

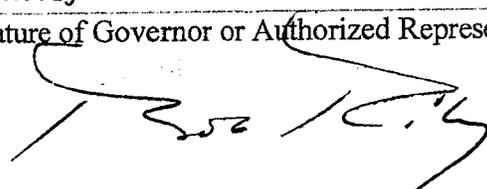
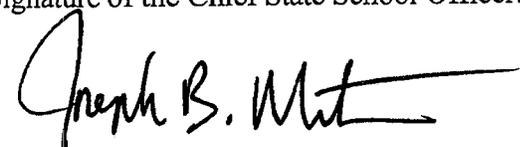
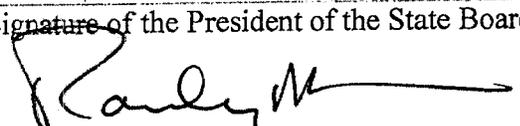
State of Alabama



Race to the Top Application

January 19, 2010

**III. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)**

Legal Name of Applicant (Office of the Governor): Office of the Governor	Applicant's Mailing Address: State Capitol 600 Dexter Avenue Montgomery, AL 36130-3024
Employer Identification Number: 636000619	Organizational DUNS: 829915219
State Race to the Top Contact Name: (Single point of contact for communication) Thomas R. Bice	Contact Position and Office: Deputy State Superintendent of Education Alabama Department of Education
Contact Telephone: 334-242-8154	Contact E-mail Address: tbice@alsde.edu
Required Applicant Signatures: To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): Bob Riley	Telephone: 334-242-7160
Signature of Governor or Authorized Representative of the Governor: 	Date: 1/14/10
Chief State School Officer (Printed Name): Joseph B. Morton	Telephone: 334-242-9700
Signature of the Chief State School Officer: 	Date: 1/13/10
President of the State Board of Education (Printed Name): Randy McKinney	Telephone: 251-967-2166
Signature of the President of the State Board of Education: 	Date: 1/14/10

State Attorney General Certification

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

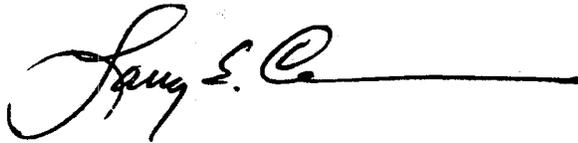
State Attorney General or Authorized Representative (Printed Name):

*Larry E. Craven, General Counsel, Alabama State Department of Education
Assistant Attorney General, Authorized Representative*

Telephone:

334-242-1899

Signature of the State Attorney General or Authorized Representative:



Date:

January 13, 2010

IV. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
 - the uses of funds within the State;
 - how the State distributed the funds it received;
 - the number of jobs that the Governor estimates were saved or created with the funds;
 - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
 - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

Other Assurances and Certifications

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77— Definitions that Apply to Department Regulations; 34 CFR Part

80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name):	
Governor Bob Riley	
Signature of Governor or Authorized Representative of the Governor:	Date:
	1/15/10

V. ELIGIBILITY REQUIREMENTS

A State must meet the following requirements in order to be eligible to receive funds under this program.

Eligibility Requirement (a)

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the Department prior to the State being awarded a Race to the Top grant.

The Department will determine eligibility under this requirement before making a grant award.

Eligibility Requirement (b)

At the time the State submits its application, there are no legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

The certification of the Attorney General addresses this requirement. The applicant may provide explanatory information, if necessary. The Department will determine eligibility under this requirement.

(Enter text here.)

(A) State Success Factors (125 total points)

(A)(1) Articulating State’s education reform agenda and Leas’ participation in it (65 points)

The extent to which—

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; *(5 points)*
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)¹ or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— *(45 points)*
 - (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State’s plans;
 - (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State’s Race to the Top plans; and
 - (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board

¹ See Appendix D for more on participating LEA MOUs and for a model MOU.

(or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

Recommended maximum response length: Ten pages (excluding tables)

(A)(1)(i)

Alabama has created a clear and coherent reform agenda designed to complement its own strengths and tackle its unique challenges. Alabama's long term strategy for education reform and student achievement has three key facets:

- **Organic initiatives** – Race to the Top represents a unique opportunity for the State of Alabama, in collaboration with our 132 school districts, to create opportunities for national and international best practices to be realized in every classroom in every school for every student throughout our state. Alabama is fortunate that several of these national best practices have been recognized in our state and stand ready to be taken to scale and replicated across our nation.

FIRST CHOICE, Alabama's school reform model, creates opportunities to transform traditional high schools into centers of learning where time is variable, mastery is the measure and demography irrelevant. This innovative initiative sets as the default diploma for all students the Advanced Academic Endorsement to the Alabama High School Diploma. The academic requirements include Algebra II with Trigonometry, two years of a world language and an on-line experience along with our existing requirements of four (4) courses in each of the disciplines of mathematics, science, English language arts and social studies. Also included in this initiative is the flexibility for local school to craft individual and group learning plans without the restriction of the Carnegie unit while maintaining the high standards and goal of ALL students graduating college and career ready. In the first year of implementation Alabama's Graduation Rate has become the highest in the southeastern states and numerous schools are developing innovative schedules to meet the individual needs of their students.

Most recently Alabama was recognized by the College Board and the National Institutes of Science and Mathematics for our work in the advancement of rigorous academic opportunities for underrepresented populations through our A+ College Ready Program,

a four pronged partnership between the Department of Education, The A+ Education Partnership, the National Institutes of Science and Mathematics and the College Board. Through this aggressive program Alabama students exhibited the highest percentage gain in enrollment and completion of Advanced Placement courses in our nation. More importantly, Alabama students also exhibited the highest percentage gain in qualifying scores, scores between 3 and 5, on Advanced Placement exams. Within these increases, the participation rate for minority students increased 300% over the past five years. These results confirm that if taken to scale and supported All students can perform at these rigorous levels regardless of their demography.

The Alabama Reading Initiative has also been recognized nationally as Alabama's 4th grade reading scores, on the 2007 National Assessment of Educational Progress (NAEP), showed the highest percentage gain in reading in the nation and the highest percentage gain ever achieved since the NAEP has been administered. This achievement in fourth grade reading was the result of significant financial and human investment in grades K-3. In ALL of Alabama's K-3 schools the state provides a highly-trained reading coach who is supported by a regional and state staff of reading experts. As we look to the future the desire is to build this same capacity in grades 4 – 12 through our Adolescent Literacy Program that has been implemented in a small number of our schools.

Alabama is fortunate to also provide the nationally recognized Alabama Math, Science and Technology Initiative (AMSTI) currently implemented in 50% of our schools. This program trains teachers and administrators on a project-based approach to teaching mathematics and science and supports that training with regional coaches who assist with classroom implementation. To insure equity across our diverse state, ALL of the materials needed for the project-based learning to occur are provided to the classroom teacher through 11 regional dissemination centers. These materials can be as specific as the microscope needed to conduct an experiment down to the pads needed to record data during the experiments.

The Alabama Connecting Classrooms, Educators, and Students Statewide (ACCESS) initiative provides Alabama high school students with “access” to quality instruction and coursework by blending rigorous Web-based and Interactive Videoconferencing (IVC) courses to all high schools in Alabama. From foreign language to Advanced Placement Physics no longer is demography a factor in access to a rich and challenging curriculum. This initiative not only makes available the courses in small, rural areas where they have never had access previously it also insures a certified and highly qualified teacher to provide that instruction.

- **A focus on scaling what has proven effective** – As evidenced in the previous section, Alabama has been able to address the issues of achievement gaps and equity through highly effective initiatives. What remains is the ability to take these initiatives to scale and most importantly build the capacity within the local school district to continue this work after the initial financial and human investment is made. At the core of the capacity building will be a reform-based relationship with our Colleges of Education as we work collaboratively to prepare our next generation of teachers and leaders and within our own Department of Education as we implement new and innovative ways for teachers to advance within their profession while remaining within their local school and school district.
- **Dedication to equity across geography and student populations** – The Alabama State Department of Education has as an ultimate goal of our work to prepare ALL of our high graduates to be college and career ready. The key term is ALL and while our efforts to date confirm this commitment there remains opportunity to do more and through this funding opportunity we could take proven initiatives to scale so that ALL schools and ALL children can benefit and at the same time build the capacity of our teachers and leaders to continue this work into the future.

The thread that ties these facets together is a long-term goal to reach a tipping point for each of its programs and initiatives. The

majority of investments laid out in the reform agenda are designed with the intent to scale up to a point where they are no longer just a program or initiative, but are instead part of the way business is done in Alabama education. For example, the Alabama Reading Initiative Adolescent Literacy Program is being piloted as a distinct initiative, but is created with the intent that it will become part of the professional development and advancement culture in Alabama with the ultimate goal of capacity building at the local school and district level.

