Summary Table.”*

<b>Budget Table 1-1: Overall Budget Summary Table</b> Evidence for: Optional Budget Supplement: Virtual Middle School Primary Associated Criterion and Location in Application: C, pages 44-60					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$265,000	\$352,950	\$363,539	\$374,445	\$1,355,934
2. Fringe Benefits	\$99,730	\$119,044	\$121,369	\$123,764	\$463,907
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$14,732	\$2,456	\$0	\$0	\$17,188
5. Supplies	\$600	\$600	\$600	\$600	\$2,400
6. Contractual	\$75,600	\$24,900	\$7,500	\$7,500	\$115,500
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0
<b>9. Total Direct Costs (lines 1-8)</b>	<b>\$455,662</b>	<b>\$499,950</b>	<b>\$493,008</b>	<b>\$506,309</b>	<b>\$1,954,929</b>
10. Indirect Costs*	\$9,300	\$11,624	\$11,880	\$12,206	\$45,010
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>\$464,962</b>	<b>\$511,574</b>	<b>\$504,888</b>	<b>\$518,515</b>	<b>\$1,999,939</b>
12. Funds from other sources used to support the project	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>13. Total Budget (lines 11-12)</b>	<b>\$464,962</b>	<b>\$511,574</b>	<b>\$504,888</b>	<b>\$518,515</b>	<b>\$1,999,939</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
 Column (e): Show the total amount requested for all project years.  
 \*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

**BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE**

Note: See budget summary narrative and instructions above, in particular “*Subpart 2: Overall Budget Summary Narrative.*”

<b>Budget Table 2-1: Overall Budget Summary Project List</b>				
<b>Evidence for: Optional Budget Supplement: Virtual Middle School</b>				
<b>Project Name</b>	<b>Primary Associated Criterion and location in application</b>	<b>Additional Associated Criteria and location in application</b>	<b>Total Grant Funds Requested</b>	<b>Total Budget</b>
Virtual Middle School	C		\$2,061,653	\$2,061,653
			<b>Total for Grant Funds</b>	<b>Total Budget</b>

**BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES**

*Note: See budget summary narrative and instructions above, in particular “Subpart 3: Project-Level Budget Summary Tables.”*

<b>Budget Table 1-1: Overall Budget Summary Table</b>					
<b>Evidence for: Optional Budget Supplement: Virtual Middle School</b>					
<b>Primary Associated Criterion and Location in Application: C, pages 44-60</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$265,000	\$352,950	\$363,539	\$374,445	\$1,355,934
2. Fringe Benefits	\$99,730	\$119,044	\$121,369	\$123,764	\$463,907
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$14,732	\$2,456	\$0	\$0	\$17,188
5. Supplies	\$600	\$600	\$600	\$600	\$2,400
6. Contractual	\$75,600	\$24,900	\$7,500	\$7,500	\$115,500
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0
<b>9. Total Direct Costs (lines 1-8)</b>	<b>\$455,662</b>	<b>\$499,950</b>	<b>\$493,008</b>	<b>\$506,309</b>	<b>\$1,954,929</b>
10. Indirect Costs*	\$9,300	\$11,624	\$11,880	\$12,206	\$45,010
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>\$464,962</b>	<b>\$511,574</b>	<b>\$504,888</b>	<b>\$518,515</b>	<b>\$1,999,939</b>
12. Funds from other sources used to support the project	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>13. Total Budget (lines 11-12)</b>	<b>\$464,962</b>	<b>\$511,574</b>	<b>\$504,888</b>	<b>\$518,515</b>	<b>\$1,999,939</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

**BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE**

*Note: See budget summary narrative and instructions above, in particular “Subpart 4: Project-Level Budget Narratives.”*

We propose to expend funds in the following categories to support the Guilford County Schools Virtual Public School Middle School.

These costs are reasonable to support this project and its implementation to support the PACE Schools Project.

Personnel: \$1,355,934

The Virtual Middle School would be coordinated by a program director who would work closely with the middle schools to promote virtual learning opportunities and with teachers to assess student interest and scheduling needs. The director would also oversee the six teachers who would deliver courses and the counselor/data manager, who gathers demographics and analytics on the virtual school to allow for review and improvement of the program.

Fringe benefits: \$463,907

These are the benefits related to the previously mentioned positions. Please see Table 4-1 for calculation details.

Equipment: \$17,188

Computers and needed, related equipment for the director, teachers, and data manager.

Supplies: \$2,400

Office supplies and instructional materials for the program.

Contractual: \$115,500

Online course licensing; please see Table 4-1 for details on estimated course costs breakdown.

Note: This table is not part of the electronic budget spreadsheets. Please enter text for each project into this table or provide the information in another format that the applicant may choose. Please reproduce this table as needed.

<b>Table 4-1: Project-Level Itemized Costs</b>		
<b>Cost Description</b>	<b>Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)</b>	<b>Total</b>
<p><b>1. Personnel:</b>                      Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.</p>		

<ul style="list-style-type: none"> <li>Director of the program-oversee promotion of program, recruitment of teachers, program implementation</li> </ul>	<ul style="list-style-type: none"> <li>Director-1 employee/full time position</li> </ul>	<ul style="list-style-type: none"> <li>\$271,936</li> </ul>
<ul style="list-style-type: none"> <li>Teachers-oversee curriculum alignment, manage courses, communicate with parents/students, grade assignments, tutor students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-\$37,500/6 employees/10 month position</li> </ul>	<ul style="list-style-type: none"> <li>\$916,652</li> </ul>
<ul style="list-style-type: none"> <li>Counselor/data manager- consult with students, parents, teacher, and other school personnel to assist in meeting the needs of students, preparing and maintaining a variety of computer databases pertaining to student attendance and demographic statistics</li> </ul>	<ul style="list-style-type: none"> <li>Counselor/Data Manager-\$37,500/1 employee/10 month position</li> </ul>	<ul style="list-style-type: none"> <li>\$167,345</li> </ul>
<p><b>2. Fringe Benefits:</b> Explain the nature and extent of fringe benefits to be received and by whom.</p>		
<ul style="list-style-type: none"> <li>Director/Teachers/Counselor/Data Manager</li> </ul>	<ul style="list-style-type: none"> <li>FICA tax (7.65% of salary)</li> <li>Retirement (14.31% of salary)</li> <li>Hospitalization (\$5192/person/year)</li> </ul>	<ul style="list-style-type: none"> <li>\$80,485</li> </ul>
<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>FICA tax (7.65% of salary)</li> <li>Retirement (14.31% of salary)</li> <li>Hospitalization (\$5192/person/year)</li> </ul>	<ul style="list-style-type: none"> <li>\$325,905</li> </ul>
<ul style="list-style-type: none"> <li>Counselor/Data Manager</li> </ul>	<ul style="list-style-type: none"> <li>FICA tax (7.65% of salary)</li> <li>Retirement (14.31% of salary)</li> <li>Hospitalization (\$5192/person/year)</li> </ul>	<ul style="list-style-type: none"> <li>\$57,517</li> </ul>
<p><b>3. Travel:</b> Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.</p>		
<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>\$0</li> </ul>
<p><b>4. Equipment</b> Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.</p>		
<ul style="list-style-type: none"> <li>Computer and related software and equipment for director, counselor, and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Each computer and related software and equipment will be approximately \$2,000</li> </ul>	<ul style="list-style-type: none"> <li>\$17,188</li> </ul>

	<ul style="list-style-type: none"> <li>• The director, counselor, and each teacher will have a computer. The first year 6 computers will be needed with 1 additional during the second year.</li> <li>• Updates, additional software and potential repairs</li> <li>• Included: GCS required handling/freight estimation of 15 percent and sales tax of 6.75 percent</li> </ul>	
<p><b>5. Supplies</b>                  Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.</p>		
<ul style="list-style-type: none"> <li>• Office supplies and instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Office supplies for student records, mass mailings, reports, and other record keeping and communication purposes.</li> <li>• Instructional materials for tutorial sessions between teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• \$2,400</li> </ul>
<p><b>6. Contractual</b>                  Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.  <b>NOTE:</b> Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.</p>		
<ul style="list-style-type: none"> <li>• Courses purchased for use from online content provider to provide the foundation for student learning</li> </ul>	<ul style="list-style-type: none"> <li>• \$5800 per course one time use fee with \$500 per course for updates and support continuing each year</li> <li>• 12 courses for year one with 3 additional during year 2</li> </ul>	<ul style="list-style-type: none"> <li>• \$115,500</li> </ul>
<p><b>7. Training Stipends</b>                  Explain what training is needed, and the purpose and relation to the project.  <b>NOTE:</b> The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school</p>		

personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• N/A	• N/A	• \$0.00
<b>8. Other</b>		
Explain other expenditures that may exist and are not covered by other categories.		
• N/A	• N/A	• \$0.00
<b>9. Total Direct Costs:</b>		
Sum lines 1-8.		
• n/a	• n/a	• \$1,954,929
<b>10. Total Indirect Costs</b>		
Identify and apply the indirect cost rate.		
• Identify and apply the indirect cost rate	• 2.447	• \$45,010
<b>11. Total Grant Funds Requested</b>		
Sum lines 9-10.		
• n/a	• n/a	• \$1,999,939
<b>12. Funds from other sources used to support the project</b>		
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Project or activity to be funded or other description of use of funds	• Source of funds and amount of funding from each source	• \$0.00
Add more rows as needed		
<b>13. Total Budget</b>		
Sum lines 11-12.		
• n/a	• n/a	• \$1,999,939

**XI. OPTIONAL BUDGET SUPPLEMENT**  
**(Note to applicant: Reproduce Part as needed)**  
**African American Male Achievement Initiative**

An eligible applicant may apply for additional funding (beyond the applicable maximum level provided) up to a maximum of \$2 million for each optional budget supplement to address a specific area that is supplemental to the plan for addressing Absolute Priority 1. The request for additional funding must be designed as a separate project that, if not funded, will not adversely affect the applicant’s ability to implement its proposal and meet Absolute Priority 1. Applications for this funding will be judged on the extent to which the applicant has a clear, discrete, and innovative solution that can be replicated in schools across the Nation. In determining the extent to which the request for an optional budget supplement meets this standard, the Department will consider—

- (1) The rationale for the specific area or population that the applicant will address (e.g., strategies to assess hard to measure skills and traits such as perseverance, critical thinking, and communication; strategies for increasing diversity across schools and LEAs and within schools and classrooms; data systems; predictive algorithms; content-tagging schemes; new curriculum and online supports for students re-entering school from the juvenile justice system; or a credit recovery program design to support English learners newly entering into secondary school and the quality and feasibility of the proposal for addressing that area);
- (2) A high-quality plan for how the applicant would carry out activities that would be co-developed and implemented across two or more LEAs (either participating in the full Race to the Top – District application, or not participating in the full Race to the Top – District application); and
- (3) The proposed budget (up to \$2 million) for each budget supplement, and the extent to which the proposed budget will be adequate to support the development and implementation of activities that meet the requirements of this notice, including the reasonableness of the costs in relation to the objectives, design, and significance of the proposed project activities and the number of students to be served.

**African American Male Achievement Initiative**

**Rationale:**

Data was collected on the reading achievement of third-grade students in Guilford County Schools at the conclusion of the 2010-2011 academic school year and the 2011-12 school year. We found that 67.1% of our elementary students read at a level of proficiency; however, only 48.1% of African American males in the third grade read at a level of proficiency. Moreover, of the 67 elementary schools in Guilford County Schools, 56 had less than 60% of its third grade African American male population reading at a level of proficiency. Of those 56 schools, 15 schools had fewer than 40% of its third grade African American male population reading at a level of proficiency (a total of 292 African American male students served by these schools).

