



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY

May 24, 2011

The Honorable Jack Markell
Office of the Governor
Carvel State Office Building
820 N. French Street 12th Floor
Wilmington, DE 19801

Dear Governor Markell:

I am writing in response to Delaware's request to amend its approved Race to the Top grant project. On April 13, 2011, the State submitted amendment requests to the U.S. Department of Education (Department). As you are aware, the Department has the authority to approve amendments to your plan and budget, provided that such a change does not alter the scope or objectives of the approved proposal. On January 6, 2011, the Department sent a letter and "Grant Amendment Submission Process" document to Governors of grantee States indicating the process by which amendments would be reviewed and approved or denied. To determine whether approval could be granted, the Department has applied the conditions noted in the document, and compared it with the Race to the Top program *Principles*, which are also included in that document.

I am pleased to approve the following amendments:

- In the "School Administration Managers (SAM)" program, adjust the approach to take into consideration local educational agency (LEA) demand for the services, including for a more intensive SAM model; LEA conditions necessary to successfully implement the SAM program; the increased expense of supporting a more intensive model for SAM services in some LEAs; and the capacity of the vendor to provide high quality services to a smaller number of schools as was originally proposed. According to the State, all principals will receive SAM services, Leadership Training, Comprehensive Professional Development program services, training on the teacher evaluation system (DPAS II), and/or Development Coaches in some capacity. As a result, the following changes will be made to the State's plan:
 - Provide schools with access to SAM program services through two models. Model 3 SAM services are school-based administrators who re-define their role to participate in this time-management program. Model 1 SAM services provide a full-time School Administration Manager to focus on the use of time and the operational efficacy of their schools. The original plan only contemplated the use of Model 3 SAM services.
 - Decrease the total number of SAMs deployed during the grant period. The State's new configuration of the program will include approximately 28 principals. Of this total, 22 will utilize the Model 3 approach and six will utilize the more intensive Model 1 approach. Increase support for this project by \$99,836. These funds come from cost savings in the "Development Coach" project. Additionally, shift some of the contractual expenditure to supplemental funding to LEAs implementing a Model 1 SAM model. In those schools that use Model 1, the SEA will fund both the training and a cost-share of the Model 1 employee's salary/benefits.

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- *The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

- In the “Partnership Zone School Implementation” project, extend all the activity timelines by one month. Delaware’s procedures, data availability and processes for identifying persistently lowest achieving schools did not allow the State to identify its Partnership Zone schools until August 2010.
- In the “Talent Transfer” and “Talent Retention” projects, correct an error in the following performance measure: “Percentage of teachers in schools that are high-poverty, high-minority, or both who are ineffective.” The original application showed increasing percentages ranging from 25 percent to 35 percent. This measure should have a decreasing percentage number to show improvement. Delaware’s goal for 2013-14 is to increase the effectiveness of the teacher pool overall (as described in (D)(2) in the application), and to cut this spread in half, to only 10 percent. In following this goal, the performance measure for the distribution of ineffective teachers in high-poverty and high-minority schools, or both, should mirror this reduction by half. The corrected performance measure targets are as follows: SY2010/11 – 25 percent; SY2011/12 – 21 percent; SY2012/13 – 17 percent; and SY2013/14 – 12 percent.
- Adjust the names of several projects in Delaware’s plan to better reflect the actual work effort. The attached chart in Appendix 1 contains a list of Delaware’s Scope of Work projects with new names and corresponding original names from the application.

It is our understanding that the amendments will not substantially change Delaware’s scope of work. Please note that this letter will be posted on the Department’s website as a record of the amendments.

I am confident that Delaware will continue its bold, comprehensive reform efforts. If you need any assistance or have any questions regarding Race to the Top, please do not hesitate to contact Delaware’s Race to the Top Program Officer, Meredith Farace, at 202-401-8368 or meredith.farace@ed.gov.

Sincerely,

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Ann Whalen
Deputy Director, Implementation and Support Unit

cc: Lillian Lowery
Dan Cruce

Appendix 1

NEW NAME OF PROJECT	NAME OF PROJECT IN APPLICATION
DCAS Assessment	Using DCAS data to enhance instruction
STEM strategy	STEM Coordinating Council
Middle school prep and college readiness	SAT and College Readiness
SAT test	SAT and College Readiness
Identity management system	Enterprise Identity Subsystem
Data Warehouse	Client Management Subsystem Information Layer
Web Portal Development	Enterprise Reporting Subsystem
Data Dictionary	Interoperability
Student Data Exchange	Electronic Transcript Subsystem
Common Course Codes	Electronic Transcript Subsystem
STEM Residency	Teacher Residency
Teach For America	Alternative Certification
Model Staffing initiative	Alternative Certification
Delaware Leadership Project	Alternative Certification
Delaware Teaching Fellows	Alternative Certification
Talent Transfer Initiative	Delaware Fellows
Talent Retention	Retention Bonuses
Teacher Prep Improvement Grants	Teacher and Leader Preparation Grants
School Leadership Coaches	Principal training
School Administration Managers	SAMs
PZ School Implementation	Supplemental Funding for Partnership Zone Schools
Establish Delivery Unit	Performance Management Team
Teacher recruitment portal	Web Portal and Marketing
RTT Communications-Family	Web Portal and Marketing