



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE DEPUTY SECRETARY

February 11, 2013

The Honorable Andrew M. Cuomo  
Governor of New York State  
New York State Capitol Building  
Albany, NY 12224

Dear Governor Cuomo:

I am writing in response to New York's request to amend its approved Race to the Top grant project. Between November 1, 2012 and January 16, 2013, the State submitted amendment requests to the U. S. Department of Education (Department); the State provided additional clarification as requested. As you are aware, the Department has the authority to approve amendments to a State's 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 project C2, P-20 Data System Expansion – Integration of Higher Education Institutions
  - The State proposed and received approval from the National Center for Education Statistics (NCES) to bring its public and private postsecondary data into the scope of its State Longitudinal Data Systems (SLDS) grant. Through the SLDS grant, the State will design and produce reports for a P-16 Comprehensive Instructional Support System that will include public and private institutions and implement an instructional reporting solution for public and private institutions. NCES approved the State's approach to

[www.ed.gov](http://www.ed.gov)

400 MARYLAND AVE., SW, WASHINGTON, DC 20202

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

integrating private postsecondary data through a contract with the National Student Clearinghouse. Thus, the Race to the Top funds budgeted for project C2, \$9,715,000, are no longer needed for this purpose. Of that total, \$7,000,000 is reallocated to project C1, as described below, and \$2,715,000 is reallocated to project B1, as described below. Note that project C2 and associated performance metrics will remain in the State's Race to the Top Scope of Work and the Department will continue to monitor progress in this project area through the program review process.

- For project C1, Education Data Portal (EDP) – Instructional Improvement System Construction and Rollout
  - Funds in the amount of \$7,000,000 shift from C2 to C1. Now that the State has proceeded further with the work on the EDP, it has a revised cost estimate for the work that is higher than the previous estimate. Shifting these funds will help the State ensure that this project has sufficient resources for implementation.
  
- For project B1, Development of P-12 Curriculum Modules:
 

Based on feedback from the field, the State has determined that more support is needed in the transition to Common Core State Standards (CCSS) for educators who work with English language learners (ELLs). The work described below will build on and reinforces New York's current support for the transition to new college- and career-ready standards.

  - The State will develop a new set of New York State P-12 Bilingual Standards aligned with the CCSS. These standards, to be called the New York State P-12 Bilingual Common Core Language Arts & Literacy Standards, will align with the new P-12 English Language Arts (ELA) and literacy curriculum modules that the State is developing.
  - The State will develop P-12 CCSS-aligned curriculum maps and modules for Native Language Arts (NLA) in the five languages other than English that are most commonly spoken in New York (Spanish, Chinese, Arabic, Bengali, and Haitian Creole) that mirror the CCSS-aligned ELA and literacy curriculum modules developed by the State.
  - The State will develop a series of mini-lessons for English as a Second Language (ESL) classes to support the English language and content development of ELLs needed to assess New York State's P-12 ELA and literacy and mathematics curriculum.
  - The State will develop accelerated curriculum across grades 6-8 and 9-12 for Students with Interrupted Formal Education (SIFE). The curriculum will include curriculum maps and a series of modules for the two grade bands in both ELA and mathematics. As part of the curriculum development, a review of the earlier grades will be conducted to identify foundational skills that were covered in those grades that need to be addressed in the middle and high school grade bands.

- The State will translate the P-12 CCSS-aligned mathematics curriculum into the five languages of the State other than English that are most commonly spoken in New York (Spanish, Chinese, Arabic, Bengali, and Haitian Creole).
  - Funds in the amount of \$6,000,000 are budgeted to support the work described above. These funds shift to project B1 as follows: (1) from project B3, \$3,285,000 due to adjustments to the project approach and more up-to-date cost estimates, as described below, and (2) from project C2, \$2,715,000, due to the State's proposal and approval by the NCES to leverage its SLDS grant to support the scope and objectives of Project C2.
- For project B3, Development of Grade 6-8 Assessments:
    - For grades 6, 7 and 8 social studies and grades 6 and 7 science, the State will develop, through a vendor, seven summative assessment forms. The State expects that local educational agencies (LEAs) would be able to use these forms by school year 2014-2015.
    - The State will administer the seven forms operationally using other funds and/or provide to LEAs to use locally, e.g., in Student Learning Objectives.
    - This shift to this approach from the development of formative and interim assessments for grades 6-8 social studies and grades 6 and 7 science is attributable in part to the delays in the State's social studies frameworks, which are scheduled to be completed in spring 2013, and the development of the Next Generation Science Standards.
    - As a result of the shift in approach and more up-to-date cost estimates, the budget estimate for the work in B3 is reduced from \$20,000,000 to \$10,000,000. Funds in the amount of \$3,285,000 in funds will be reallocated to B1, as described above, \$10,000,000 will remain in the B3 budget for purposes of completing the work, and the remainder, \$6,715,000, will remain in the B3 project budget until the State proposes to reallocate those funds for a specific purpose through the amendment process.

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 of objectives of the work. Please note that this letter will be posted on the Department's website as a record of the amendments.

If you need any assistance or have any questions regarding Race to the Top, please do not hesitate to contact your Race to the Top Program Officer, Jessie Harteis, at [jessie.harteis@ed.gov](mailto:jessie.harteis@ed.gov) or 202-453-6651.

Sincerely,

//s//

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

cc: Dr. John B. King, Jr., Commissioner of Education  
Ken Slentz, Deputy Commissioner, Office of P-12 Education  
Don Juron, Chief Financial Officer, New York State Education Department  
John Delaney, Director of Operations, Office of P-12 Education  
Karen Daugherty, Project Manager, Performance Management Office