Alabama has set forth ambitious, yet achievable goals and designed a unique implementation strategy to ensure the success of the reform agenda. Rather than a heavily centralized model, Alabama will build out the capacity of its current in-service centers and university partnerships to create a regional service delivery model whereby support and development is customized by region. This will enable a greater penetration of the reform plan items and an increased program adoption rate into the culture of the system as the initiatives will be customized for the LEA's and schools' needs. Alabama firmly believes that the needs of each student are different and that a one-size fits-all model leaves many students behind. This belief extends to our LEAs and schools as well. To that end a multi-dimensional and customized delivery system of support will be developed as part of this reform plan.

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	111	98%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	111	98%
(ii) Professional development on use of data	112	99%
(iii) Availability and accessibility of data to researchers	112	99%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	111	98%
(ii) Design and implement evaluation systems	111	98%
(iii) Conduct annual evaluations	112	99%
(iv)(a) Use evaluations to inform professional development	112	99%
(iv)(b) Use evaluations to inform compensation, promotion and retention	112	99%
(iv)(c) Use evaluations to inform tenure and/or full certification	112	99%

(iv)(d) Use evaluations to inform removal	112	99%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	113	100%
(ii) Hard-to-staff subjects and specialty areas	113	100%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	112	99%
(ii) Measure effectiveness of professional development	112	99%
E. Turning Around the Lowest-Achieving Schools	112	99%
(E)(2) Turning around the lowest-achieving schools	112	99%

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	113	113	100%
President of Local School Board (or equivalent, if applicable)	113	113	100%
Local Teachers' Union Leader (if applicable)	108	108	95%

Alabama is fortunate to have significant agreement related to our reform plan. As evidenced by the percentage of applicable signatures obtained there is increased potential for reform due to the collaborative nature of effort.

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	113	132	85%
Schools	1346	1520	89%
K-12 Students	670,042	741,115	90%
Students in poverty	367,229	411,119	89%

Due to the high percentage of fully participating LEAs representing the majority of Alabama's students the potential of significant reform exceeds our projected expectations. Of primary importance is the percentage of Alabama's children living in poverty who would experience enhanced educational opportunity through this reform effort.

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students in Poverty	# of K-12 Students	LEA Supr. (or President of local school)	Teachers Union (if President of local school)	President of Local Teachers Union (if President of local school)		Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(v)(c)	(D)(2)(v)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(3)(iii)	(D)(5)(i)	(E)(2)
Name of LEA here				Y / N / A	Y / N / A	Y / N / A	Yes/ No	Y / N / A	Y / N / A	Y / N / A	Y / N / A	Y / N / A	Y / N / A	Y / N / A	Y / N / A	Y / N / A	Y / N / A	Y / N / A	Y / N / A	Y / N / A	Y / N / A	Y / N / A	Y / N / A	Y / N / A
Autauga County	15	10029	4053	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Baldwin County	45	27373	11525	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Barbour County	4	1063	1063	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bibb County	9	3558	2207	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Blount County	17	8452	4240	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bullock County	5	1620	1510	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Calhoun County	19	9313	5111	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chambers County	11	3998	2806	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cherokee County	8	4086	2421	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Choctaw County	5	1830	1403	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clarke County	8	3342	2451	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clay County	4	2098	1357	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cleburne County	8	2589	1548	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coffee County	4	2060	1135	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Colbert County	8	2831	1790	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Conceh County	6	1595	1444	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coosa County	4	1310	981	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crenshaw County	4	2313	1424	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cullman County	29	9917	5771	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dale County	7	2863	1562	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dallas County	14	3942	3355	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dekalb County	15	8837	5935	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elmore County	15	10,961	5365	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Etowah County	23	9251	4345	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fayette County	6	2491	1401	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Franklin County	9	3319	2303	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Geneva County	9	2715	1599	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greene County	6	1391	948	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hale County	9	2885	2200	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Henry County	8	2803	1791	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Houston County	11	6370	3707	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson County	55	36058	17031	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lamar County	5	2321	1342	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lawrence County	14	5205	2960	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lee County	12	9738	4892	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Limestone County	12	8734	3771	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lowndes County	8	1878	1811	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Macon County	7	2695	2677	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madison County	27	19547	6028	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marengo County	5	1520	1239	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marion County	12	3643	2107	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marshall County	15	5692	3768	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mobile County	103	61587	41908	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monroe County	11	4038	2754	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montgomery County	63	31542	22407	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morgan County	20	7849	3639	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Perry County	4	1888	1828	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pickens County	9	2955	2176	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pike County	7	2284	1743	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Russell County	8	3337	2412	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Clair County	18	8348	3761	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shelby County	39	27,629	8091	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Talladega County	18	7741	5550	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tuscaloosa County	33	17481	8822	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Walker County	22	8317	5175	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Winston County	10	2723	1713	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Albertville City	6	3999	2535	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alexander City	5	3395	1802	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Andalusia City	3	1718	949	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Anniston City	8	2291	2021	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arab City	4	2449	687	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Athens City	7	3104	1476	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Attalla City	4	1650	1129	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Auburn City	10	6165	1576	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Birmingham City	67	26436	22723	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Boaz City	5	2234	1236	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Cullman City	7	2923	769	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Daleville City	2	1263	787	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Decatur City	20	8597	5014	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Decopolis City	4	2455	1369	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Dothan City	20	9179	5596	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Elba City	3	798	563	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Enterprise City	11	6322	2436	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Eufaula City	5	2678	1756	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Fairfield City	7	2144	1799	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Fort Payne City	4	2939	1670	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Gadsden City	16	5472	4005	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Geneva City	3	1254	675	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Guntersville City	4	1871	768	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Haleyville City	4	1640	926	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Homewood City	5	3496	986	Y	Y	Y	Y	N	N	N	N	N	N	Y	N	N	N	N	Y	Y	N	N	N
Hoover City	16	12826	2467	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	N	Y	Y	Y	N
Huntsville City	49	23084	10706		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Jacksonville City	2	1699	759	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Jasper City	6	2607	1093	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Lanett City	3	859	772	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Leeds City	3	1436	861	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Linden City	4	476	432	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Madison City	10	8614	1511	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Midfield City	4	1265	1011	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Mountain Brook City	6	4397	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Muscle Shoals City	7	2728	824	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

Oneonta City	2	1449	592	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Opp City	3	1357	755	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oxford City	7	4043	2018	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ozark City	7	2478	1561	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Phenix City	11	6190	4283	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Piedmont City	3	1054	657	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roanoke City	4	1528	966	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Russellville City	4	2375	1477	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scottsboro City	6	2694	1350	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Selma City	12	3894	3408	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sheffield City	4	1111	900	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sylacauga City	5	2402	1291	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Talladega City	8	2395	1771	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tallassee City	3	1959	1047	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tarrant City	4	1318	1196	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Thomasville City	3	1559	891	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Troy City	5	2186	1378	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Trussville City	4	4151	412	Y	Y	Y	Y	N	Y	Y	Y	N	N	N	N	N	N	Y	Y	Y	Y	Y
Tuscaloosa City	24	10040	6259	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vestavia City	8	6119	392	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Winfield City	3	1322	578	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

- (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
 - (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
 - (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
 - (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
 - (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and
- (ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— *(10 points)*

- (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
- (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

Recommended maximum response length: Five pages (excluding budget and budget narrative)

Alabama's proposed budget includes significant investment in building capacity, at the local level, in order to prepare for a time when this additional funding is longer available. In order to accomplish this capacity building there is a significant shift in the focus of the work at the state level to one of policy setting and development of resources and support for local districts to develop their innovative plans toward reform. The state has charged the leadership of the Race to the Top reform to the Deputy State Superintendent of Education who will lead senior leadership teams and participating LEA leadership in implementing, evaluating and taking forward the reform plans within the grant application. Also there is proposed a significant increase in the involvement of our colleges and universities as centers of research, development and evaluation but also as hosts of Regional Centers of support and coordination for local districts. From an oversight perspective Alabama is fortunate to have in place an electronic reporting and accountability system that all local districts are currently utilizing for federal fund reporting. This current mechanism will be used in this effort as well as it provides for total transparency as it is an open portal for not only the education community but the general population to remain abreast of all expenditures. Throughout this time of reform, those practices that yield the highest positive results will be gathered, evaluated and provided as open source documents through our Alabama Learning Exchange (ALEX) web portal which has been recognized as Best of the Web for three consecutive years. Currently there are over forty thousand "hits" per month through this learning exchange and we see this as the most efficient process through which to share successful practices throughout our state and the rest of the nation. From a budgetary perspective, we will use the positive reform practices to inform future state budget planning to insure that the limited funds within Alabama's education budget are expended in this most effective and long-term impacting way.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)

The extent to which the State has demonstrated its ability to—

- (i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)
- (ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)
 - (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
 - (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
 - (c) Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

Recommended maximum response length: Six pages

(A)(3)(i) Alabama has made substantial efforts over the last several years in the four reform areas. The following developments demonstrate the state's dedication to and ability to make progress in the reform areas:

Standards and Assessments

1. As a member of ACHIEVE's American Diploma Project, Alabama has already joined a consortium of 35 states in accepting a set of college- and career-ready benchmarks. In addition, Alabama has committed to the adoption of the internationally benchmarked Common Core Standards when finalized. This standards consortium includes 48 states and represents a partnership with the Council of Chief State School Officers, the National Governor's Association, ACHIEVE, ACT, and the College Board.