When examining the performance of K-2 African American male students in our elementary schools on the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) assessment, a significant percentage of these students were reading below the proficient “Benchmark” status. As indicated below, we tested 2,748 African American male students at the end of the 2011-2012 school year and 34 percent of them (934 students) were below the benchmark indicator. There is a discrepancy between that percent and only 23 percent of all elementary students in the district below that same benchmark indicator.

Based on these data, it is evident African American males and other ethnic male students are not receiving the literacy instruction they need to perform at a proficient level in grades K-3. Most teachers have not received intensive, focused preparation on teaching reading to ethnic males of color utilizing culturally relevant pedagogy and culturally-relevant texts to engage students in literacy development during the early years. In this context, culturally relevant does not solely indicate responsiveness to ethnicity and race but also gender-specific instruction relative to how boys relate to text, instruction, and curricula.

As part of Senate Bill 795, it is imperative to put measures in place that will help our students be successful prior to entering third grade. This bill indicates that students are to be retained in the third grade if they are not proficient on the End of Grade measures. To help increase our literacy scores, we must prepare our students in the early grades. The personalized teaching and learning

environment using the 1:1 technology will help to ensure that our students are receiving the instruction they need for mastery.

**High Quality Plan:**

**Who:** another district in North Carolina – being the pilot district for the IIS (Instructional Improvement System) for the State of North Carolina, Guilford County Schools will use this within the Shared Learning Collaborative (SLC) model and will share data, findings, and instructional technique with other districts.

**What:** Within the SLC, districts will have the ability to assess the curriculum, instruction and assessment perspectives. Teachers will be able to transform the teaching and learning processes within the district/state. With the use of the IIS/SLC, curriculum maps, pacing guides, schedules, lesson plans, Response to intervention, learning groupings are developed, disseminated and used for personalized learning.

**When:** Guilford County Schools has started this collaboration with the State as the pilot district for implementation in the 2013 school year.

**BUDGET SUBPART 1: OVERALL BUDGET SUMMARY**

Note: See budget summary narrative and instructions above, in particular “Subpart 1: Overall Budget Summary Table.”

<b>Budget Table 1-1: Overall Budget Summary Table</b> <b>Evidence for: Optional Budget Supplement: African American Male Achievement Initiative</b> <b>Primary Associated Criterion and Location in Application: C, pages 44-60</b>					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$70,000	\$72,100	\$74,263	\$76,491	\$292,854
2. Fringe Benefits	\$20,564	\$21,025	\$21,500	\$21,989	\$85,078
3. Travel	\$2,400	\$2,400	\$2,400	\$2,400	\$9,600
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
6. Contractual	\$20,000	\$15,000	\$10,000	\$5,000	\$50,000
7. Training Stipends	\$544,000	\$272,000	\$272,000	\$0.00	\$1,088,000
8. Other	\$38,056	\$20,870	\$16,696	\$12,522	\$88,144
<b>9. Total Direct Costs (lines 1-8)</b>	<b>\$697,020</b>	<b>\$405,395</b>	<b>\$398,859</b>	<b>\$120,402</b>	<b>\$1,621,676</b>
10. Indirect Costs*	\$17,056	\$9,920	\$9,760	\$2,946	\$39,682
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>\$714,076</b>	<b>\$415,315</b>	<b>\$408,619</b>	<b>\$123,348</b>	<b>\$1,661,358</b>
12. Funds from other sources used to support the project	0	0	0	0	0
<b>13. Total Budget (lines 11-12)</b>	<b>\$714,076</b>	<b>\$415,315</b>	<b>\$408,619</b>	<b>\$123,348</b>	<b>\$1,661,358</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
 Column (e): Show the total amount requested for all project years.  
 \*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

**BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE**

The African American Male Achievement Initiative professional development model will target approximately 220 teachers, staff, and school leadership team members in six pilot elementary schools where K-3 African American males are underperforming based on their reading achievement test scores as measured by DIBELS and the North Carolina End-of-Grade reading test.

**Personnel-** \$70,000 1 Project coordinator – salary each year with a 3% increase in salary each year

**Fringe Benefits:** FICA 7.65% Retirement 14.31% Hospitalization \$5,192/flat rate each year (includes fringe benefits calculated on personnel and training stipends)

**Travel:** 1 coordinator travel ... budget is \$200/month for 12 months

**Supplies** - \$2,000/year for any supplies for summer symposiums or professional development sessions during the school year

**Contractual:**

**Year 1:** includes contract work with 4 national experts on Cultural Relevance and pedagogy .... Includes travel, lodging, and services for 3 days to allow also for sessions with senior staff and district department leaders

**Year 2:** includes contract work with 4 national experts on Cultural Relevance and pedagogy .... Includes travel, lodging, and services for 2 days to allow also for sessions with senior staff and district department leaders

**Year 3:** includes contract work with 2 national experts and 2 local experts on Cultural Relevance and pedagogy .... Includes travel,

lodging, and services for 1 day

**Year 4:** includes contract work with local experts on Cultural Relevance and pedagogy .... Includes travel, lodging, and services for 1 day

**Training Stipends:**

**Year 1:** 68 schools X approx... 40 staff X \$100/day stipend X 2 days = \$544,000\*

**Year 2:** 68 schools X approx... 40 staff X \$100/day stipend X 1 days =\$272,000\*

**Year 3:** 68 schools X approx... 40 staff X \$100/day stipend X 1 day =\$272,000\*

Please note: The fringe benefits for stipends is included on the fringe benefit line and is calculated at the rate of 7.65% FICA and 14.31% retirement

**Other:**

**Year 1:** Sets of guided reading novels at \$500/ per school .....62 schools X \$500 = \$38,056\*\* (remaining schools that did not receive 2011-2012)

**Year 2:** Sets of guided reading novels at \$250/ per school..... 68 schools X \$250 = \$20,870\*\*

**Year 3:** Sets of guided reading novels at \$200/ per school..... 68 schools X \$200 = \$16,696\*\*

**Year 4:** Sets of guided reading novels at \$150/ per school..... 68 schools X \$150 = \$12,522\*\*

\*\*Please note: These items include GCS required shipping/freight/handling estimation of 15% and sales tax of 6.75%.

<b>Budget Table 2-1: Overall Budget Summary Project List</b> <b>Evidence for: African American Male Achievement Initiative</b>				
<b>Project Name</b>	<b>Primary Associated Criterion and location in application</b>	<b>Additional Associated Criteria and location in application</b>	<b>Total Grant Funds Requested</b>	<b>Total Budget</b>
Professional Development	C		\$1,661,358	\$1,661,358
			<b>Total for Grant Funds</b>	<b>Total Budget</b>

**BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES**

*Note: See budget summary narrative and instructions above, in particular “Subpart 3: Project-Level Budget Summary Tables.”*

<b>Budget Table 1-1: Overall Budget Summary Table</b> <b>Evidence for: Optional Budget Supplement: African American Male Achievement Initiative</b> <b>Primary Associated Criterion and Location in Application: C, pages 44-60</b>					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$70,000	\$72,100	\$74,263	\$76,491	\$292,854
2. Fringe Benefits	\$20,564	\$21,025	\$21,500	\$21,989	\$85,078
3. Travel	\$2,400	\$2,400	\$2,400	\$2,400	\$9,600
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
6. Contractual	\$20,000	\$15,000	\$10,000	\$5,000	\$50,000
7. Training Stipends	\$544,000	\$272,000	\$272,000	\$0.00	\$1,088,000
8. Other	\$38,056	\$20,870	\$16,696	\$12,522	\$88,144
<b>9. Total Direct Costs (lines 1-8)</b>	<b>\$697,020</b>	<b>\$405,395</b>	<b>\$398,859</b>	<b>\$120,402</b>	<b>\$1,621,676</b>
10. Indirect Costs*	\$17,056	\$9,920	\$9,760	\$2,946	\$39,682
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>\$714,076</b>	<b>\$415,315</b>	<b>\$408,619</b>	<b>\$123,348</b>	<b>\$1,661,358</b>
12. Funds from other sources used to support the project	0	0	0	0	0
<b>13. Total Budget (lines 11-12)</b>	<b>\$714,076</b>	<b>\$415,315</b>	<b>\$408,619</b>	<b>\$123,348</b>	<b>\$1,661,358</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

#### **BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE**

*Note: See budget summary narrative and instructions above, in particular “Subpart 4: Project-Level Budget Narratives.”*

The African American Male Achievement Initiative proposed professional development model will target approximately 220 teachers, staff, and school leadership team members in six pilot elementary schools where K-3 African American males are underperforming based on their reading achievement test scores as measured by DIBELS and the North Carolina End-of-Grade reading test.

An outline of the summer symposium designed to begin the discussion on culture and content with the teachers, staff, and school leadership teams in the 6 pilot elementary schools. Our outcomes are the following:

1. Utilize students’ cultural background to raise achievement in literacy instruction. (Relationship)
2. Critically reflect on instructional beliefs and practices as it relates to African American male achievement. (Relevance/Relationship)
3. Implement culturally relevant research based practices that will positively impact African American student achievement. (Rigor/Relevance)

Additionally, as part of the professional development, we will have:

Monthly planning with teachers/PLCs – grade levels will have monthly planning time with a coach (120 minutes). This planning time will reinforce professional development and will support teachers in consistently planning and executing data-driven instruction for all students. At least one member of the school’s administration team will attend each planning session.

Quarterly Planning with School Improvement Team – the School Improvement Plan will be reviewed and evaluated quarterly with the assistance of district support staff and coach. The school improvement team will use ongoing data to evaluate and make changes to core literacy instruction.

Quarterly Planning with Regional Support Staff – the regional support staff at the 6 AAM pilot schools will meet quarterly to review school progress and to make district level decisions and planning. These planning sessions will be in response to school-wide student data.

Note: This table is not part of the electronic budget spreadsheets. Please enter text for each project into this table or provide the information in another format that the applicant may choose. Please reproduce this table as needed.

<b>Table 4-1: Project-Level Itemized Costs</b>		
<b>Cost Description</b>	<b>Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)</b>	<b>Total</b>
<p><b>1. Personnel:</b>                      Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.</p>		
<ul style="list-style-type: none"> <li>• Special Projects Coordinator</li> <li>• The roles/responsibilities of this position:</li> </ul> <p>Oversees implementation plan and delivers the GCS integrated African American Male Achievement Initiative strategies with demonstrable and measurable results. These include alignment with the new Common Core and Essential Standards curriculum, development of best practices for implementation throughout the district, and initiating and leading continuous staff development</p> <p>Collaborates with Research and Accountability to design program evaluation. Gathers data, maintains records, and assists with the overall evaluation of African American Male Literacy pilot program in the system. Utilizes short term and long term data to determine effective strategies for project implementation and increasing achievement</p> <p>Provides frequent updates to superintendent, chief academic officer, and project chairs on implementation,</p>	<ul style="list-style-type: none"> <li>• The salary of the position = \$70,000/year with a 3% increase each year</li> <li>• This position will oversee 6 pilot schools: teachers and professional development</li> <li>• Full time employee – 40 hours/week</li> </ul>	<p>Cost- Total for 4 years = \$292,854</p>

