



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE DEPUTY SECRETARY

April 19, 2013

The Honorable Deval Patrick  
Office of the Governor  
State House, Room 360  
Boston, Massachusetts 02133

Dear Governor Patrick:

I am writing in response to Massachusetts' request to amend its approved Race to the Top grant project. Between February 5 and April 11, 2013 the State submitted documentation to and held conversations with 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.

In its initial application, Massachusetts included funds in its plan to provide reimbursement to teachers enrolled in courses related to educating students with disabilities and students who are English language learners (ELL). The State is committed to providing the coursework to move off emergency credentials at no cost to teachers so the funds for reimbursement to teachers are not needed at the local level. (Massachusetts continues to use funds in Federal Project: 9 Sub-project D3.J SPED/ELL courses-Grants, as well as funds from the Individuals with Disabilities Education Act (IDEA) programs to support the development and implementation of courses for teachers needing additional special education and ESL licenses.) The State now will also use a portion of its Race to the Top grant to invest in efforts to increase the qualifications and effectiveness of teachers of ELLs. Through a program evaluation, the State determined that the professional development provided by the State to teachers of ELLs was not of high quality. As a result, many core academic teachers of ELLs were inadequately trained to provide efficient sheltered English immersion (SEI) instruction.<sup>1</sup>

<sup>1</sup>The Massachusetts framework for educating English Language Learners (ELL), established through an initiative petition enacted into law in 2002, essentially replaced bilingual education with sheltered English immersion.

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In response, the State committed to support enrollment of at least 26,000 core academic teachers of ELLs in a 45-hour training required to earn the SEI endorsement. The projected cost of this initiative is in excess of \$7 million in State funding through SY 2016. To date, \$1.2 million of State funds is already appropriated for this purpose and an additional \$3.3 million is proposed in the Governor's FY 2014 budget and is in process with the Massachusetts legislature. With these expanded appropriations, the State has committed to ensuring that by 2016, every core academic teacher with one or more ELL in their classroom has received comprehensive, high-quality professional development in SEI, and that every administrator evaluating core academic teachers of ELLs has received leadership training to support effective SEI practices in the classroom.

With this change in approach, I approve the following amendments:

- In Federal Project: 9 Sub-project D3.I: SPED/ELL Courses-Grants (hereafter referred to as Sub-project D3.I), the State will redeploy \$3,600,000 of supplemental funding for participating LEAs category in Years 2 through 4 to support the various work described below.<sup>2</sup>
  - Shift \$1,911,669 of the \$3,600,000 to the contractual budget category within project Sub-project D3.I to support on-line professional learning networks (PLNs) and instructional coaches. The online SEI PLNs and other professional development opportunities are intended to encourage teachers to practice SEI strategies, collaborate, reflect and deepen their SEI knowledge base beyond SEI course completion. Among these additional professional development courses will be courses targeting the State's 1,920 ESL teachers and their effective collaboration with the SEI teachers providing content instruction to their students, as well as courses training literacy and math coaches to embed SEI strategies in their coaching work.
  - Shift \$354,500 of from Sub-project D3.I to Federal Project: 9 Sub-project D3.J-IT: SPED/ELL courses-Program IT. These funds will support the development and implementation of an accurate and seamless system for local educational agencies (LEAs) to enroll teachers into the SEI Teacher Endorsement course. The course results for each individual will be updated in the State's licensure system (ELAR) and made available to the individual and LEAs. This system is intended to ensure that all core academic teachers are accountable for completing the SEI Endorsement and, by extension, for acquiring the skills and knowledge necessary to effectively provide their ELLs with access to the curriculum.
  - Shift \$236,150 from Sub-project D3.I to the Year 3 contractual and indirect cost categories for Federal Project: 11 Sub-project D5.A2: Professional Development. The State will use these funds to support the development of the professional development evaluation toolkit and technical assistance training, which did not have adequate funding in the original proposal.

<sup>2</sup>The State has submitted an additional amendment to the Department to describe the proposed use of the remaining \$1,097,681 to other projects not described in this letter, several of which contribute to the State's investment in targeted support to improve learning for ELLs. That amendment is currently under consideration and will be discussed in a future letter.

- In Federal Project: 6 Sub-project: B3.A-IT, shift \$4,453,107 of Year 2 funds to Year 3 (\$72,800) and Year 4 (\$4,380,307). The State experienced delays in securing the contract to support this work. This is a joint procurement with Ohio that will provide a series of on-line tools and resources for Massachusetts teachers. The Department acknowledges the change in timeline related to this part of the State's Scope of Work. It is our understanding that Massachusetts will still accomplish within the grant period all of the activities and deliverables articulated in its approved application.

It is our understanding that these amendments 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 Massachusetts' Race to the Top Program Officer, Cindy Savage at 202-453-5998 or [cindy.savage@ed.gov](mailto:cindy.savage@ed.gov).

Sincerely,

//s//

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

cc: Commissioner Mitchell Chester  
Carrie Conaway  
Helene Bettencourt  
Saeyun Lee