2. Alabama has developed a set of statewide assessments including the Alabama Reading and Mathematics Test, the Alabama Science Assessment, the Alabama Direct Assessment of Writing, the Alabama High School Graduation Exam, and the Alabama Alternative Assessment for students with severe cognitive disabilities. With these tests, Alabama is one of only 14 states to meet No Child Left Behind assessment standards in reading, math, and science for both regular and alternate assessments. Alabama also has significant penetration of nationally normed tests, with all students taking DIBELS and the Stanford Achievement Test, 75% of students taking the ACT, and 29,984 students taking at least one AP Test in 2009.

Data Systems to Support Instruction

1. To date, Alabama has used state resources to build out its Longitudinal Data System and currently has 8 of the 12 America COMPETES Act elements in place. Alabama is one of only 11 states nationwide to have implemented all of the Data Quality Campaign's key elements. Furthermore, Alabama has recently completed and submitted a State Longitudinal Data System grant application to fund the remainder of its LDS development.
2. Alabama has begun to more frequently use data in decision-making and instructional practices. For example, one of the hallmarks of the Alabama Reading Initiative is using data to inform instructional decisions. The reading coaches have introduced data into their coaching, enabling teachers to structure their teaching around the information and to recognize their own strengths and weaknesses.

Great Teachers and Leaders

1. Alabama's governor, convinced that principal preparation programs were not creating quality leaders, instituted the Governor's Congress on School Leadership in late 2004. This group of 200 educators and business leaders developed a set

of recommendations which, when introduced in May 2005, included a complete redesign of principal preparation programs to align to a set of leadership excellence standards and to include in-the-classroom training for professional development. Additionally, the Governor's Commission on Quality Teaching, convened in 2006, has designed a set of Alabama Quality Teaching Standards; these standards, aligned with 39 specific indicators have become the basis of a set of professional development modules

2. To create incentives for teachers to pursue certification in critical needs areas, the Alabama Teacher Recruitment Incentive Program, piloted in 2008, offers four-year \$20,000 scholarships to students in approved teacher education programs for math, special education, general science, and English language arts and based on a minimum GPA, financial need, and Alabama residency preceding the scholarship. In the first year of the program, while there were only 100 spots available there were over 500 applicants. Moving forward an additional requirement will be that upon graduation the new teacher will commit to three years of teaching in a high-needs school.

Turning Around the Lowest-Achieving Schools

1. Over the past several years, Alabama has built out a state-level School Turnaround Team and a model of support that includes building turnaround capacity and knowledge and the LEA- and school-level through Regional School Improvement Coaches and school-based Peer Mentors. The program focuses on five best practices: administrative leadership, shared leadership and creating functional leadership teams, culture, data analysis driving instruction and focused instruction. The program has succeeded in decreasing the number of schools in improvement from 452 to 121 over a period of four years. Many school districts are proactively seeking the support of the team due to its proven success.

2. Alabama's Torchbearer Schools are a perfect example of the progress that the state has made in turning around low-performing schools. Torchbearer schools are ones in which at least 80% of students qualify for free and reduced meal prices, but have at least 80% of students scoring at Levels III or IV of both sections of the Alabama Reading and Mathematics tests and have at least 95% of 12th-graders passing all required subjects of the Alabama High School Graduation Exam. In 2007-2008, nine schools were awarded this prestigious honor, many of which were historically in multiple years of school improvement. Alabama continues to recognize and learn from its Torchbearer Schools.

(A)(3)(ii)

(a) Increasing student achievement in reading/language arts and mathematics, both on NAEP and on the assessments required under the ESEA.

Alabama was recognized as having the greatest percentage gain in 4th grade reading in the nation on the 2007 NAEP. We have also seen a steady increase in our mathematics scores. On the recently released NAEP scores in mathematics, Alabama saw an increase at the 8th grade level that had historically been a problem areas indicating that the investment in the Alabama Mathematics, Science and Technology Initiative and other STEM efforts is yielding positive results.

(For NAEP scores, see Section A Appendix NAEP Scores)

Alabama Reading and Mathematics Test Achievement:

Percent Proficient and Above – Reading

	2004	2005	2006	2007	2008	2009
Grade 3	*	81.0	83.6	84.8	85.3	85.8
Grade 4	77.0	83.2	84.2	84.9	86.1	86.5
Grade 5	*	80.8	80.6	84.6	84.4	84.6
Grade 6	82.0	81.5	82.9	84.8	86.6	86.2
Grade 7	*	75.0	74.2	76.9	79.1	81.3
Grade 8	58.0	69.4	71.5	71.8	73.8	74.8

Percent Proficient and Above - Mathematics

	2004	2005	2006	2007	2008	2009
Grade 3	*	74.0	77.6	77.4	77.7	79.4
Grade 4	72	73.9	77.8	78.2	78.9	79.1
Grade 5	*	71.7	76.4	77.2	78.0	79.9
Grade 6	56	66.4	74.6	73.3	71.9	74.9
Grade 7	*	56.7	59.0	59.7	61.2	65.8
Grade 8	*	62.9	67.4	66.2	68.1	73.7

*Not Administered

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA.

As achievement requirements continue to rise Alabama's students have responded to the challenge. In our fifth year of Adequate Yearly Progress reporting 1,140 or 83.4 percent of Alabama 1,367 schools met 100 percent of their goals to achieve AYP. Of greater significance is the fact that Alabama's Title I schools saw a reduction of 18 percent of those being identified in need of improvement.

(c) Increasing high school graduation rates...

Alabama is deeply committed to increasing high school graduation rates, and this commitment and focus has resulted in steady increases over the last several years. Alabama calculates the drop-out rate for each high school year and identifies a 4-year projected graduation rate. The state has made concerted and steady progress, as demonstrated by the chart below – reducing the drop-out rate for every grade and overall.

	9 th	10 th	11 th	12 th	4-year Projected Drop-out Rate
2003	2.82%	3.74%	4.23%	3.48%	13.52%
2004	2.60%	3.56%	4.07%	3.55%	13.09%
2005	2.40%	3.07%	3.15%	3.06%	11.18%

2006	1.95%	2.72%	2.85%	2.96%	10.08%
2007	1.92%	2.60%	2.64%	2.97%	9.76%
2008	1.93%	2.39%	2.45%	1.89%	8.39%

(For all graduation rate data, please see Section A Appendix – Graduation Data)

(B) Standards and Assessments (70 total points)

State Reform Conditions Criteria

(B)(1) Developing and adopting common standards (40 points)

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)–

(i) The State’s participation in a consortium of States that– (20 points)

(a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and

(b) Includes a significant number of States; and

(ii) – (20 points)

(a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward

adopting a

common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or

(b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.¹

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.

¹ Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Recommended maximum response length: Two pages

Part I: Consortium Participation [(B)(1)(i)]

Overview

Alabama has been an active contributor to the CCSSO-led Common Core Standards effort, attending both meetings to review drafts and providing extensive written feedback on the proposed standards. On this effort, Alabama is one of 48 states participating in the consortium for internationally benchmarked standards, in partnership with CCSSO, NGA, ACHIEVE, ACT, and the College Board. A copy of the most recent draft of these standards is available in [**Appendices “CCS ELA Standards Sources” and “CCS Math Standards Sources”**]. Alabama has been involved with this initiative since May 14, 2009, when the State Board of Education adopted the Resolution to Consider Common Core Standards. These standards are internationally benchmarked and proven to promote college- and career- readiness; this documentation is available in [**Appendices “CCS ELA Evidence” and “CCS Math Evidence”**]. The Common Core Standards are supported by 48 states including Alabama, 3 territories, and various sources of international support. All states except for Alaska and Texas are subscribers.