<p>data collection and analysis, teacher feedback, and implementation process</p> <p>Recognizes and implements strategies to build early literacy achievement, especially among African American male students</p> <p>Serves as GCS representative on African American Male Achievement Initiative</p> <p>Achievement Initiative matters</p> <p>Coordinates and provides a variety of professional development opportunities for selected schools in the pilot program</p> <p>Plans, schedules, and conducts content and/or grade level meetings in collaboration with school administration and the curriculum facilitator</p> <p>Provides support to teachers in their classrooms through coaching, modeling, and mentoring</p> <p>Assists teachers with developing strategies and techniques for assessing and addressing the deficiencies of their students</p> <p>Helps schools analyze data and identify appropriate re-teaching methods and strategies with specific focus on African American males</p>		
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<p>Collaborates effectively with the Executive Director of K-8 Curriculum and Instruction to provide guidance and assistance in meeting GCS objectives and literacy goals</p> <p>Assists the district with the selection of appropriate instructional materials to aid achievement with specific focus on instructional materials relevant to African American males</p> <p>Provides guidance and leadership in the development of conferences, workshops, research and publications projects, consultation, and support for meetings and projects; provides personal leadership to most community engagements</p> <p>Assists in the alignment and monitoring of the project's budget</p> <p>Cooperates to develop and present an annual African American Male Achievement Initiative report for Board of Education, Superintendent, and the public</p> <p>Performs other related work as required</p>		
<p><b>2. Fringe Benefits:</b>                  Explain the nature and extent of fringe benefits to be received and by whom.</p>		
<ul style="list-style-type: none"> <li>• Special Projects Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• FICA tax .0765</li> <li>• Retirement .1431</li> <li>• Hospitalization \$5192/person each year</li> </ul>	<ul style="list-style-type: none"> <li>• \$85,078 over 4 years</li> </ul>

<p><b>3. Travel:</b> Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.</p>		
<ul style="list-style-type: none"> <li>The coordinator will travel to each of the 6 schools on a regular basis for participation in PLCs and professional development</li> </ul>	<ul style="list-style-type: none"> <li>Estimate is \$200/month</li> <li>\$.45/mile</li> </ul>	<ul style="list-style-type: none"> <li>\$9,600.00 over 4 years</li> </ul>
<p><b>4. Equipment</b> Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.</p>		
<ul style="list-style-type: none"> <li>n/a</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> </ul>	<ul style="list-style-type: none"> <li>\$0</li> </ul>
<p><b>5. Supplies</b> Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.</p>		
<ul style="list-style-type: none"> <li>Supplies include but not limited to copying, printing of agenda, etc.(for Summer Symposium) as well as paper and supplies for all other PD</li> </ul>	<ul style="list-style-type: none"> <li>\$2000/year</li> </ul>	<ul style="list-style-type: none"> <li>\$8,000 over 4 years</li> </ul>
<p><b>6. Contractual</b> Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. <b>NOTE:</b> Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.</p>		
<p><b>Year 1:</b> includes contract work with national experts on Cultural Relevance and pedagogy .... Includes travel, lodging, and services for 3 days</p> <p><b>Year 2:</b> includes contract work with 4 national experts on Cultural Relevance and pedagogy .... Includes travel, lodging, and services for 2 days</p> <p><b>Year 3:</b> includes contract work with 2 national experts and 2 local experts on Cultural Relevance and pedagogy</p>	<p><b>Procurement:</b> We propose to follow all procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36</p>	<ul style="list-style-type: none"> <li>\$50,000 over 4 years</li> </ul>

<p>.... Includes travel, lodging, and services for 1 day</p> <p><b>Year 4:</b> includes contract work with local experts on Cultural Relevance and pedagogy .... Includes travel, lodging, and services for 1 day</p>		
<p><b>7. Training Stipends</b>                  Explain what training is needed, and the purpose and relation to the project.  <b>NOTE:</b> The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).</p>		
<ul style="list-style-type: none"> <li>Teachers will come to PD in the summer for 3 days for a stipend payment of \$100/day</li> </ul>	<p><b>Year 1:</b> 68 schools X approx. 40 staff X \$121.96/day stipend X 2 days = \$544,000</p> <p><b>Year 2:</b> 68 schools X approx. 40 staff X \$121.96/day stipend x1 day = \$272,000</p> <p><b>Year 3:</b> 68 schools X approx. 40 staff X \$121.96/day stipend X 1 day = \$272,000</p> <p>Please note: The fringe benefits for stipends is included on the fringe benefit line and is calculated at the rate of 7.65% FICA and 14.31% retirement</p>	<p>\$1,088,000</p>
<p><b>8. Other</b>                  Explain other expenditures that may exist and are not covered by other categories.</p>		
<ul style="list-style-type: none"> <li>Guided Reading Books – schools will receive sets of culturally relevant books to be used during guided reading</li> </ul>	<p><b>Year 1:</b> Sets of guided reading novels at \$500/ per school .....62 schools X \$500 = \$38,056** (remaining schools that did not receive 2011-2012)</p>	<p>\$88,144 over 4 years</p>

	<p><b>Year 2:</b> Sets of guided reading novels at \$250/ per school..... 68 schools X \$250 = \$20,870**</p> <p><b>Year 3:</b> Sets of guided reading novels at \$200/ per school..... 68 schools X \$200 = \$16,696**</p> <p><b>Year 4:</b> Sets of guided reading novels at \$150/ per school..... 68 schools X \$150 = \$12,522**</p> <p>**Please note: These items include GCS required shipping/freight/handling estimation of 15% and sales tax of 6.75%.</p>	
<b>9. Total Direct Costs:</b>		
Sum lines 1-8.		
• n/a	• n/a	\$1,621,676
<b>10. Total Indirect Costs</b>		
Identify and apply the indirect cost rate.		
• Indirect cost rate is 2.447%	• Applied to personnel, fringe benefits, travel, supplies, contractual and other	\$39,682
<b>11. Total Grant Funds Requested</b>		
Sum lines 9-10.		
• n/a	• n/a	\$ 1,661,358
<b>12. Funds from other sources used to support the project</b>		
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Project or activity to be funded or other description of use of funds	• Source of funds and amount of funding from each source	• \$0

<b>13. Total Budget</b>		
Sum lines 11-12.		
• n/a	• n/a	\$ 1,661,358

**OPTIONAL BUDGET SUPPLEMENT**

**(Note to applicant: Reproduce Part as needed)**

**Guilford Parent Academy, Supporting PACE Schools Project Families**

An eligible applicant may apply for additional funding (beyond the applicable maximum level provided) up to a maximum of \$2 million for each optional budget supplement to address a specific area that is supplemental to the plan for addressing Absolute Priority 1. The request for additional funding must be designed as a separate project that, if not funded, will not adversely affect the applicant’s ability to implement its proposal and meet Absolute Priority 1. Applications for this funding will be judged on the extent to which the applicant has a clear, discrete, and innovative solution that can be replicated in schools across the Nation. In determining the extent to which the request for an optional budget supplement meets this standard, the Department will consider—

- (1) The rationale for the specific area or population that the applicant will address (e.g., strategies to assess hard to measure skills and traits such as perseverance, critical thinking, and communication; strategies for increasing diversity across schools and LEAs and within schools and classrooms; data systems; predictive algorithms; content-tagging schemes; new curriculum and online supports for students re-entering school from the juvenile justice system; or a credit recovery program design to support English learners newly entering into secondary school and the quality and feasibility of the proposal for addressing that area);
- (2) A high-quality plan for how the applicant would carry out activities that would be co-developed and implemented across two or more LEAs (either participating in the full Race to the Top – District application, or not participating in the full Race to the Top – District application); and
- (3) The proposed budget (up to \$2 million) for each budget supplement, and the extent to which the proposed budget will be adequate to support the development and implementation of activities that meet the requirements of this notice, including the reasonableness of the costs in relation to the objectives, design, and significance of the proposed project activities and the number of students to be served.

**Guilford Parent Academy, Supporting PACE Schools Project Families**

Research shows that students whose parents and families are engaged in their education perform better. At GCS, we believe that

engaging parents means meeting them where they are with information that helps them understand their children’s education and how to become more involved in supporting their students. The Guilford Parent Academy is an innovative approach to engaging parents in students’ schooling by recognizing that a “one size fits all” approach is ineffective and that families respond better when their strengths and skills are acknowledged and when school personnel exhibit greater cultural competency. Economic and social challenges are present for many of our GCS families, with over fifty percent of students receiving free and reduced lunch and a significant number of students arriving in Guilford County Schools from non-English speaking countries. These social and economic factors influence parents’ opportunities and abilities to participate in their children’s learning. GPA is an innovative community- and school-based parent engagement program that adapts to the needs of diverse families by:

- Seeking to build not only parents’ capacity, but also teachers’ understanding of the value of nontraditional forms of parent engagement, ones that parents in high-need communities may be most able and likely to make.
- Approaching families from a strength-based perspective rather than from a deficit model and is designed by parents for parents.
- Seeking to engage parents where they are using a multi-modal method of outreach that is nimble and innovative. GPA connects with parents at their workplace, in their homes, at school and in the community with workshops, conferences, family events, and online resources.
- Offering an extensive array of research-based digital learning resources. Guilford County is one of only two school districts in the country to make valuable digital educational resources available without charge for parents to access from any computer. GPA’s multi-dimensional program allows parents to build their confidence and capacity in ways that they determine work for them to become fuller partners in their children’s education and success.
- Identifying and developing sustainable partnerships with key community agencies, businesses, and foundations to create a cohesive web of activities and funding that support a welcoming environment for engagement.

The Guilford Parent Academy: Supporting PACE Schools Project Families optional budget supplement is designed to provide

further learning opportunities for parents and families as middle schools move to Personalized Learning Environments. The learning transformation outlined in this proposal will create many questions for parents and families – and many opportunities to build confidence and interest – and Guilford Parent Academy wants to provide for them the resources and information they need to fully participate.

2) Plan to share and co-develop this project with another district: Guilford Parent Academy (GPA) is a multi-modal approach to parent engagement and as such, as required significant investments from public and private sources to build technological infrastructure that the district uses to connect with parents and families online, by telephone messaging, television and with curriculum-aligned digital content. Guilford County Schools is one of only two districts in the United States to provide this extensive digital content to parents and families without charge. Thus, to implement the GPA model fully, another district would first need to consider these costs (approximately \$560,000 in seed money was contributed by local business partners to help build the GPA program model, and this excludes ongoing licensing fees for televised and digital content).

GPA could work with another district to suggest how to work effectively with a small startup staff (GPA currently has one full-time coordinator and three part-time staff members). GPA staff can also work with another district's staff to observe workshops and events to see first-hand the work that GPA is doing in the community, schools, businesses and online/television. We would gladly share best practices and help another district identify effective partnerships and organizational structures.

**BUDGET SUBPART 1: OVERALL BUDGET SUMMARY**

Note: See budget summary narrative and instructions above, *in particular* “Subpart 1: Overall Budget Summary Table.”

<b>Budget Table 1-1: Overall Budget Summary Table</b>					
<b>Evidence for: Optional Budget Supplement: Guilford Parent Academy, Supporting PACE Schools Project Families</b>					
<b>Primary Associated Criterion and Location in Application: C, pages 44-60</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	39,432	40,615	41,833	43,088	164,968
2. Fringe Benefits	13,851	14,111	14,379	14,654	56,995
3. Travel					
4. Equipment	57,600	23,570			81,170
5. Supplies	21,600	21,600	21,600	21,600	86,400
6. Contractual	399,000	399,000	399,000	399,000	1,596,000
7. Training Stipends					
8. Other					
<b>9. Total Direct Costs (lines 1-8)</b>	<b>531,483</b>	<b>498,896</b>	<b>476,812</b>	<b>478,342</b>	<b>1,985,533</b>
10. Indirect Costs*	3,242	2,444	1,904	1,942	9,532
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>534,725</b>	<b>501,340</b>	<b>478,716</b>	<b>480,284</b>	<b>1,995,065</b>
12. Funds from other sources used to support the project	0	0	0	0	0
<b>13. Total Budget (lines 11-12)</b>	<b>534,725</b>	<b>501,340</b>	<b>478,716</b>	<b>480,284</b>	<b>1,995,065</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

**BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE**

“Guilford Parent Academy, Supporting PACE Schools Project Families” is an optional budget supplement request of \$1,999,970.00 over the four years of the grant. The costs included in this budget are reasonable and sufficient to develop and implement this project, which will support the activities of Guilford County Schools’ Race to the Top-District proposal.

