



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE DEPUTY SECRETARY

April 16, 2012

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 November 22, 2011 and March 30, 2012 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 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 Great Teachers and Leaders, in the project "Develop Online PD on Educator Instructional Improvement Content (#43/21):"
  - Adjust the timeline so that project activities may begin in year 2 instead of year 3. The State believes that starting this project sooner will provide the time necessary to purchase or develop 12 online professional development modules and make that content available in 2014 as planned. So that project activities may begin in year 2, \$700,000 in year 4 contractual funds will be shifted to year 2.
  - Modify the content of two of the online modules. Maryland's application stated that modules would be developed or purchased to provide professional development on the following topics: elementary and middle school reading, math, and STEM as well as Algebra I and II, English 10 and 11, and two high school STEM courses. Because an Algebra I course is being developed through another Race to the Top project, the State would like to purchase or develop a Geometry course under this project instead. Additionally, in order to align the professional development content to the Maryland Common Core State Curriculum, the State will develop English/language arts/literacy

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modules in place of the elementary and middle school reading modules.

- For the project area Great Teachers and Leaders, in the project “International Partnerships to Recruit Teachers in Critical Needs Areas (#37/54),” shift \$100,000 in unspent project funds to the project “Incentives for Teachers Who Obtain ESOL Certification (#38/53).” During Year 1, no LEAs applied for sub-grant funds to recruit international teachers. In order to increase LEA interest in the project, the State altered the process to provide LEAs with more flexibility in their application proposals, and in Year 2 one LEA applied for and will receive a sub-grant. Given the lack of LEA interest in this project, the State proposes to reallocate the unspent project funds to provide incentives for content area teachers in low-achieving, high-poverty, high-minority schools with significant numbers of ESOL students to obtain ESOL certification.
- For the project area Great Teachers and Leaders, in the project “Maryland Approved Programs Cost for LEAs, Providers, and IHEs (UTeach Maryland) (#36/75),” shift \$1,337,887 in unspent year 1 funds to years 2 through 4 to account for a late project start and delays in establishing a Memorandum of Understanding (MOU) with project partners. The first cohort of UTeach participants will now begin the program in fall 2012 and be eligible for certification in spring 2015, one year later than spring 2014 as originally planned. The State reports that it has taken this adjusted timeline into account in crafting the MOU with project partners and plans to utilize other funding sources to continue work after the grant period. The Department will review key project milestones such as execution of MOUs with partner universities, recruitment, and enrollment and retention information through regular program review processes.

It is our understanding that the amendment will not result in a change in your State’s performance measures and outcomes, nor will it substantially change the 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 Maryland 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 Maryland’s Race to the Top Program Officer, Ashlee Davis, at 202-401-9501 or [Ashlee.Davis@ed.gov](mailto:Ashlee.Davis@ed.gov).

Sincerely,

//s//

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

Cc: Bernard Sadusky  
 James V. Foran