Alabama has also participated in ACHIEVE’s American Diploma Project college- and career-readiness indicators program. While the program employs an approach of “one size does not fit all”, it uses a set of standardized K-12 and end-of-high-school benchmarks as indicators for career- and college-readiness to ensure that students have the knowledge and skills to succeed when they graduate. Alabama currently subscribes to the end-of-high-school requirements. A copy of these end-of-high-school benchmarks is available in [**Appendix “ADP End of High School Benchmarks”**]. An outline of the documentation of these

standards is available in [Appendix “ADP Research and Methodology”]. Additionally, documentation of these standards’ usage in Alabama’s Mathematics curriculum is available in the Preface and Bibliography of the 2009 Mathematics Course of Study (see [Appendix “Mathematics Bibliography and Preface”]). [This captures ADP’s *end of high school benchmarks*. ALSDE to supplement if ADP’s *K-12 in-school benchmarks* are used as well] Alabama is one of 35 states participating in the consortium.

A 2009 ADP survey indicates that the state has aligned high graduation requirements with college and workplace expectations. Over 2010-2011, Alabama will develop further compliance with the American Diploma Project’s goals through the development of its State Longitudinal Data System and the alignment of its high school *standards* – not just end-of-high-school requirements – with college and workplace standards. Alabama has been a part of the American Diploma Project since 2004 and has participated with this project, raising its requirements for all students to reflect ADP benchmarks. The American Diploma Program, standardizing graduation requirements across its constituents, has 35 states onboard. The 35 states in the ADP Network are Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Nebraska, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington and Wisconsin.

In support of its commitment to ensuring that all students graduate college- and career- ready, Alabama’s FIRST CHOICE Program has raised minimum standards for high school graduation, aligned minimum graduation requirements with higher expectations, and clearly set expectations for all Alabama students. While the standards articulated in FIRST CHOICE have long existed as an academic program that Alabama students could opt into, they are now the default that a student must opt *out* of. Alabama began the FIRST CHOICE program in May 2008, and this program became mandatory for students entering ninth grade in 2009. Currently, 80% of Alabama students are enrolled in the FIRST CHOICE academic program. Additionally, as the first state in the nation to

adopt a 4 x 4 curriculum, Alabama has long demonstrated a commitment to ensuring its students graduate with the knowledge and skills required to be successful in college and careers. This curriculum is based on four full-year courses in four basic subjects (English, social studies, mathematics, and science), and was started in 1995, leading the way for a general standards framework that has been totally adopted by another school system (District of Columbia). However, as many as 15 states have raised their requirements in Science, Social Studies, Mathematics and English Language Arts. Documentation for Alabama's implementation of a 4 x 4 curriculum can be found in section §16-6B-2 of Alabama's state code, available in [**Appendix "4x4 Standards"**]. This set of standards was instituted to start within ninety days of July 7, 1995, and affected the graduation requirements of all grades beginning with students entering the ninth grade in the 1996-1997 school year.

Evidence

The required documents for evidence are available in the following appendices:

- [MOA for Common Core, ADP]
- [Final/draft Standards and date of completion] – The most recent draft of the Common Core Standards is available in [**Appendices "CCS ELA Standards Sources" and "CCS Math Standards Sources"**]. The current American Diploma Project Benchmarks are available in [**Appendix "ADP End of High School Benchmarks"**].
- [Documentation that standards are internationally benchmarked and college-/career-ready] – The most recent draft of the Common Core Standards evidence is available in [**Appendices "CCS ELA Evidence" and "CCS Math Evidence"**]. A documentation for the American Diploma Project's End of High School Benchmarks is available in [**Appendix "ADP Research and Methodology"**]

- [Documentation of ADP Benchmarks' usage – see [Appendix “Mathematics Bibliography and Preface”] (pages 79, iv)

Part II: Adoption of Standards [(B)(1)(ii)]

Overview

The legal code surrounding the adoption of standards is summarized below. For full statutes, see [Appendix “Legal Statutes - Standards Adoption Process”].

Evidence (Legal Process)

The state board of education, on the recommendation of the state superintendent of education, shall prescribe the minimum contents of courses of study for all public elementary and high schools in the state (§16-35-4), where a course of study is a curriculum document containing academic content standards that specify what students should know and be able to do in a particular subject area by the end of each grade level or course. The course of study is designed and instituted over a three-year process comprised of a year of research, a year of writing and input, and a year of implementation.

The first step in designing a course of study for a given subject is a year of research. This research involves a contextualization of Alabama's work so far relative to national evaluations (ACHIEVE, American Federation of Teachers, Thomas B. Fordham Foundation, Quality Counts, etc), analysis of standards adopted by peers, and standards set forth by subject area organizations to create a collection of knowledge. This research, prepared by State Department of Education subject-area specialists, serves as the basis on which a State Course of Study Committee can design standards. Before the beginning of the second year of the process, a

State Course of Study Committee is appointed to decide a course of study.

The State Board of Education appoints this State Course of Study Committee. A State Course of Study Committee consists of 28 members, 21 of which are appointed by the State Board of Education and 7 by the Governor. These members include:

- (1) one elementary teacher (Grades K-6) and one secondary teacher (Grades 7-12) from each of the seven congressional districts
- (2) four members from the state at-large, who serve as administrators or supervisors and have previous teaching experience in the course of study area being revised
- (3) three employees of state institutions of higher learning who are specialists in the course of study areas being revised
- (4) seven additional representatives, appointed by the Governor, who are either business or professional representatives and not employed in education, but are involved in the course of study field under consideration

Additional members and standards for this committee can be decided by the State Board of Education, but must be communicated to all local boards of education and every county and city superintendent. Local boards of education work through their superintendents to nominate representatives for this committees, supply credentials and a summary of skills to the State Board of Education, who appoints 21 members of the State Course of Study Committee from these nominees. The Governors' appointees (section 4) need no local recommendation nor state approval. Each appointment lasts one year, and members hold positions until successors are appointed. (§16-35-1)

Each member on this committee takes an oath before an authorized administrator, stating to administer faithfully the duties imposed; each member also attests to a lack of conflicting interests as a person involved with the production or distribution of books or school books. These members are compensated with a per diem at a rate provided by state law, provided that they do not remain

in session at any one time for a period longer than 30 days; they also receive travel expenses at a rate provided by state law for mileage to and from their homes to the place of meeting. This compensation is paid from appropriations made to the State Department of Education. (§ 16-35-2)

This committee conducts continuing studies and evaluations of the courses taught in public and secondary schools, preparing and revising the courses of study used. In evaluating the course of study, they give consideration to the required basic content, texts used and available; the educational objective of the course; changing scientific, technological and cultural developments; and established facts of American history, tradition and patriotism. The committee prepares, not less than once every two years, a report of its recommendations with respect to the compulsory minimum content of courses of study and of recommended revisions of courses, materials, subject content and treatment in specific courses and subject areas. The report is submitted to the State Superintendent of Education and to the members of the State Textbook Committee for separate written recommendations to the State Board of Education for such action as may be considered advisable. (§ 16-35-3)

This committee, with these responsibilities in mind, works to develop a set of minimum standards over a year long schedule consisting of writing, revision, and eventual adoption. For a full schedule of the design process and timeline, see [**Appendix “Courses of Study Development Process”**].

Throughout the design process, adherence to the state’s requirements regarding number of classes is compulsory. The State Board of Education, on the recommendations of the State Superintendent of Education, prescribes the minimum contents of courses of study for all public, elementary and high schools in the state, and fixes the maximum number of courses which are compulsory in

each grade of the elementary schools. (§ 16-35-4)

Designed standards must also keep in line with certain core curriculum standards instilled in the state. The State Board of Education, on the recommendation of the State Superintendent of Education, also prescribes the minimum *contents* of courses of study for all public elementary and high schools in the state. These minimum contents are as follows:

(1) In every elementary school there shall be taught at least reading including phonics, spelling, handwriting, arithmetic, oral and written English, geography, history of the United States and Alabama, elementary science, hygiene and sanitation, physical education, the arts, including musical and visual arts, environmental protection, and such other studies as may be prescribed by the local board of education.

(2) For grades one through eight in all public schools (beginning in 1995-96) English, social studies, mathematics and science shall be taught each year in grades one through eight. English shall include, but not be limited to, material designed to develop language arts, such as reading, writing, speaking and listening skills. Social studies shall emphasize geography and history of the United States and Alabama. (§ 16-6B-2(f))

(3) As a further specification, in every elementary school in the state there shall be taught reading, spelling and writing, arithmetic, oral and written English, geography, history of the United States and Alabama, elementary science, health education, physical education and such other studies as may be prescribed by the State Board of Education. (§ 16-35-5)

Once this design is complete, there is a prescribed adoption period. Each document is submitted by the State Superintendent of Education to the State Board of Education for consideration of approval. These documents are also available for public review at textbook reviewing sites across the state and on the Alabama Department of Education website while the State Board of Education

considers these documents for adoption. Public input is also received at the State Board of Education meeting when each document is considered for approval.