“Guilford Parent Academy, Supporting PACE Schools Project Families” will extend special programming to the 24 middle schools in The PACE Schools Project to help families partner fully in their students’ education, particularly in the new personalized learning environments (PLEs) setting. Students and families will benefit greatly from tailored presentations/workshops/school-based events to help them better understand the learning changes and opportunities taking place at the school. Topics may include creating personalized learning plans, cyber-ethics, caring for and maximizing features of mobile technology, or accessing teachers and learning communities via mobile devices outside the school day. Offering these added avenues for families to understand PLEs and their potential for children will build confidence and support for the PACE Schools Project and help students succeed. Some services, namely the parent mobile device checkout labs, will be phased in according to the school’s participation in the treatment group for the project. Others, also described below, will begin for all schools in year one and continue for each year.

The expenses summarized below and depicted in Table 4-1 will allow us to accomplish this objective.

Personnel: \$164,968

We propose to coordinate GPA closely with the PACE Schools Project Personalized Learning Environment Facilitators (PLEFs) by making a GPA Program Specialist available to the schools and their PLEFs to determine programming needs/desires at each school. The GPA Program Specialist will also collaborate with school program directors (described below) and grassroots parent coordinators (described below) to build high-interest programs that are meaningful to each school community. The Program Specialist will also monitor the work of the grassroots parent coordinators and program directors.

Fringe benefits: \$56,995

FICA 7.65%    Retirement 14.31%    Hospitalization \$5,192/flat rate each year

Equipment: \$85,852

GPA will create mobile device check-out labs at each middle school as determined by the school's treatment group year in the randomized control trial. For example, in year 1, 16 schools will participate in the PACE Schools Project treatment group. In year 2, the remaining 8 schools will participate in the treatment group. Each school media center's lab will feature 10 devices that parents can check out and learn about on their own. We believe that this is important for several reasons:

- 1) Parents need to have experience with and confidence about the devices to be able to help their students.
- 2) Students need to be able to retain access to their devices outside the school day to complete schoolwork first and foremost.
- 3) Low adult literacy is a persistent problem in Guilford County, where 21 percent of adults (78,500 people) function at the lowest literacy level, and another 25 percent (93,500) lack skills to be truly independent readers (National Adult Literacy Survey, 2010). Our work with local adult literacy organizations indicates that some parents are finding the digital learning resources we offer to help with homework can also help them, too, with their own literacy skills.

GPA will also purchase assistive technology to allow translators to serve families at events/workshops/presentations.

This category includes a Guilford County Schools' required shipping/freight/handling estimation of 15 percent and sales tax of 6.75 percent.

Supplies: \$86,400

This line includes \$900 per year per school to assist with general meeting/workshop supplies such as pens, paper, chart paper, etc., as well as creating and producing outreach flyers and paying for materials for parents and families at workshops/presentations/events. These funds will be monitored by the GPA program specialist in coordination with the GPA coordinator.

Contractual: \$1,596,000

This category includes funding for essential content and services that drive Guilford Parent Academy's inclusive, multi-modal 24/7 approach to parent and family engagement:

- a) Digital resources (\$250,800/year): We further seek to support the middle school PLEs by expanding GPA's extensive digital learning content. GCS strongly believes that these are essential tools for parents and families – and GCS is one of only two districts in the United States providing such resources free to families. GPA's broad lineup of programming available through GCSTV and the Internet includes such things as curriculum-aligned online homework help for families, planning for college, and programs that focus on understanding the social/emotional needs of teens and positive parenting. We would also seek to license more content for mobile devices and in other languages to serve more district families. Please note that the resources included in this category will be available not only to PACE Schools Project families, but every family in the district.

- b) Translators (\$15,000/year): Guilford County is a longtime refugee resettlement area and our district reflects this. We serve students from more than 100 countries who speak 120 languages/dialects. While PACE Schools participating students and families would have some access to translation services provided through this grant, we propose to modestly augment this service through GPA for translation at workshops/presentations/events, as well as one-on-one to learn about using the mobile devices and other related relevant needs. This assumes an hourly rate of \$40 an hour. GPA would work closely with school administration to target these services to best meet school populations. This figure assumes 375 hours of translation for GPA-related activities.
- c) Program directors (\$43,200/year): GPA individual program directors are often teachers – the on-site staffing model builds stronger communication and buy-in at the site level. Directors may also be representatives of community agencies that bring particular expertise to a workshop/event. The GPA Program Specialist and program directors will work closely with school leadership teams and administrators to ensure programs meet the needs and desires of the school community. This line reflects the following tasks and assumptions: Each school will plan eight PLE-related workshops/presentations a year; each session will entail 5 hours for planning and preparation, workshop attendance and facilitation, and necessary follow-up and/or reporting of GPA data. Program directors will be paid based on the GCS certified tutor rate of \$35 per hour.
- d) Grassroots parent coordinators (\$48,000): At the 16 schools with free and reduced lunch percentages of 40 percent or more, we include funds for grassroots parent coordinators (GPC), who will work closely with the principal and teaching staff to determine the parent engagement priorities for the school and help coordinate this work with the GPA Program Specialist and other GPA staff. Included is up to \$250 per month for incentive stipends for each school. Other duties many include, but not be limited to: creating and updating a volunteer bulletin board at the school; leading school volunteer training; assisting GPA program directors at workshops; signing up parents at the school for free GPA online accounts (to access digital learning

resources); sharing GPA information with parents and school staff; and working with GCS District Relations to share news at the school.

- e) Partners/speakers (\$42,000): This line includes opportunities for schools to bring in engaging, expert guest speakers and for GPA to contract with local social service agencies to plan and facilitate special programming, in conjunction with PLE workshops/events and other GPA family engagement activities. These speakers would come from the community and region typically, and offer timely, insightful information about a range of topics including those that relate to personalized learning, middle school preparation for high school courses and 21<sup>st</sup> century skills for teens such as ethics, online, critical thinking and leadership. These partners would provide resources and information on such topics as literacy (student and adult), family services, advocating for your child at school and cultural competency. Currently, GPA works with dozens of local agencies, most of whom provide their expertise on a pro bono basis to support our program in these early years.

<b>Budget Table 2-1: Overall Budget Summary Project List</b>				
<b>Evidence for: Optional Budget Supplement: Guilford Parent Academy</b>				
<b>Project Name</b>	<b>Primary Associated Criterion and location in application</b>	<b>Additional Associated Criteria and location in application</b>	<b>Total Grant Funds Requested</b>	<b>Total Budget</b>
Supporting PACE Schools Project Families	C	B	\$1,995,065	\$1,995,065

			<b>Total for Grant Funds</b>	<b>Total Budget</b>

**BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES**

Note: See budget summary narrative and instructions above, *in particular* “Subpart 3: Project-Level Budget Summary Tables.”

<b>Budget Table 1-1: Overall Budget Summary Table</b>					
<b>Evidence for:</b> Optional Budget Supplement: Guilford Parent Academy, Supporting PACE Schools Project Families					
<b>Primary Associated Criterion and Location in Application:</b> C, pages 44-60					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	39,432	40,615	41,833	43,088	164,968
2. Fringe Benefits	13,851	14,111	14,379	14,654	56,995
3. Travel					
4. Equipment	59,417	23,570			82,987
5. Supplies	21,600	21,600	21,600	21,600	86,400
6. Contractual	399,000	399,000	399,000	399,000	1,596,000
7. Training Stipends					
8. Other					
<b>9. Total Direct Costs (lines 1-8)</b>	<b>533,300</b>	<b>498,896</b>	<b>476,812</b>	<b>478,342</b>	<b>1,987,350</b>
10. Indirect Costs*	3,286	2,444	1,904	1,942	9,576
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>536,586</b>	<b>501,340</b>	<b>478,716</b>	<b>480,284</b>	<b>1,996,926</b>
12. Funds from other sources used to support the project	0	0	0	0	0
<b>13. Total Budget (lines 11-12)</b>	<b>536,586</b>	<b>501,340</b>	<b>478,716</b>	<b>480,284</b>	<b>1,996,926</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

#### **BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE**

Note: See budget summary narrative and instructions above, *in particular* “Subpart 4: Project-Level Budget Narratives.”

“Guilford Parent Academy, Supporting PACE Schools Project Families” is an optional budget supplement request of \$1,996,926 over the four years of the grant. The costs included in this budget are reasonable and sufficient to develop and implement this project, which will support the activities of Guilford County Schools’ Race to the Top-District proposal.

“Guilford Parent Academy, Supporting PACE Schools Project Families” will extend special programming to the 24 middle schools in The PACE Schools Project to help families partner fully in their students’ education, particularly in the new personalized learning environments (PLEs) setting. Students and families will benefit greatly from tailored presentations/workshops/school-based events to help them better understand the learning changes and opportunities taking place at the school. Topics may include creating personalized learning plans, cyber-ethics, caring for and maximizing features of mobile technology, or accessing teachers and learning communities via mobile devices outside the school day. Offering these added avenues for families to understand PLEs and their potential for children will build confidence and support for the PACE Schools Project and help students succeed. Some services, namely the parent mobile device checkout labs, will be phased in according to the school’s participation in the treatment group for the project. Others, also described below, will begin for all schools in year one and continue for each year.

The expenses summarized below and depicted in Table 4-1 will allow us to accomplish this objective.

Personnel: \$164,968

We propose to coordinate GPA closely with the PACE Schools Project Personalized Learning Environment Facilitators (PLEFs) by making a GPA Program Specialist available to the schools and their PLEFs to determine programming needs/desires at each school. The GPA Program Specialist will also collaborate with school program directors (described below) and grassroots parent coordinators (described below) to build high-interest programs that are meaningful to each school community. The Program Specialist will also monitor the work of the grassroots parent coordinators and program directors.

Fringe benefits: \$56,995

FICA 7.65%    Retirement 14.31%    Hospitalization \$5,192/flat rate each year

Equipment: \$82,987

GPA will create mobile device check-out labs at each middle school as determined by the school's treatment group year in the randomized control trial. For example, in year 1, 16 schools will participate in the PACE Schools Project treatment group. In year 2, the remaining 8 schools will participate in the treatment group. Each school media center's lab will feature 10 devices that parents can check out and learn about on their own. We believe that this is important for several reasons:

- 1) Parents need to have experience with and confidence about the devices to be able to help their students.
- 2) Students need to be able to retain access to their devices outside the school day to complete schoolwork first and foremost.
- 3) Low adult literacy is a persistent problem in Guilford County, where 21 percent of adults (78,500 people) function at the lowest

literacy level, and another 25 percent (93,500) lack skills to be truly independent readers (National Adult Literacy Survey, 2010). Our work with local adult literacy organizations indicates that some parents are finding the digital learning resources we offer to help with homework can also help them, too, with their own literacy skills.

GPA will also purchase assistive technology to allow translators to serve families at events/workshops/presentations.

This category includes a Guilford County Schools' required shipping/freight/handling estimation of 15 percent and sales tax of 6.75 percent.

Supplies: \$86,400

This line includes \$900 per year per school to assist with general meeting/workshop supplies such as pens, paper, chart paper, etc., as well as creating and producing outreach flyers and paying for materials for parents and families at workshops/presentations/events. These funds will be monitored by the GPA program specialist in coordination with the GPA coordinator.

