



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY

June 25, 2013

The Honorable Martin O'Malley
Office of the Governor
Maryland State House
100 State Circle
Annapolis, MD 21401

Dear Governor O'Malley:

I am writing in response to Maryland's request to amend its approved Race to the Top grant project. Between March 24, and June 25, 2013, the State submitted documentation and clarifying information to the U.S. Department of Education (Department) to support amendment requests to its approved Race to the Top plan. 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 October 4, 2011, the Department sent a letter and revised "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 approve the following amendments:

- For the project area of Great Teachers and Leaders, in the project "Educator Effectiveness Academies" (41/24): 1) During the summer of 2013, provide targeted professional development over the course of four days, including a virtual day at each participant's home school, rather than five days as originally proposed. Similar to the Educator Effectiveness Academies in summer 2011 and 2012, Maryland believes that the goals of the academies can be achieved within a condensed timeframe. As a result of this change, the State will use cost savings in contractual and supplies to support additional school-based teachers and new personnel, described below. 2) Add an additional school-based teacher for two of the four-day Educator Effectiveness Academies. The State recommends that this teacher be responsible for teaching a strand of the Common Core Literacy

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Standard, a special education teacher, or a library media specialist. This teacher will work with the school teams during the school-based team activities; participate in professional development related to the Maryland Common Core Literacy Standards; and assist with the development of school-based transition plans. The additional stipends will be supported by cost savings from the shortened Educator Effectiveness Academies, described above. 3) Add 1.8 new personnel to visit LEAs and identify needs related to full implementation of the Common Core State Standards and the transition to Partnership for Assessment of Readiness for College and Career (PARCC) assessments. Additionally, the new personnel will design and implement a virtual Educator Effectiveness Academy in summer 2014. The additional personnel will be supported by cost savings from the shortened Educator Effectiveness Academies, described above. The total project budget remains the same.

It is our understanding that this amendment will not result in a change in your State's performance measures and outcomes, nor will they substantially change the scope and objectives of the work. Please note that this letter will be posted on the Department's website as a record of the amendment.

If you need any assistance or have any questions regarding Race to the Top, please do not hesitate to contact either of Maryland's Race to the Top Program Officer, Melissa Siry, at 202-260-0926 or melissa.siry@ed.gov.

Sincerely,

//s//

Ann Whalen
Deputy Director, Policy and Program Implementation
Implementation and Support Unit

cc: Dr. Lillian Lowery, State Superintendent of Schools
James V. Foran