With the approval of the standards, implementation may begin. A separate State Textbook Committee uses the course of study documents to select textbooks for the state textbook list. Copies of the course of study are provided for all teachers, principals, and supervisors in local school systems who have responsibilities associated with the subject area. Subject-area teachers participate in workshops to become familiar with the course of study standards before implementation in the local school system.

Local school systems and local school curriculum committees use the documents to revise local curricula. Local textbook committees use the course of study content standards and local curriculum material as guides to select textbooks for the local school/school system. Schools of education and schools of arts and sciences at state public and private colleges and universities receive copies of the course of study to use in the preparation of pre-service teachers. State assessments are developed using course of study content standards.

The process described involves a design of *minimum* contents (standards) at the state level. Local education agencies are able to tailor curricula to their current needs, ensuring that the state's standards are met.

As the process to adopt a new set of standards is a 3 year process per subject area, to adopt the Common Core standards, Alabama's State Board of Education will need to waive the traditional mechanisms for adopting standards. Rather than spending two years conducting research and having a committee design these given standards, a state committee, appointed by the State Board of Education and the Governor, will work to augment the national committee's Common Core Standards with additional state standards, then recommend adoption to the State Board of Education by August 2, 2010.

(B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards; or documentation that the State’s consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State’s plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

Recommended maximum response length: One page

Response to (B)(2)

Overview

Alabama’s state code mandates that the State Board of Education requires implementation of an assessment program for the public schools of Alabama. This assessment program may include nationally normed tests or criterion referenced tests, or both and may be used to assist in the assessment of student achievement. These assessments, as a measure of accountability, are meant to align to standards that will enable students to succeed in the workforce or college. Thus, legislative oversight mandates that the test will necessarily maintain a set of standards that match accepted standards. With Alabama’s adoption of Common Core Standards, this law will effectually mean that any further assessments designed are built around an internationally benchmarked and nationally accepted set of standards (§ 16-6B-1). Full documentation is available in [**Appendix “Legal Statutes – Assessments Accountability”**]

Alabama has developed and implemented a comprehensive set of statewide standards-aligned assessments, including the ARMT (Alabama Reading and Mathematics Test) for grades 3-8; the ASA (Alabama Science Assessment) for grades 5 and 7; the ADAW (Alabama Direct Assessment of Writing) for grades 5, 7, and 10; the AHSGE (Alabama High School Graduation Exam) for graduating high school seniors; and the AAA (Alabama Alternate Assessment), designed for students with significant cognitive disabilities working under Alabama Extended Standards. Alabama is currently one of only fourteen states to gain federal approval of these assessments (general and alternate), based on ESEA standards, in Reading, Mathematics, and Science. While Alabama is still completing its State Longitudinal Data System, each of these tests' results are tracked on Alabama's public web site; this system tracks percent of students at each achievement level, broken down by school system and school.

Alabama also has significant participation in nationally and internationally recognized tests. All students take the Stanford Achievement Test in grades 3-8 and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in grades K-2. The NAEP (National Assessment of Educational Progress), following national regulations, is administered to a group sampled from grades 4 and 8 that captures a cross-section of the state; students and schools are selected by the U.S. Department of Education using a stratified random sampling, and in keeping with ESEA, all selected schools and students must participate.

The ACT is currently administered to more than 75% of 12th graders in Alabama, with 29,894 test takers in 2009 versus 26,290 in 2005 – an increase of 14%. To raise this number further, by 2012, all 11th grade students (except a very small percentage unable to take this test due to severe cognitive disabilities) will be required to take the ACT (free of charge). In addition to the ACT in 11th grade, students will be required to take the accompanying EXPLORE test in 8th grade to explore options for high school coursework

and post-high school opportunities, PLAN in 10th grade to analyze strengths and weaknesses by subject, and WorkKeys in 12th grade, which is already used as a metric for career readiness.

Regarding Advanced Placement, Alabama was one of eight states funded by the National Governors Association as part of the Honors State Grant Program to explore Advanced Placement expansion as a means to raise standards for all students. Advanced Placement courses and tests, which have increased dramatically with A+ College Ready, a statewide AP training and incentive initiative focused on increasing the number of students who take AP tests. Eight Jefferson County and 4 Montgomery County schools piloted this program in 2008-2009 and expansion to the state is planned over the next 5 years. AP tests have already made a mark in Alabama, with 8,837 test takers in 2008 rising 24.5% to 11,0006 test takers in 2009, compared to a 7.5% increase nationwide. Besides an increase in test-takers, Alabama also experienced an increase in tests taken per student from 1.66 tests on average in 2008 (14,628 total) to 1.72 tests in 2009 (18,960 total). Students taking these tests also demonstrated improved performance, with 8,789 AP scores of 3 - 5 in 2009, an increase of 21.1% from 2008.

Alabama participates in a consortium for its English Language Acquisition curriculum and exam. This test for limited English proficiency, built within a consortium of 20 states, is taken by approximately 20,000 non-native English speakers today, versus 6,000 5 years ago.

Additionally, a main goal of the American Diploma Project is to align high school standards and assessments, streamlining the assessment system so that the tests students take in high school will serve as readiness tests for college and work. As this initiative is an integral component of a state's participation with the American Diploma Project, by participating in this consortium, Alabama

is committing itself to adopting a set of standards-based assessments.

Importantly, Alabama's assessments do not just apply to college-ready criteria. Career-ready tests offer certification based on credentials that match a given set of careers; a person takes a test and afterwards, gets a Career Readiness Certificate (CRC) with a level of certification (bronze, silver, gold, platinum) that corresponds to the level of career-ready standards a person's skill level matches. This standards-based assessment through Career Ready Alabama is designed to give employers an idea of what percentage of jobs one's core employability skills would allow success in, ranking an individual's core employability skills. An individual receives bronze for having skills for 30% of jobs, silver for 65% of jobs, gold for 90% jobs, and platinum for 99% of jobs. This credential is based on ACT's WorkKeys, a nationally recognized assessment used in some capacity in all 50 states that, as mentioned above, 100% of Alabama's 12th graders will take by 2012.

Evidence

The required documents for evidence are available in the following appendices:

- [MOA for ADP]
- [MOA for Common Core]
- [MOAs for participation in national assessments, if available]
- [Legal documentation for state-wide tests, if available]

The Stanford Achievement Test is used in 8 states and is nationally recognized as a measure of academic progress. DIBELS is used as a measure of early reading skills in some capacity for all 50 states and some other countries.

The (NAEP) National Assessment of Educational Progress is used across all 50 states as a measure of academic progress.

The ACT, while not the standard college acceptance tests for all states, is accepted by virtually all national colleges as a benchmark of college-readiness.

Advanced Placement tests are used nationally and internationally and are recognized by universities in 55 countries as a college-equivalent, making it an effective indicator of college readiness.

The American Diploma Program, standardizing graduation requirements and assessments across its constituents, has 35 states onboard. The 35 states in the ADP Network are Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Nebraska, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington and Wisconsin.

ACT's WorkKeys is a nationally recognized assessment of career-readiness, used in all 50 states in at least some capacity.

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities,

timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Eight pages

Part I: Supporting the transition to common standards and high-quality assessments

Goals

1. Provide national benchmark for Alabama's performance.
2. Enable measurement of student growth
3. Guide differentiated instruction on a day to day basis
4. Ensure that new standards drive instruction to needed levels and that teachers are supported in adjusting their instructional approaches
5. Implement strong assessments that accurately measure student performance and align with standards
6. Develop feedback loop that ensures student mastery of standards
7. Build expectations of student performance
8. Retrofit existing systems to align with standards
9. Develop all new programs to consistency with Common Standards
10. Make sure, above all else, that all graduating students are college- and career-ready

Overview

As Alabama looks to develop a more competitive education system and workforce, alignment of standards with national expectations is needed. Implementing Common Core Standards will enable this alignment with national expectations. Measuring mastery of new standards is crucial to ensuring that these standards are met. New standardized assessments, aligned to Common Core Standards will ensure that students grow with respect to these standards and can be tracked effectively.

Yet while measurement of mastery is important, using these measurements to inform teaching and learning is the ultimate goal of a strong summative assessment. To pursue this growth, Alabama must find a way to build these standards into day-to-day instruction and guide students with a formative assessment. This effort requires major changes in the way teaching is addressed in a day-to-day setting with targeted response to particular student needs that is supported by strong professional development, clear guides to teaching, and access to up-to-date resources. Using longitudinal data, that can track student growth and designing a strong formative assessment system in which teachers can respond directly to students understanding or lack thereof will allow strategic teaching and development tailored to individual students' needs.