Contractual: \$1,596,000

This category includes funding for essential content and services that drive Guilford Parent Academy's inclusive, multi-modal 24/7 approach to parent and family engagement:

- f) Digital resources (\$250,800/year): We further seek to support the middle school PLEs by expanding GPA's extensive digital learning content. GCS strongly believes that these are essential tools for parents and families – and GCS is one of only two districts in the United States providing such resources free to families. GPA's broad lineup of programming available through GCSTV and the Internet includes such things as curriculum-aligned online homework help for families, planning for college, and programs that focus on understanding the social/emotional needs of teens and positive parenting. We would also seek to

license more content for mobile devices and in other languages to serve more district families. Please note that the resources included in this category will be available not only to PACE Schools Project families, but every family in the district.

- a) Translators (\$15,000/year): Guilford County is a longtime refugee resettlement area and our district reflects this. We serve students from more than 100 countries who speak 120 languages/dialects. While PACE Schools participating students and families would have some access to translation services provided through this grant, we propose to modestly augment this service through GPA for translation at workshops/presentations/events, as well as one-on-one to learn about using the mobile devices and other related relevant needs. This assumes an hourly rate of \$40 an hour. GPA would work closely with school administration to target these services to best meet school populations. This figure assumes 375 hours of translation for GPA-related activities.
- b) Program directors (\$43,200/year): GPA individual program directors are often teachers – the on-site staffing model builds stronger communication and buy-in at the site level. Directors may also be representatives of community agencies that bring particular expertise to a workshop/event. The GPA Program Specialist and program directors will work closely with school leadership teams and administrators to ensure programs meet the needs and desires of the school community. This line reflects the following tasks and assumptions: Each school will plan eight PLE-related workshops/presentations a year; each session will entail 5 hours for planning and preparation, workshop attendance and facilitation, and necessary follow-up and/or reporting of GPA data. Program directors will be paid based on the GCS certified tutor rate of \$35 per hour.
- c) Grassroots parent coordinators (\$48,000): At the 16 schools with free and reduced lunch percentages of 40 percent or more, we include funds for grassroots parent coordinators (GPC), who will work closely with the principal and teaching staff to determine the parent engagement priorities for the school and help coordinate this work with the GPA Program Specialist and other GPA staff. Included is up to \$250 per month for incentive stipends for each school. Other duties many include, but not be limited to: creating and updating a volunteer bulletin board at the school; leading school volunteer training; assisting GPA

program directors at workshops; signing up parents at the school for free GPA online accounts (to access digital learning resources); sharing GPA information with parents and school staff; and working with GCS District Relations to share news at the school.

- d) Partners/speakers (\$42,000): This line includes opportunities for schools to bring in engaging, expert guest speakers and for GPA to contract with local social service agencies to plan and facilitate special programming, in conjunction with PLE workshops/events and other GPA family engagement activities. These speakers would come from the community and region typically, and offer timely, insightful information about a range of topics including those that relate to personalized learning, middle school preparation for high school courses and 21<sup>st</sup> century skills for teens such as ethics, online, critical thinking and leadership. These partners would provide resources and information on such topics as literacy (student and adult), family services, advocating for your child at school and cultural competency. Currently, GPA works with dozens of local agencies, most of whom provide their expertise on a pro bono basis to support our program in these early years.

Note: This table is not part of the electronic budget spreadsheets. Please enter text for each project into this table or provide the information in another format that the applicant may choose. Please reproduce this table as needed.

<b>Table 4-1: Project-Level Itemized Costs</b>		
<b>Cost Description</b>	<b>Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)</b>	<b>Total</b>
<p><b>1. Personnel:</b> Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.</p>		

<ul style="list-style-type: none"> <li>• GPA Program Specialist</li> <li>• The role of the GPA Program Specialist will be to work closely with each school’s PLE Facilitator to determine programming needs/desires at each school; collaborate with school program directors (described below) and grassroots parent coordinators (described below) to build high-interest programs that are meaningful to each school community; monitor the work of the grassroots parent coordinators and program directors; oversee the school supply budgets for PACE Schools Project programs.</li> <li>• The GPA Program Specialist is necessary because it is an addition to a very modest GPA staff of one full-time coordinator and three part-time program administrators who serve the district. The GPA Program Specialist will be assigned oversee programming for 24 middle schools and coordinate the essential parent and teacher functions at each school. In addition, this position will be a connecting point among the school program for sharing best practices and winning program ideas for use across multiple schools.</li> </ul>	<ul style="list-style-type: none"> <li>• \$39,432 with 3% increase each year</li> <li>• 1 FTE</li> <li>• Effort: 100%</li> </ul>	<ul style="list-style-type: none"> <li>• \$164,968</li> </ul>
<p><b>2. Fringe Benefits:</b> Explain the nature and extent of fringe benefits to be received and by whom.</p>		
<ul style="list-style-type: none"> <li>• GPA Program Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• \$39,432 with 3% increase each year</li> <li>• FICA: 7.65%</li> <li>• Retirement: 14.31%</li> <li>• Hospitalization: \$5,192 (flat, per year)</li> </ul>	<ul style="list-style-type: none"> <li>• \$56,995</li> </ul>
<p><b>3. Travel:</b> Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.</p>		
<p>N/A</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• \$0</li> </ul>
<p><b>4. Equipment</b> Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or</p>		

more per unit.		
<ul style="list-style-type: none"> <li>• Mobile device checkout labs at each participating school</li> <li>• Purpose for purchase is as follows:             <ol style="list-style-type: none"> <li>1) Parents need to have experience with and confidence about the devices to be able to help their students.</li> <li>2) Students need to be able to retain access to their devices outside the school day to complete schoolwork first and foremost.</li> <li>3) Low adult literacy is a persistent problem in Guilford County, where 21 percent of adults (78,500 people) function at the lowest literacy level, and another 25 percent (93,500) lack skills to be truly independent readers (National Adult Literacy Survey, 2010). Our work with local adult literacy organizations indicates that some parents are finding the digital learning resources we offer to help with homework can also help them, too, with their own literacy skills.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Estimated unit cost for each mobile device item to be purchased: \$240</li> <li>• 10 units per lab, 24 schools: 240 units; total cost, \$57,600</li> </ul>	<ul style="list-style-type: none"> <li>• \$57,600</li> </ul>
<ul style="list-style-type: none"> <li>• Assistive technology package for translators to use at GPA workshops/presentations/events</li> </ul>	<ul style="list-style-type: none"> <li>• \$10,000 for assistive tech package</li> <li>• Included: GCS required handling/freight estimation of 15 percent and sales tax of 6.75 percent</li> </ul>	<ul style="list-style-type: none"> <li>• \$12,276</li> </ul>
<p><b>5. Supplies</b>            Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.</p>		
<ul style="list-style-type: none"> <li>• Office supplies and materials</li> <li>• The purpose of this is to assist with general</li> </ul>	<ul style="list-style-type: none"> <li>• \$900 per year per school, or approximately \$100 per month during school year</li> </ul>	<ul style="list-style-type: none"> <li>• \$86,400</li> </ul>

<p>meeting/workshop supplies such as pens, paper, chart paper, etc., as well as creating and producing outreach flyers and paying for materials for parents and families at workshops/presentations/events.</p>		
<p><b>6. Contractual</b>                  Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.  <b>NOTE:</b> Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.</p>		
<ul style="list-style-type: none"> <li>• Digital educational resources</li> <li>• Purpose of acquisition: Digital resources will support the middle school PLEs by building families’ knowledge and confidence in participating in their children’s education. GCS strongly believes that these are essential tools for parents and families – and GCS is one of only two districts in the United States providing such resources free to families. GPA’s broad lineup of programming available through GCSTV and the Internet includes such things as curriculum-aligned online homework help for families, planning for college, and programs that focus on understanding the social/emotional needs of teens and positive parenting. We would also seek to license more content for mobile devices and in other languages to serve more district families. Please note that the resources included in this category will be available not only to PACE Schools Project families, but every family in the district.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• \$250,800 per year in educational licensing fees</li> <li>• Procurement: We propose to follow all procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36</li> </ul>	<ul style="list-style-type: none"> <li>• \$1,003,200</li> </ul>
<ul style="list-style-type: none"> <li>• Translation</li> <li>• The purpose of this is to allow more families to participate in GPA activities without language limitation. Guilford County is a longtime refugee resettlement area</li> </ul>	<ul style="list-style-type: none"> <li>• This figure assumes an hourly rate of \$40 and approximately 375 hours of translation for GPA-related activities.</li> <li>• GPA would work closely with school</li> </ul>	<ul style="list-style-type: none"> <li>• \$60,000</li> </ul>

<p>and our district reflects this. We serve students from more than 100 countries who speak 120 languages/dialects. While PACE Schools participating students and families would have some access to translation services provided through this grant, we propose to modestly augment this service through GPA for translation at workshops/presentations/events, as well as one-on-one to learn about using the mobile devices and other related relevant needs.</p>	<p>administration to target these services to best meet school populations.</p> <ul style="list-style-type: none"> <li>• Procurement: We propose to follow all procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36</li> </ul>	
<ul style="list-style-type: none"> <li>• Program directors</li> <li>• The purpose of this work is to support on-site tailored programming to meet the needs of each school community.</li> <li>• This role is necessary because on-site coordination is necessary to build stronger communication and buy-in of program success. Directors may be teachers or representatives of community agencies that bring particular expertise to a workshop/event. The GPA Program Specialist and program directors will work closely with school leadership teams and administrators to ensure programs meet the needs and desires of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Assumes program directors will be paid for this work based on the GCS certified hourly tutor rate of \$35</li> <li>• Assumes 8 PLE-related sessions per year</li> <li>• Assumes sessions generally will require an estimated 5 hours of planning and preparation, workshop attendance and facilitation, and needed follow-up and/or reporting of GPA data</li> <li>• Procurement: We propose to follow all procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36</li> </ul>	<ul style="list-style-type: none"> <li>• \$172,800</li> </ul>
<ul style="list-style-type: none"> <li>• Grassroots parent coordinators</li> <li>• The purpose of this work is to increase parent/family involvement at the 16 schools with free and reduced lunch percentages of 40 percent or more.</li> <li>• This role is necessary because grassroots parent coordinators (GPC) can work closely with the principal and teaching staff to determine the parent engagement priorities for the school and help coordinate this work</li> </ul>	<ul style="list-style-type: none"> <li>• Grassroots parents coordinators will have assignments that carry modest monetary incentives, allowing each coordinator to earn a stipend of up to \$250 a month</li> <li>• Assumes 16 schools, 1 coordinator per school earning \$250/month: \$48,000 total per year</li> <li>• Procurement: We propose to follow all</li> </ul>	<ul style="list-style-type: none"> <li>• \$192,000</li> </ul>

<p>with the GPA Program Specialist and other GPA staff. Other duties many include, but not be limited to: creating and updating a volunteer bulletin board at the school; leading school volunteer training; assisting GPA program directors at workshops; signing up parents at the school for free GPA online accounts (to access digital learning resources); sharing GPA information with parents and school staff; and working with GCS District Relations to share news at the school.</p>	<p>procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36</p>	
<ul style="list-style-type: none"> <li>• Partners/speakers</li> <li>• The purpose of this line is to allow GPA and schools to work together on programming that includes engaging, expert guest speakers and resources from social service agencies.</li> <li>• This is necessary because programs must have high interest to attain the goal of high participation. This rich interaction offer timely, insightful information about a range of topics including those that relate to personalized learning, middle school preparation for high school courses and 21<sup>st</sup> century skills for teens such as ethics, online, critical thinking and leadership. These partners would provide resources and information on such topics as literacy (student and adult), family services, advocating for your child at school and cultural competency. Currently, GPA works with dozens of local agencies, most of whom provide their expertise on a pro bono basis to support our program in these early years.</li> </ul>	<ul style="list-style-type: none"> <li>• Assumes \$42,000 per year for these services</li> <li>• Procurement: We propose to follow all procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36</li> <li>• Many partners and speakers have offered their time and expertise to GPA on a pro bono basis to support GPA in its early years – we seek in this line item to fairly compensate partners in the community who also are working with limited budgets</li> </ul>	<ul style="list-style-type: none"> <li>• \$168,000</li> </ul>
<p><b>7. Training Stipends</b>                  Explain what training is needed, and the purpose and relation to the project.  <b>NOTE:</b> The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).</p>		
<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• \$0</li> </ul>

<b>8. Other</b>		
Explain other expenditures that may exist and are not covered by other categories.		
• N/A	• N/A	• \$0
<b>9. Total Direct Costs:</b>		
Sum lines 1-8.		
• n/a	• n/a	• \$1,987,350
<b>10. Total Indirect Costs</b>		
Identify and apply the indirect cost rate.		
• Indirect cost rate of 2.447%	• \$1,990,215 x .02447	• \$9,576
<b>11. Total Grant Funds Requested</b>		
Sum lines 9-10.		
• n/a	• n/a	• \$1,996,926
<b>12. Funds from other sources used to support the project</b>		
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
•	•	• \$0
<b>13. Total Budget</b>		
Sum lines 11-12.		
• n/a	• n/a	• \$1,996,926

**OPTIONAL BUDGET SUPPLEMENT**  
**(Note to applicant: Reproduce Part as needed)**  
**Character Development/Service Learning**

An eligible applicant may apply for additional funding (beyond the applicable maximum level provided) up to a maximum of \$2 million for each optional budget supplement to address a specific area that is supplemental to the plan for addressing Absolute Priority 1. The request for additional funding must be designed as a separate project that, if not funded, will not adversely affect the applicant's ability to implement its proposal and meet Absolute Priority 1. Applications for this funding will be judged on the extent to which the applicant has a clear, discrete, and innovative solution that can be replicated in schools across the Nation. In determining the extent to which the request for an optional budget supplement meets this standard, the Department will consider—

- (1) The rationale for the specific area or population that the applicant will address (e.g., strategies to assess hard to measure skills and traits such as perseverance, critical thinking, and communication; strategies for increasing diversity across schools and LEAs and within schools and classrooms; data systems; predictive algorithms; content-tagging schemes; new curriculum and online supports for students re-entering school from the juvenile justice system; or a credit recovery program design to support English learners newly entering into secondary school and the quality and feasibility of the proposal for addressing that area);
- (2) A high-quality plan for how the applicant would carry out activities that would be co-developed and implemented across two or more LEAs (either participating in the full Race to the Top – District application, or not participating in the full Race to the Top – District application); and
- (3) The proposed budget (up to \$2 million) for each budget supplement, and the extent to which the proposed budget will be adequate to support the development and implementation of activities that meet the requirements of this notice, including the reasonableness of the costs in relation to the objectives, design, and significance of the proposed project activities and the number of students to be served.

**Character Development/Service Learning**

- 1) Experiential learning is a key strategy in helping middle grade students master both the core classroom content knowledge as well

as develop essential life and work skills such as critical thinking, problem solving, communication, global awareness and collaboration.

Research shows that service-learning positively affects youth in three general areas: academic engagement and achievement, attitudes and behaviors, and social and personal skills. Often times it is not that students are unable to understand the content taught in their classrooms; however, it is the manner in which content is taught that has no relevancy to the student's life or their future interest. Experiential learning and service-learning provides this essential context to help students connect classroom knowledge to understand its relevance and learn how to apply it to new situations.

The proposed project seeks to provide job-embedded professional development to classroom teachers and school-based staff at the 24 middle schools in Guilford County as well as experiential and service-learning opportunities for students. For the past three years, Guilford County Schools has used character development/service-learning coaches to train teachers and help build their capacity to use service-learning as an instructional strategy to increase student engagement, build 21<sup>st</sup> century and citizenship skills and help students develop character. It is believed that providing service-learning/intervention coaches to our middle schools will help obtain similar results as well as support students to navigate their transition from elementary school to middle school and from middle school to high school which often cause students to become at-risk for dropping out of school.

(2) There are a number of key components of this program that can be easily scaled for use with neighboring school districts. One of these areas is the development of electronic professional development resources that can be shared across the state or the nation. The service-learning/intervention coaches will create 9 professional development modules to help guide teachers in using the National K-12 Service-Learning Indicators of Quality Practice to develop and implement high-quality service-learning experiences. The second area that can be easily scaled and shared is the electronic resources in which student service-learning/experimental

projects utilize. Teachers will assist their students in documenting their learning experiences in an electronic portfolio and also partnering with schools outside of the district to address key issues like poverty, illiteracy, and the environment.

**BUDGET SUBPART 1: OVERALL BUDGET SUMMARY**

Note: See budget summary narrative and instructions above, *in particular* “Subpart 1: Overall Budget Summary Table.”

<b>Table 3-1: Project-Level Budget Summary Table: Evidence for Optional Budget Supplement: Character Development/Service-Learning Primary Associated Criterion and Location in Application: C, pages 44-60</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	284,400	287,488	290,670	293,946	1,156,504
2. Fringe Benefits	83,379	84,057	84,756	85,475	337,667
3. Travel	10,000	10,000	10,000	10,000	40,000
4. Equipment					
5. Supplies	17,500	17,500	17,500	17,500	70,000
6. Contractual	35,000	37,500	40,000	42,500	155,000
7. Training Stipends	48,000	48,000	48,000	48,000	192,000
8. Other					
<b>9. Total Direct Costs (lines 1-8)</b>	<b>478,279</b>	<b>484,545</b>	<b>490,926</b>	<b>497,421</b>	<b>1,951,171</b>
10. Indirect Costs*	10,847	10,939	11,034	11,132	43,952
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>489,126</b>	<b>495,484</b>	<b>501,960</b>	<b>508,553</b>	<b>1,995,123</b>
12. Funds from other sources used to support the project					
<b>13. Total Budget (lines 11-12)</b>	<b>489,126</b>	<b>495,484</b>	<b>501,960</b>	<b>508,553</b>	<b>1,995,123</b>
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.                      Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.                      Column (e): Show the total amount requested for all project years.                      *If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.</p>					

## **BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE**

Note: See budget summary narrative and instructions above, in particular “Subpart 2: Overall Budget Summary Narrative.”

Salaries for staff equivalent to \$284,400 (year 1) and \$1,156,504 (total) to hire two character development/intervention specialists and to provide extended employment for some current staff to lead programs that will provide non-school hour learning time and experiential learning opportunities for middle grade learners for each of the 24 middle schools in the project. Fringe benefits for these positions and extended employment cost total \$83,379 (year 1) and \$337,667 (total) for the four years of the grant. These opportunities will include providing clubs and after-school programming that focus on helping middle-school learners build 21<sup>st</sup> century and resiliency skills, develop social skills, engage in service-learning opportunities that allow students to use content learned in the classroom to address issues in their communities and schools and to effectively transition from elementary to middle school and from middle school to high school. Through the use of an after-school enrichment model, we propose to add anti-bullying, anti-violence, human relations and volunteer-focused clubs at each middle school using successful models and contracting with appropriate agencies to help us accomplish this work. Funds in the amount of \$10,000 annually will be used to support field trips and transportation to service-learning project sites and youth conferences. A budget of \$17,500 annually will be provided to purchase materials and supplies such as pens, markers, binders, posters, printer cartridges, books and materials for book club, service-learning opportunities and youth development. This will include a \$500 supply budget for each school site for a total of \$12,000 and a budget for the program coordinators of \$5,500.

We propose through competitively bid contracted services to establish service-learning opportunities for students to use their words through poetry to led positive action in their community; support summer service learning camp opportunities for students; and provide training to adults, youth summits, and support in developing an online service-learning program which middle school students

may use to document service-and share their project ideas and to monitor the progress of their project.

Each year, two-day conferences will be held for middle grade teachers and staff to learn how to use innovative strategies that build skills such as global awareness, civic engagement, teamwork, financial literacy, to increase academic and social engagement in their classrooms. Each summer ten teacher-leaders from each of the middle schools in the project will be trained (for an annual total of 240 teachers) and provided a stipend of \$100 for each day of the conference for a total of \$48,000 annually each year for four years plus fringe benefits for a total cost of \$58,541. The teachers who attend the summer trainings will be expected to share what they have learned with their colleagues at their school sites using a train-the-trainer model. Providing quality professional development for school staff to integrate social-emotional, character development, service-learning and 21<sup>st</sup> century skills into their lesson plans is critical to the long-term success of this project.

<b>Budget Table 2-1: Overall Budget Summary Project List</b>				
<b>Evidence for: Optional Budget Supplement: Character Development/Service-Learning</b>				
<b>Project Name</b>	<b>Primary Associated Criterion and location in application</b>	<b>Additional Associated Criteria and location in application</b>	<b>Total Grant Funds Requested</b>	<b>Total Budget</b>
Character Development/Service Learning	C		\$1,995,123	\$1,995,123
			<b>Total for Grant Funds</b>	<b>Total Budget</b>

**BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES**

Note: See budget summary narrative and instructions above, *in particular* “Subpart 3: Project-Level Budget Summary Tables.”

<b>Table 3-1: Project-Level Budget Summary Table: Evidence for Optional Budget Supplement: Character Development/Service-Learning Primary Associated Criterion and Location in Application: C, pages 44-60</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	284,400	287,488	290,670	293,946	1,156,504
2. Fringe Benefits	83,379	84,057	84,756	85,475	337,667
3. Travel	10,000	10,000	10,000	10,000	40,000
4. Equipment	0	0	0	0	0
5. Supplies	17,500	17,500	17,500	17,500	70,000
6. Contractual	35,000	37,500	40,000	42,500	155,000
7. Training Stipends	48,000	48,000	48,000	48,000	192,000
8. Other	0	0	0	0	0
<b>9. Total Direct Costs (lines 1-8)</b>	<b>478,279</b>	<b>484,545</b>	<b>490,926</b>	<b>497,421</b>	<b>1,951,171</b>
10. Indirect Costs*	10,847	10,939	11,034	11,132	43,952
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>489,126</b>	<b>495,484</b>	<b>501,960</b>	<b>508,553</b>	<b>1,995,123</b>
12. Funds from other sources used to support the project	0	0	0	0	0
<b>13. Total Budget (lines 11-12)</b>	<b>489,126</b>	<b>495,484</b>	<b>501,960</b>	<b>508,553</b>	<b>1,995,123</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

#### **BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE**

Note: See budget summary narrative and instructions above, *in particular* “Subpart 4: Project-Level Budget Narratives.”

Salaries for staff equivalent to \$284,400 (year 1) and \$1,156,504 (total) to hire two character development/intervention specialists and to provide extended employment for some current staff to lead programs that will provide non-school hour learning time and experiential learning opportunities for middle grade learners for each of the 24 middle schools in the project. Fringe benefits for these positions and extended employment cost total \$83,379 (year 1) and \$337,667 (total) for the four years of the grant. These opportunities will include providing clubs and after-school programming that focus on helping middle-school learners build 21<sup>st</sup> century and resiliency skills, develop social skills, engage in service-learning opportunities that allow students to use content learned in the classroom to address issues in their communities and schools and to effectively transition from elementary to middle school and from middle school to high school. Through the use of an after-school enrichment model, we propose to add anti-bullying, anti-violence, human relations and volunteer-focused clubs at each middle school using successful models and contracting with appropriate agencies to help us accomplish this work. Funds in the amount of \$10,000 annually will be used to support field trips and transportation to service-learning project sites and youth conferences. A budget of \$17,500 annually will be provided to purchase materials and supplies such as pens, markers, binders, posters, printer cartridges, books and materials for book club, service-learning opportunities and youth development. This will include a \$500 supply budget for each school site for a total of \$12,000 and a budget for the program coordinators of \$5,500.