To develop consistency between all parts of Alabama's educational system, existing educational systems and programs within the state will need to be aligned with a common set of standards. Much in the same way as existing systems must be retrofitted, all new programs introduced must maintain consistency with a set of standards.

All of these goals are important, but beyond all else, standards are meant to ensure that all graduating students in Alabama are prepared to succeed at college and/or become effective and valuable contributors in the workforce. Setting initial Common

Standards should serve as a minimum, but as expectations evolve, Alabama will look to extend these standards and raise expectations over time.

The process for reaching these goals will be as follows:

Adapt Alabama Standards Adoption Process – the State Board will appoint a standards committee to consider adoption of the Common Core standards. Alabama’s current standards adoption spans 3 years per subject, but the first two years are spent compiling research and designing standards. As the CCSSO, NGA, and states involved with the Common Core standards have collaborated and revised these standards several times over the course of 2009 with the input of many states, including Alabama, these portions of Alabama’s process will be waived with the final step of the process, recommendation of the Common Core, being the focus of the standards committee.

Supplement Common Core standards (if needed) – while the national committee designing these standards will be accepted as the committee in designing Alabama’s core standards, a committee appointed by the State Board of Education will review for possible augmentation of the final Common Core Standards if the committee feels they do not to meet Alabama’s needs in mathematics and English language arts. This committee will convene for review of the Core Standards upon adoption of the national committee in place of a state’s committee. If the core standards are found not to meet current needs, the State Board committee may design additional standards not to exceed 15% of the Common Core.

Implementation of Common Core – with the adoption of new Common Core Standards, the State Department of Education will convene a group of program designers who will incorporate the varying curricular needs across LEAs and develop the

decided-upon course of study into a set of practical curriculum guides for distribution statewide. In addition a crosswalk design team of professionals will be appointed to analyze the cost of and components involved in transitioning materials to support the Common Core Standards.

Professional Development for the Common Core – to help facilitate the transition to a new set of standards, significant professional development will be needed. Using a train-the-trainer model, Alabama will facilitate a transition in standards from the state level to regional inservice centers to the LEA level. This process will involve investment in the design of curriculum guides, financing of professional learning opportunities for regional staff, travel costs for regional inservice representatives to come to a centralized state training, travel costs for curriculum leaders from each district to come to regional inservice centers, and the cost of printing materials to support new curricula for wide distribution to all teachers throughout the state. School leaders will be an integral part of this learning process to ensure that these standards become part of a sustainable process within their schools.

Summative Assessment Development and Implementation – once Common Core Standards have been finalized and adopted at the state level, the state’s assessments and accountability team will take these standards and begin to shape them into new statewide assessments. The Alabama Department of Education desires to work collaboratively with other states in the development of these assessments as a common assessment of the common standards would serve for a true comparison of progress toward a common goal and be the best possible investment of financial and human capital in this effort. Currently the State of Alabama is working with a consortium of states who have the ACT as a measure of college and career readiness already in use within their states to determine how this body of research and measurement might be used for summative purposes.

Formative Assessment Development and Implementation – between developing new summative assessments and expanding the use of nationally recognized evaluations like the AP and ACT test, Alabama will invest significant resources in strengthening measurement techniques on the student level, all being measured by a State Longitudinal Data System. To turn this measurement into a point of action, Alabama will develop a state-level formative assessment to align student performance with standards, serve as a guide for teachers, and enable a new type of interactive teaching that will improve student learning in conjunction with Common Core Standards. Alabama is currently convening the same consortium of states working toward a summative evaluation solution around the ACT to look at the potential of using this same research base and measurement potential and expand to a formative assessment, PK – 12, with a focus on the final summative measure of college and career readiness. This consortium has met once and has scheduled several future meetings with ACT to expand this discussion to possible solutions in the area of formative assessments, interim assessments and summative assessments all aligned around the Common Core standards.

Tracking of Student Progress and Growth – with common standards and a new adoption of assessments, Alabama must track progress and hold all school systems accountable for their performance. The new State Longitudinal Data System (SLDS II), funded partially by Race to the Top funds, will allow tracking of individual students' progress and growth. This program will be used to monitor of assessments results, evaluate trends, analyze effective teaching techniques. Additionally, as this system begins to return data, it will serve as the responsibility for Alabama's formative assessments, of individual student performance and allow teachers a way to adjust teaching directly to students' understanding. To allow integration of student data into everyday classroom performance, additional investment will need to be put into creating a dashboard by which teachers can access selected parts of this massive body of data.

Building Teacher Leadership and Capacity around the Common Core – the introduction of the Professional Pathways program will offer Alabama’s most effective teachers a chance to take differentiated leadership roles as Professional Teachers, enhancing professional development efforts as Master Teachers or designing curricula and enhancing classroom learning as Program Designers. Race to the Top money will be used to fund a pilot of this program, launching in 15 schools in year 1 and expanding to all schools in Alabama by the end of year 4. As a crucial part of this investment, professional development will be geared toward aligning Professional Teachers’ leadership roles with standards. Master Teachers will oversee classroom education and ensure that adherence to the Common Core is built into teachers’ general techniques. Meanwhile, Program Designers will ensure that Core Standards are the foundation on which school curricula are built. All of this adherence will be built through a component of Professional Pathways that trains Professional Teachers and involves them in an extended school schedule with additional compensation. Additionally, formative assessments, built around an active response mechanism in each classroom, will be bolstered by support from Professional Teachers, excelling in technique and sharing with more novice classroom teachers.

Building Principal Leadership and Capacity around the Common Core – through the development of an Educational Leadership Network to develop leadership capacity, Alabama will create a support on which the network of core standards can develop to new levels. The establishment of this network will support teachers and leaders; moreover, it will be leveraged to build effective leadership skills and techniques that will ensure the Core Standards are embedded in the instructional programs of all schools. Investment from Race to the Top will help the development of in service centers, which in turn, will develop strong leadership that can keep schools adherent to Common Core Standards.

University Partnership in Capacity Building around the Common Core – teacher preparation programs will be redesigned

to equip graduates to teach to the Common Core Standards and, effectively use formative assessments. While existing teachers will benefit from a train-the-trainer model, this approach does not address those entering the profession. To address this need teacher preparation programs will institute the Common Core standards into their teacher and leader preparation programs. This will mainly be achieved by an investment in programs like the Torchbearer Consortium that enable training teachers to train in residency at well-performing schools. With this investment comes the implication that all efforts will be taken to align schools in which teachers are doing residency and in-the-classroom preparation programs with Core Standards.

Alignment of Current Initiatives around the Common Core - Alabama's AMSTI (Alabama Math, Science, and Technology Initiative) and ARI (Alabama Reading Initiative) both focus on using a coaching method to ensure best practices in teaching by classroom teachers in their respective fields. As major parts of the Common Core Standards Initiative fall into the areas of Mathematics and English Language Arts, these programs will become important routes by which Common Standards move from the state level, to coaches, to classroom teachers. An investment will be necessary here to expand the scope of each program to meet the needs of all schools in the state of Alabama (currently, AMSTI coaches serve only 621 schools, or 46% of the schools in Alabama; ARI serves 843 schools: 788 for K-3 and 56 secondary); this expansion is necessary to promote a consistency in teaching method across the state and to ensure that a standardized practice is found in all schools. Additionally, Race to the Top funds will be used for professional development of coaches to ensure that they are able effectively to present content matter and teaching methods that align to that matter.

Utilizing Technology to Support the Common Core – as support for the common core, ALEX (Alabama Learning Exchange), an online resource collection, will be used to keep all standards, curriculum materials, and teaching guides up to date. Additionally, all assessments will have online support for implementation and teaching methods towards exams. As the ALEX

infrastructure is already in place, the only investment required here involves collecting and uploading materials onto the server.

ACCESSing the Common Core – to ensure that the Common Core truly is common, distance learning will be expanded to ensure that all students have access to courses of study based on the newly implemented standards. This focus translates to an investment in expanding the range of materials available through distance learning through hiring top-performing teachers (especially in STEM) and investing in distance learning centers so students can access any core classes they are unable to reach in person. Especially in career and technical centers (focused on STEM courses), funds will be used to equip the remaining 40 career/technical centers to provide these learning opportunities. Additionally, Race to the Top funds will be used to incentivise top-performing teachers in hard-to-staff subjects (STEM) and build the variety of courses available on the ACCESS (Alabama Connecting Classrooms, Educators, & Students Statewide) distance learning platform.