We propose establish service-learning opportunities for students to use their words through poetry to led positive action in their community. We anticipate this would cost approximately \$12,000 based on previous experience with local providers. This would be an expansion of the high school program that has been successfully implemented during the past two years. We include \$11,500 to support summer service learning camp opportunities for students. We also include \$12,500 to provide a youth summit and support in developing an online service-learning program which middle school students may use to document service-and share their project ideas and to monitor the progress of their project.

Each year, two-day conferences will be held for middle grade teachers and staff to learn how to use innovative strategies that build skills such as global awareness, civic engagement, teamwork, financial literacy, to increase academic and social engagement in their classrooms. Each summer ten teacher-leaders from each of the middle schools in the project will be trained (for an annual total of 240 teachers) and provided a stipend of \$100 for each day of the conference for a total of \$48,000 annually each year for four years plus fringe benefits for a total cost of \$58,541. The teachers who attend the summer trainers will be expected to share what they have learned with their colleagues at their school sites using a train-the-trainer model. Providing quality professional development for school staff to integrate social-emotional, character development, service-learning and 21<sup>st</sup> century skills into their lesson plans is critical to the long-term success of this project.

**Table 4-1: Project-Level Itemized Costs**

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
<p><b>1. Personnel:</b>                      Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.</p> <p>Two full-time Character Development/Intervention Specialist will be hired to lead this project in the 22 middle schools in the Guilford County School district.</p>		
<ul style="list-style-type: none"> <li>• Character Development/Intervention Specialists (2)</li> <li>• The role/responsibility of the position is to oversee the middle school programs, make connections with community partners, provide training to school level staff, coordinate field trips and other activities.</li> <li>• These positions are essential for the implementation of the project as they project the support and staff training necessary to engage students in experiential learning projects during after-school hours.</li> </ul>	<ul style="list-style-type: none"> <li>• The salary of the position: \$51,580 with 3% a year increase</li> <li>• 2 FTEs</li> <li>• 100%</li> </ul>	<ul style="list-style-type: none"> <li>• Cost \$431,583</li> </ul>
<ul style="list-style-type: none"> <li>• The title of the position to be compensated under this project Club Sponsors</li> <li>• The role/responsibility of that position Led experiential learning opportunities for middle school students during after-school hours</li> <li>• Why the position is necessary to implement the project These positions are essential for the implementation of the project because school personnel with relationships with the</li> </ul>	<ul style="list-style-type: none"> <li>• The salary of the position (Approximately)</li> <li>• The number of employees (There will be approximately five staff members on extended contracts at each of the 24 school sites.)</li> <li>• The amount of time (hours, percent full-time-employee, months, etc.) to be expended (providing between 4 hours and 12 hours per week after-school)</li> <li>• Any additional basis for cost estimates or</li> </ul>	<ul style="list-style-type: none"> <li>• Cost \$724,921</li> </ul>

<p>middle school learners will be most effective in supporting the development of 21<sup>st</sup> century, character development and social skill development after-school. Also, because the goal is to ensure that these skills are also integrated in the classroom, school staffs are ideal for being in the position to naturally make these connections.</p>	<p>computations</p>	
<p><b>2. Fringe Benefits:</b> Explain the nature and extent of fringe benefits to be received and by whom.</p>		
<ul style="list-style-type: none"> <li>Character Development/Intervention Specialist</li> </ul>	<ul style="list-style-type: none"> <li>FICA 7.65%</li> <li>Retirement 14.31%</li> <li>Hospitalization, \$5,192 flat rate per year</li> </ul>	<ul style="list-style-type: none"> <li>\$136,312</li> </ul>
<ul style="list-style-type: none"> <li>Extended contracts for staff at the 24 middle schools in the project to provide after-school experimental learning opportunities for middle school students.</li> </ul>	<ul style="list-style-type: none"> <li>21.96% (FICA and retirement)</li> </ul>	<p>\$159,192</p>
<ul style="list-style-type: none"> <li>Stipends for 240 teachers to attend two-day institute for each of the four years of the grant.</li> </ul>	<ul style="list-style-type: none"> <li>21.96% (FICA and retirement)</li> </ul>	<p>\$42,163</p>
<p><b>3. Travel:</b> Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.</p>		
<p>Funds in the amount of \$10,000 annually will be used to support field trips and transportation to service-learning project sites and youth conferences. This amounts to approximately \$450 per each of the 24 school sites.</p> <ul style="list-style-type: none"> <li>The parties that will engage in the travel Middle school students participating in service-learning projects or traveling to youth summits will engage in the travel.</li> <li>Purpose of travel The purpose of the travel is to provide the students will real-world experiences in addressing issues in their community.</li> </ul>	<ul style="list-style-type: none"> <li>An estimate of the number of trips Approximately four trips each year for each school site</li> <li>An estimate of transportation and/or subsistence costs for each trip \$112.50 per trip.</li> <li>Any additional basis for cost estimates or computations</li> </ul>	<ul style="list-style-type: none"> <li>Cost \$40,000</li> </ul>
<p><b>4. Equipment</b></p>		

<p>Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.</p>		
N/A	• N/A	• Cost
<p><b>5. Supplies</b>                  Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.</p>		
<ul style="list-style-type: none"> <li>• The supplies being purchased                      Materials and supplies such as pens, markers, binders, posters, books and materials for book club, service-learning opportunities, youth development and printer cartridges.</li> <li>• Purpose of purchase                      To provide resources to support students in participating in experiential learning, to build students’ knowledge regarding the root causes of issues in their communities, and to provide materials to support students in developing 21<sup>st</sup> century, resiliency and, social skills.</li> </ul>	<ul style="list-style-type: none"> <li>• An estimate of materials and supplies needed for the project, by nature of expense or general category (e.g., instructional materials, office supplies)                             <ul style="list-style-type: none"> <li>• Materials and supplies include such items as pens, markers, binders, posters, books and materials for book club, service-learning opportunities, youth development and printer cartridges.</li> </ul> </li> <li>• The basis for cost estimates or computations                      This will include a \$500 supply budget for each of 24 school sites for a total of \$12,000 and a budget for the program coordinators of \$5,500.</li> </ul>	<ul style="list-style-type: none"> <li>• Cost                      \$70,000</li> </ul>
<p><b>6. Contractual</b>                  Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.  <b>NOTE:</b> Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.</p>		

<p>Competitively bid contracted services will be sought to provide opportunities for students, including:</p> <ul style="list-style-type: none"> <li>• Service-learning opportunities for students to use poetry to lead positive action in their community</li> <li>• Service learning summer camps for youth to learn to address issues such as poverty, recycling, urban gardening, and/or illiteracy.</li> <li>• Support for expanding online service-learning programs that engage middle school learners in documenting and sharing their service-learning projects via an online learning community</li> </ul>	<ul style="list-style-type: none"> <li>• The estimated cost per expected procurement</li> <li>• For professional services contracts, the amount of time to be devoted to the project, including the costs to be charged to this proposed grant award</li> <li>• A brief statement that the applicant has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36</li> <li>• For any meeting or logistics support, identify anticipated locations and approximate rates</li> <li>• Any additional basis for cost estimates or computations</li> </ul>	<ul style="list-style-type: none"> <li>• \$155,000</li> </ul>
<p><b>7. Training Stipends</b>                  Explain what training is needed, and the purpose and relation to the project.  <b>NOTE:</b> The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).</p>		
<p>Providing quality professional development for school staff to integrate social-emotional, character development, service-learning and 21<sup>st</sup> century skills into their lesson plans is critical to the long-term success of this project. Each year, two-day conferences will be held for middle grade teachers and staff to learn how to use these innovative strategies to increase academic and social engagement in their classrooms. Each summer 240 teachers will be trained and provided a stipend of \$100 for each day of the conference for a total of \$48,000</p>	<ul style="list-style-type: none"> <li>• The personnel who will participate in the training                      200 middle school teachers and staff will participate in an annual two-day Character Development conference.</li> <li>• Cost per session/trainee (if available)                      The conference will be led by a service provider in conjunction with staff from the district’s Character Development department. Teachers and school staff will be paid \$240 for attending the two-day conference.</li> </ul>	<ul style="list-style-type: none"> <li>• Cost \$192,000</li> </ul>

<b>8. Other</b>		
Explain other expenditures that may exist and are not covered by other categories.		
• N/A	• N/A	• Cost
<b>9. Total Direct Costs:</b>		
Sum lines 1-8.		
• n/a	• n/a	• \$1,951,171
<b>10. Total Indirect Costs</b>		
Identify and apply the indirect cost rate.		
• Identify and apply the indirect cost rate	• 2.447%	• \$43,952
<b>11. Total Grant Funds Requested</b>		
Sum lines 9-10.		
• n/a	• n/a	• \$1,995,123
<b>12. Funds from other sources used to support the project</b>		
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Project or activity to be funded or other description of use of funds	• Source of funds and amount of funding from each source	• 0
<b>13. Total Budget</b>		
Sum lines 11-12.		
• n/a	• n/a	• \$1,995,123

**OPTIONAL BUDGET SUPPLEMENT**  
**(Note to applicant: Reproduce Part as needed)**  
**Infrastructure Upgrade, High School Wireless Expansion**

An eligible applicant may apply for additional funding (beyond the applicable maximum level provided) up to a maximum of \$2 million for each optional budget supplement to address a specific area that is supplemental to the plan for addressing Absolute Priority 1. The request for additional funding must be designed as a separate project that, if not funded, will not adversely affect the applicant's ability to implement its proposal and meet Absolute Priority 1. Applications for this funding will be judged on the extent to which the applicant has a clear, discrete, and innovative solution that can be replicated in schools across the Nation. In determining the extent to which the request for an optional budget supplement meets this standard, the Department will consider—

- (1) The rationale for the specific area or population that the applicant will address (e.g., strategies to assess hard to measure skills and traits such as perseverance, critical thinking, and communication; strategies for increasing diversity across schools and LEAs and within schools and classrooms; data systems; predictive algorithms; content-tagging schemes; new curriculum and online supports for students re-entering school from the juvenile justice system; or a credit recovery program design to support English learners newly entering into secondary school and the quality and feasibility of the proposal for addressing that area);
- (2) A high-quality plan for how the applicant would carry out activities that would be co-developed and implemented across two or more LEAs (either participating in the full Race to the Top – District application, or not participating in the full Race to the Top – District application); and
- (3) The proposed budget (up to \$2 million) for each budget supplement, and the extent to which the proposed budget will be adequate to support the development and implementation of activities that meet the requirements of this notice, including the reasonableness of the costs in relation to the objectives, design, and significance of the proposed project activities and the number of students to be served.

Note, an optional budget supplement may include a proposal to utilize, across two or more districts, robust measures of student status and growth that assess hard to measure skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving across multiple academic domains and enable evaluation of group and individual learning experiences. The Department believes that utilizing these measures will contribute to the continuous improvement of personalized learning experiences and the tools and resources that support their implementation.

1) The rationale for the Infrastructure Upgrade, High School Wireless Expansion is to expand the Personalized Learning Environment model to district high schools in order to maximize the investment GCS proposes to make in transforming learning for our students. We want our middle school students to take the skills and strategies developed in PLEs beyond grades 6-8.

This single-year, \$2 million optional budget supplement will support the work of our Race to the Top-District grant by allowing the school district to develop infrastructure needed to expand Personalized Learning Environments (PLEs) to our district high schools.

As technology devices have become smaller, more portable, and less expensive, the use of powerful mobile devices such as tablets, Smartphones, and eReaders has become commonplace. Many schools and departments are opting to purchase mobile devices for use on the district's wireless network. Students are bringing personally owned mobile devices onto campus and want to access applications from any location.

Guilford County Schools Technology Services realizes that mobile devices, both system and personally owned, are becoming an essential tool in classroom and administrative areas. The district must plan for the high wireless demands that will be placed on the GCS network. A comprehensive plan must be in place to assure quality of service for all users as well as security for GCS resources.