Timeline & Activities

	2010				2011				2012				2013			
Activity	Q1	Q2	Q3	Q4												
Adapt Alabama Standards																

Adoption Process	■	■																
Supplement Common Core Standards (if needed)		■	■															
Create implementation plan for Common Core			■	■														
Institute professional development to build teacher and principal capacity for implementation of the Common Core				■	■	■	■											
Develop and implement common summative assessment based on the Common Core Standards		■	■	■	■	■	■	■	■	■	■	■	■	■	■			
Develop State Longitudinal Data System to track student growth toward the Common Core Standards	■	■																
Develop and implement state-level formative assessment (can begin with existing assessments and be adapted once new ones are		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

Common summative assessment design and SLDS integration:

- Dr. Gloria Turner – Director, Assessment and Accountability (assessment design)
- Ms. Cathy Poage – Coordinator, Accountability (assessment design and accountability)
- Mr. Dominique Martel – Programmer Analyst Senior; LEA Support, Data Collections, Web Development, Programming (SLDS integration)

Build formative assessment framework

- Dr. Gloria Turner – Director, Assessment and Accountability (assessments)
- Ms. Cathy Poage – Coordinator, Accountability (accountability)
- Mr. Dominique Martel – Programmer Analyst Senior; LEA Support, Data Collections, Web Development, Programming (SLDS integration)
- Dr. Tony Thacker – Coordinator, Commission on Quality Teaching (professional development)
- Ms. Sarah Justiss – Coordinator of Teacher Certification (alternative teacher certification)
- Dr. Angela Mangum – Leadership and Evaluation (teacher and principal preparation)

Align AMSTI and ARI to Common Core Standards and Scale

- Mr. Tod Beers – Coordinator, AMSTI
- Ms. Carol Belcher – ARI, Administrator for Data and Evaluations
- Ms. Reeda Betts – Education Coordinator, Administrator for ARI Secondary Schools and ARI-PAL
- Ms. Judy Stone – Education Coordinator, ARFI Administrator and Specialist for ARFI Schools (ARI)

Use ALEX to make information, materials, support and best practices readily available

- Dr. Shannon Parks – State Education Administrator, Technology Initiatives

Develop an Expanded Learning Time Program –Develop Educational Leadership Centers to teach effective techniques in the support of common standards

- Dr. Tommy Bice – Deputy State Superintendent, Education Instructional Services

Use alternative career pathways model to support implementation of Common Core Standards and formative assessment

- Dr. Tony Thacker – Coordinator, Commission on Quality Teaching

(C) Data Systems to Support Instruction (47 total points)

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.

Recommended maximum response length: Two pages

(C)(1) America COMPETES Act Elements and Data Quality Campaign Results

Overview

Over the past several years, ALSDE has been investing in the development of the Longitudinal Data System and to date has 8 of the 12 America COMPETES Act Elements in place as outlined below. Furthermore, many of the key elements of the America COMPETES Act are mirrored in the Essential Elements of the Data Quality Campaign. As additional documentation of Alabama’s current data capabilities, as well as evidence of its commitment to improving the system over the last several years, we have included Alabama’s DQC Survey Results (*see Section C Appendix 1*).

Unique statewide student identifier	√
Student-level data, including enrollment, demographic, and program participation	√
Student-level information about exits, transfers in/out, drop-out, and P-16 completion	√
Capacity to communicate with higher education data	X
State data audit system assessing data quality, validity, and reliability	√
Yearly test records of individual students	√
Information on students not tested by grade and by subject area	√
Teacher identifier with the ability to link teachers to students	√
Student-level transcript information	X
Student-level college-readiness test scores	√
Data supporting successful student transitions to postsecondary, including remediation	X
Data necessary to address alignment and preparation for success in postsecondary	X

Evidence

1. A unique statewide student identifier that does not permit a student to be identified by users of the system

ALSDE has developed a statewide unique student ID (SSID) for all public K-12 students in Alabama, as well as all Pre-K students participating in public school programs. This was accomplished without the use of external funds or grants. A student identifier defined as an encrypted SSN is currently being used to identify students in postsecondary and higher education and workforce preparation. If awarded the Statewide Longitudinal Data System Grant and/or Race to the Top funding, ALSDE plans to develop an e-transcript system that would include the SSID, matched with SSN, of all public school students in Alabama. This will result in a true P-20 student ID repository with a supporting data dictionary and common metadata.

2. Student-level data including Enrollment, Demographic, and Program Participation

Approximately 95% of these data are already captured in the statewide student management system, Software Technology, Inc. (STI). Data from some programs such as Neglected and Delinquent and Head Start are reported through separate data collections. The use of STI will be expanded to include these programs, resulting in a reduction in the number of non-standard data collections.

3. Student-level information about the points at which students: Exit, Transfer in, Transfer out, Drop out, and Complete P-16 education programs

The STI student management system currently includes enrollment, dropout, and high school graduation data for every K-12 student in public schools in Alabama using state resources. These data are not collected by ALSDE for students enrolled in postsecondary schools. ASCEND, the shared data repository proposed in the Statewide Longitudinal Data System Grant, will connect data from

ALSDE and partners such as the Alabama Commission on Higher Education (ACHE), the Department of Industrial Relations, Department of Children's Affairs - Office of School Readiness (DCA), the Department of Postsecondary Education (DPE), and the Department of Rehabilitation Services/Office of Early Intervention programs. This will link enrollment and graduation data for students in postsecondary schools with their K-12 data.

4. Capacity to communicate with higher education data system

ACHE currently provides student level data to ALSDE periodically on a limited basis. With the development of ASCEND, funded by the Statewide Longitudinal Data System Grant and/or Race to the Top funding, data will be linked electronically and automatically on a regularly scheduled basis between all partner agencies / entities. This will result in a common data store that can be shared between the ALSDE and other agencies / entities.

5. State data audit system assessing data quality, validity, and reliability

ALSDE has built separate audit systems for each of the existing source data systems such as STI and the Assessment Data Warehouse. These audit steps check for validity, reliability, acceptable values, and format. A single integrated audit system will be developed that will handle all existing and future source data systems as they are integrated into ACES and ASCEND.

6. Yearly test records of individual student with respect to assessments under section 1111(b) of ESEA 1965

Individual student test records for each year already exist in the Assessment Data Warehouse for all statewide tests using the statewide unique student ID. Using funds from the Statewide Longitudinal Data System Grant and/or Race to the Top funding, ALSDE assessment data will be integrated into the ACES and ASCEND data repositories, providing a longitudinal record of

student assessments.

7. Information on students not tested by grade and by subject area

The Assessment Data Warehouse also includes needed data on students not tested for each statewide assessment as well as reason not tested. Each assessment record includes the subject area of the assessment.

8. Teacher identifier with the ability to match teachers to students

ALSDE currently uses SSN as its unique staff identifier, which is used to link teacher information to students through the use of class lists and course enrollment information. ALSDE plans to develop a statewide staff unique identifier that does not use SSN as the key.

9. Student-level transcript information including Courses completed and Grades earned data

The data to support a student-level transcript currently exist in the statewide student management system housed at the LEA level. However, all relevant data are not collected by the ALSDE. Funds from the Statewide Longitudinal Data System Grant and/or Race to the Top funding will be used to develop a statewide e-transcript and storage system that will be part of the ASCEND repository used across all partner agencies / entities and based upon a common data dictionary and metadata repository.

10. Student-level college readiness test scores

Individual scores for students who choose to take the ACT are currently provided to the state from the test vendor. These are loaded into the Assessment Data Warehouse. ALSDE is in the process of instituting a program that will allow every eligible student to

take the ACT free of charge as part of the state high-stakes testing program.

11. Data that provide information regarding extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework

ACHE currently provides ALSDE with data on students who attend public higher education institutions and receive remedial course work. Because of a common data dictionary and metadata, the ASCEND data repository that will be developed with the Statewide Longitudinal Data System Grant and/or Race to the Top funding will enable ALSDE and participating partners to share assessment, transcript, and other types of data. ALSDE will be able to determine how students perform in postsecondary programs and look for patterns based on programs and courses taken in high school.

12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education

This key element does not currently exist. Data provided to ASCEND by each of the participating partners will enable the ALSDE and other stakeholders to address curriculum alignment and the adequacy of preparation for success in postsecondary education and the workforce. Plans are already underway to add components to the assessment program. The ACT Explore (8th graders Career exploration/interest), Plan Assessment (10th graders “pre-ACT” to gauge students readiness for college), ACT (all 11th graders free of charge), Work Keys (12th graders indication of workforce readiness), the current graduation exam, Alabama High School Graduation Exam (AHSGE), will be included as end-of-course assessments that are more rigorous and indicative of college readiness. These will become part of the final grade for credit. These data will be added to ASCEND as part of the Statewide Longitudinal Data System Grant.