2) Sharing with other districts: We can share the experiences and strategies gained from developing wireless infrastructure at our schools with another district.

**BUDGET SUBPART 1: OVERALL BUDGET SUMMARY**

Note: See budget summary narrative and instructions above, *in particular* “Subpart 1: Overall Budget Summary Table.”

<b>Budget Table 1-1: Overall Budget Summary Table</b> <b>Evidence for: Optional Budget Supplement: Infrastructure Upgrade, High School Wireless Expansion</b> <b>Primary Associated Criterion and Location in Application: C, pages 44-60</b>					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment	\$1,757,006				\$1,757,006
5. Supplies					
6. Contractual	\$200,000				\$200,000
7. Training Stipends					
8. Other					
<b>9. Total Direct Costs (lines 1-8)</b>	<b>\$1,957,006</b>				<b>\$1,957,006</b>
10. Indirect Costs*	\$42,993.95				\$42,993.95
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>\$2,000,000</b>				<b>\$2,000,000</b>
12. Funds from other sources used to support the project					
<b>13. Total Budget (lines 11-12)</b>	<b>\$2,000,000</b>				<b>\$2,000,000</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

**BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE**

Note: See budget summary narrative and instructions above, in particular “Subpart 2: Overall Budget Summary Narrative.”

Infrastructure Upgrade, High School Wireless Expansion is a single-year, \$2 million optional budget supplement that will support the work of our Race to the Top-District grant by allowing the school district to develop infrastructure needed to expand Personalized Learning Environments (PLEs) to our district high schools.

As technology devices have become smaller, more portable, and less expensive, the use of powerful mobile devices such as tablets, Smartphones, and eReaders has become commonplace. Many schools and departments are opting to purchase mobile devices for use on the district's wireless network. Students are bringing personally owned mobile devices onto campus and want to access applications from any location.

Guilford County Schools Technology Services realizes that mobile devices, both system and personally owned, are becoming an essential tool in classroom and administrative areas. The district must plan for the high wireless demands that will be placed on the GCS network. A comprehensive plan must be in place to assure quality of service for all users as well as security for GCS resources.

Wireless coverage is expressed in two ratios. In classroom areas, a ratio of access points to classrooms is used (AP:CLASS). In administrative and common areas (media center, auditorium, gym, etc.) a ratio of access points to users (based on occupancy rating of space) is used (AP:USERS).

All high schools will be provided wireless coverage, with the goal of providing an AP:CLASS ratio of 1:1 in classroom areas. This would provide one wireless access point in every classroom. Additional access points will be needed in some corridors to ensure coverage.

All schools will be provided with a common area ratio of 1:30 (AP:USERS). Common areas include media center, administrative area,

student gathering areas, gym, auditorium, and other spaces used for large gatherings or meetings.

**Access points:** Planned installation is as follows:

- 3500/3600 Series
  - Will work with bring your own device (BYOD) models
  - 4x4 radio coverage is the maximum currently available and can serve to reduce the number of access points for a given space

**Controllers:** Wireless controllers provide the brains of the access points by coordinating coverage patterns, channelization, and client roaming. Planned wireless controllers:

- WISM-2
  - Provides support for all generations of access points

**Wireless access control:** Wireless access control is the method by which the user connects his/her device to the wireless network and by which the network ensures basic security against malware, viruses, and other potentially hazardous conditions.

The BYOD Implementation Plan provides a simple and intuitive connection system that makes the process almost automatic. It also allows for communication of important information and user and usage policies.

The plan will add the Cloudpath XpressConnect product to our network systems. Cloudpath XpressConnect provides several areas of benefit:

- Single Visible Wireless Network
- Network assignment based on:
  - Active Directory Username and Password

- Provided Guest Username and Password
- Type of Device
- Ownership of Device
- Location of Device
- Web Based Access
- Security and Usage Notices

GCS currently uses Impulse SafeConnect for Network Access Control Validation for desktop and laptop devices using Windows or Apple iOS as their operating system. Impulse SafeConnect provides the ability to:

- Check device for current malware or virus infections
- Check device for current and up to date anti-malware and anti-virus software or protection

The Impulse SafeConnect system will be expanded and upgraded as part of this plan to provide capacity and feature benefits.

After initial connection to the GCS wireless network, devices will be moved into an appropriate internal network according to user and/or device authentication. This assigning of networks depends on the 802.1X protocol. GCS plans to implement 802.1X using Cisco Identity Services Engine (ISE).

Cisco ISE helps enforce compliance, enhance infrastructure security, and streamline service operations. Cisco ISE is a context-aware, identity-based platform that gathers real-time information from the network, users, and devices. ISE then uses this information to make proactive governance decisions by enforcing policy across the network infrastructure. These policies are used to determine appropriate network, security, and user access.

**Bandwidth Optimization:** Network bandwidth is a shared resource used equally by all devices and by internal management traffic. Because of the common shared bandwidth access model used by Ethernet, devices, applications, and the network itself fight for space. The plan adds exinda<sup>®</sup> Unified Performance Management to our network systems. Using exinda<sup>®</sup> Unified Performance Management provides several areas of benefit:

- Visibility
- Reporting
- Control
- Fairness
- Optimization
- Caching

This category includes a Guilford County Schools’ required shipping/freight/handling estimation of 15 percent and sales tax of 6.75 percent.

<b>Budget Table 2-1: Overall Budget Summary Project List</b>				
<b>Evidence for: Optional Budget Supplement: Infrastructure Upgrade, High School Wireless Expansion</b>				
<b>Project Name</b>	<b>Primary Associated Criterion and location in application</b>	<b>Additional Associated Criteria and location in application</b>	<b>Total Grant Funds Requested</b>	<b>Total Budget</b>
High School Wireless Infrastructure Upgrade	C		\$2,000,000	\$2,000,000



8. Other					
<b>9. Total Direct Costs (lines 1-8)</b>	<b>\$1,957,006</b>				<b>\$1,957,006</b>
10. Indirect Costs*	\$42,993.95				\$42,993.95
<b>11. Total Grant Funds Requested (lines 9-10)</b>	<b>\$2,000,000</b>				<b>\$2,000,000</b>
12. Funds from other sources used to support the project					
<b>13. Total Budget (lines 11-12)</b>	<b>\$2,000,000</b>				<b>\$2,000,000</b>
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.            Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.            Column (e): Show the total amount requested for all project years.            *If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.</p>					

**BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE**

Note: See budget summary narrative and instructions above, *in particular* “Subpart 4: Project-Level Budget Narratives.”

Infrastructure Upgrade, High School Wireless Expansion is a single-year, \$2 million optional budget supplement that will support the work of our Race to the Top-District grant by allowing the school district to develop infrastructure needed to expand Personalized Learning Environments (PLEs) to our district high schools.

As technology devices have become smaller, more portable, and less expensive, the use of powerful mobile devices such as tablets, Smartphones, and eReaders has become commonplace. Many schools and departments are opting to purchase mobile devices for use on the district's wireless network. Students are bringing personally owned mobile devices onto campus and want to access applications from any location.

Guilford County Schools Technology Services realizes that mobile devices, both system and personally owned, are becoming an essential tool in classroom and administrative areas. The district must plan for the high wireless demands that will be placed on the GCS network. A comprehensive plan must be in place to assure quality of service for all users as well as security for GCS resources.

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student gathering areas, gym, auditorium, and other spaces used for large gatherings or meetings.

**Access points:** Planned installation is as follows:

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**Controllers:** Wireless controllers provide the brains of the access points by coordinating coverage patterns, channelization, and client roaming. Planned wireless controllers:

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  - Active Directory Username and Password

- Provided Guest Username and Password
- Type of Device
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- Location of Device
- Web Based Access
- Security and Usage Notices

GCS currently uses Impulse SafeConnect for Network Access Control Validation for desktop and laptop devices using Windows or Apple iOS as their operating system. Impulse SafeConnect provides the ability to:

- Check device for current malware or virus infections
- Check device for current and up to date anti-malware and anti-virus software or protection

The Impulse SafeConnect system will be expanded and upgraded as part of this plan to provide capacity and feature benefits.

After initial connection to the GCS wireless network, devices will be moved into an appropriate internal network according to user and/or device authentication. This assigning of networks depends on the 802.1X protocol. GCS plans to implement 802.1X using Cisco Identity Services Engine (ISE).

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**Bandwidth Optimization:** Network bandwidth is a shared resource used equally by all devices and by internal management traffic. Because of the common shared bandwidth access model used by Ethernet, devices, applications, and the network itself fight for space. The plan adds exinda<sup>®</sup> Unified Performance Management to our network systems. Using exinda<sup>®</sup> Unified Performance Management provides several areas of benefit:

- Visibility
- Reporting
- Control
- Fairness
- Optimization
- Caching

This category includes a Guilford County Schools' required shipping/freight/handling estimation of 15 percent and sales tax of 6.75 percent.

Note: This table is not part of the electronic budget spreadsheets. Please enter text for each project into this table or provide the information in another format that the applicant may choose. Please reproduce this table as needed.

<b>Table 4-1: Project-Level Itemized Costs</b>		
<b>Cost Description</b>	<b>Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)</b>	<b>Total</b>
<b>1. Personnel:</b> Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
N/A	N/A	• \$0
<b>2. Fringe Benefits:</b> Explain the nature and extent of fringe benefits to be received and by whom.		
N/A	N/A	• \$0
<b>3. Travel:</b> Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
N/A	N/A	• \$0
<b>4. Equipment</b> Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.		
<ul style="list-style-type: none"> <li>• The type of equipment to be purchased: Wireless Access Points, Network Switches &amp; Licenses</li> <li>• Purpose of purchase: To upgrade existing infrastructure to enhance user experience and allow for increase wireless coverage.</li> <li>• This purchase is necessary to expand Personalized Learning Environments to district high schools</li> </ul>	<ul style="list-style-type: none"> <li>• The estimated unit cost for each item to be purchased: \$5,020.00</li> <li>• The number of units being purchased: 350</li> <li>• The definition of equipment used by the applicant: to provide full wireless network coverage in all High Schools</li> <li>• Included: GCS required handling/freight estimation of 15 percent and sales tax of</li> </ul>	<ul style="list-style-type: none"> <li>• Cost: \$1,757,006</li> </ul>

	6.75 percent.	
<b>5. Supplies</b>		
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
N/A	N/A	• \$0
<b>6. Contractual</b>		
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. <b>NOTE:</b> Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
<ul style="list-style-type: none"> <li>All contracted services for network cabling will be placed out to bid</li> <li>Purpose of acquisition: install network cabling for additional wireless access points</li> </ul>	<ul style="list-style-type: none"> <li>GCS proposes to follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36</li> </ul>	<ul style="list-style-type: none"> <li>Cost: \$200,000</li> </ul>
<b>7. Training Stipends</b>		
Explain what training is needed, and the purpose and relation to the project. <b>NOTE:</b> The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
N/A	N/A	• \$0
<b>8. Other</b>		
Explain other expenditures that may exist and are not covered by other categories.		
N/A	N/A	• \$0
<b>9. Total Direct Costs:</b>		
Sum lines 1-8.		
• n/a	• n/a	• \$1,957,006
<b>10. Total Indirect Costs</b>		
Identify and apply the indirect cost rate.		
• Indirect cost rate is 2.447%	• .02447	• \$42,993.95
<b>11. Total Grant Funds Requested</b>		

Sum lines 9-10.		
• n/a	• n/a	• \$2,000,000
<b>12. Funds from other sources used to support the project</b>		
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
		• \$0
<b>13. Total Budget</b>		
Sum lines 11-12.		
• n/a	• n/a	• \$2,000,000

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