Reform Plan Criteria

(C)(2) Accessing and using State data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.¹

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Two pages

(C)(2) - ACES

¹ Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

Goals

1. Useful and relevant data is a fundamental element of improving instruction and the development of the Alabama Consolidated Education System (ACES) will provide the quality and quantity of data necessary for affecting student achievement
2. Student data is only useful if it is easily accessible, updated and available to all the key stakeholders (including teachers and policy makers) to support decision-making and improvement efforts. The goal of ACES is to achieve this through a robust suite of products and dashboards designed specifically for the various end users.
3. Ensure FERPA compliancy

Overview

In order to ensure the accessibility and usability of the State's LDS data, Alabama plans to complete the development and implementation of the Alabama Consolidated Education System (ACES), a consolidated operational data store. ALSDE has already begun the development of several ACES components. Potential funds from the Race to the Top grant, as well as the Statewide Longitudinal Data System Grant, will enable the completion of ACES and accompanying longitudinal data warehouse with associated data-marts. The operational data store will integrate data from the student management systems in each school and LEA, as well as other non-SMS data sources, using a common data dictionary and metadata repository.

ACES will incorporate a robust and technically compliant suite of products. It will provide frequent updates from the operational data store to the data warehouse resulting in the availability of the most current data possible for use. The data reporting portal will

be easy to use and include a comprehensive dashboard as well as current data-mining technologies. It will have the ability to produce predefined, canned reports as well as dynamic reports with the appropriate blend of graphical, tabular, and analytical presentations to assist SDE decision makers.

Policy makers will be able to identify trends and needs within the state to address educational and operational issues related to student performance and school management. Student progress will be presented in an easy-to-navigate and user-friendly format. End users will be able to generate reports at the individual student level (after confirming user authentication and access privileges) to track progress on each content standard. These data will be used to identify at risk students and create “prescriptions” for student progress using a web-enabled dashboard. ALSDE plans to develop dashboards designed specifically for the various end-users, down to the teacher level. Teachers will have data to guide instructional processes, including a link between data and menu of instructional interventions proven to work based on results.

The majority of the budget for this investment was applied for in Alabama’s State Longitudinal Data System (SLDS) grant application. Due to the fact that the SLDS grant is competitive and results and awards will not be released until after the Race to the top Competition, the expenses for this were also included in the Race to the Top budget request.

Timeline and Activities

Activity	2010				2011			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Organization and Administration		■						
Operational Store Data			■	■				
Meta Data Repository			■	■				
Consolidated data store for all teacher education and certification information			■	■				
ACES Data warehouse / Data-marts				■				
Data Reporting Portal					■			
Associated tools – Tools associated with the use and mining of Data					■			
Automated workflow			■	■	■			

Parties Responsible

- Project Director: Mr. Gary Weatherly, ALSDE’s Director of Information Systems
- Project Team Members:
 1. Mr. Dominique Martel, Programmer Analyst Senior – LEA Support, Data Collections, Web Development, Programming

2. Mr. Scott Crews, IT Manager I – Networking, Technical Support
3. Mrs. Patsy Eiland, DP Specialist III – Accountability, Programming

(C)(3) Using data to improve instruction *(18 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of

instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

(i and ii) In order to increase the adoption and use of the data and instruction improvement systems, as well as support LEA's and schools in providing professional development in this area, Alabama plans to develop a **“train-the-trainer model.”** Alabama's differentiated service model, where customized training and support will be provided by Regional Service Centers (rather than centralized at the State Department), will be fundamental in designing the data training and professional development. This will not only enable an increased number of teachers and administrators to be trained, it will ensure that the data training and professional development is customized to the needs of the individual regions.

Goals

- Enable teachers to efficiently and effectively use data to improve instructional capabilities and student improvement by implementing a train-the-trainer model delivered via the Regional Service Centers
- Enable districts and administrators to use data to evaluate success of educational programs and staff and utilize this information in

decision-making and planning

- Create institutional knowledge about educational data at state-, district-, and school-level
- Provide district-level staff with an opportunity for professional advancement and responsibility

Overview

ALSDE plans to use a “train-the-trainer” approach through its proposed regional service centers for statewide delivery of data training. The training will be focused in two areas:

- 1) Technical training related to use of the data systems
- 2) Effectively using the data to inform professional development and instructional improvement

Staffing will include:

- State-level Director who will offer general oversight of the program and be the state-level point of contact for the program.

Responsibilities will include:

- Manage Lead Data Trainers and ensure their professional development and evaluation
- Program evaluation
- Reporting back to the State Department of Education
- Lead Data Trainers employed at each of the 11 regional service centers who will collaborate to design the overall program and manage the training process within their districts. Responsibilities include:
 - Develop certification programs for each focus area
 - Manage certification for district-level trainers

- Responsible for regional success of using data to improve student outcomes
- Participate in continued professional development and training to remain experts in education data field
- Support LEA's in creating training, professional development, and evaluation
- Help to integrate data into Professional Pathways program, ensuring data is a component used in evaluation
- District-level trainers are full time staff at the district who are interested in taking on a new responsibility in data training and choose to become certified trainers. Responsibilities include:
 - Provide training sessions for teachers, administrators and data input teams in their respective districts
 - Paid stipend for training sessions provided
- District-level trainers are certified in one of the two focus areas:
 - Technical training
 - Using data for instructional improvement

Timeline and Activities

	2010				2011				2012				2013			
Activity	Q1	Q2	Q3	Q4												
Hire Lead Trainers																
Conduct Field Research																
Create certification programs																
Create outside partnerships																

where needed																		
Develop a marketing and outreach plan																		
Pilot training programs																		
Evaluation and feedback																		
Program Redesign where needed																		
Statewide roll-out																		

Parties Responsible

Tony Thacker, Coordinator – Commission on Quality Teaching

(iii) In order to make the data available and encourage effective research, Alabama plans to:

1. **Develop and Implement ASCEND**
2. **Create partnerships with universities and research centers**

Part 1: ASCEND

Goals

- To create a more complete set of student data where information outside of a student’s K-12 life is aggregated, thus developing a

full P-20 system and the ability to fully understand student achievement

- To create a system that is flexible and easy to access, ensuring that the data is user-friendly as well as powerful

Overview

Alabama System for Collaborative Education Needs Data Warehouse (ASCEND) will connect data from ALSDE and partners such as the Alabama Department of Rehabilitation Services (DRS), Alabama Commission on Higher Education (ACHE), Alabama Department of Postsecondary Education (DPE), Alabama Department of Children's Affairs - Office of School Readiness (DCA), and the Alabama Department of Industrial Relations (DIR). A Memoranda of Understanding (MOU) between agencies has been agreed to in principle and will be formally signed by the second quarter of 2010. An executive order from the Governor's office to share data across agencies will ensure that the project does not violate FERPA regulations. The project will begin by developing an agreed upon set of data structures and elements to be used among participating agencies. This will lead to the development of a common data dictionary and metadata repository. A transport mechanism, including data transformation and loading routines, will be developed to move data into the shared data store for use by all of the cooperating agencies. A data reporting portal and data mining tool will be implemented to provide easy access for each of the participating agencies.

ASCEND will feature a common data standard with data that are regularly refreshed. It will provide easy access to required data for federal and state reporting needs, consistent with the business needs of the agencies involved. ASCEND will utilize roles-based access to ensure FERPA compliancy. Reports, dashboards, and interactive inquiry capabilities will allow the ALSDE and partners to readily make informed decisions regarding policy, procedure, and education in Alabama.

The creation of a common data store that can be shared between the ALSDE and other agencies such as ACHE and DIR will result in

timely, accurate, and better quality data. The various constituents will be able to assess the frequency, impact, and nature of the success in programs targeted to improve student retention, completion, and performance. The data store will include data from ACHE on student's enrollment/exit data from public colleges within the state, as well as similar data from DPE for two year colleges. It is anticipated that this will be completed by the end of 2012.

The majority of the budget for this investment was applied for in Alabama's State Longitudinal Data System (SLDS) grant application. Due to the fact that the SLDS grant is competitive and results and awards will not be released until after the Race to the Top Competition, the expenses for this were also included in the Race to the Top budget request.

Timeline and Activities

Activity	2010				2011			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Organization and Administration								
Data warehouse / Data-marts / E-transcript storage								
Common Data Dictionary								
Meta Data Repository								
Transport mechanism – For Inter-Agency transport of data to the Shared Data Repository								
Data Reporting Portal								

Associated tools – Tools associated with the use and mining of Data									
Automated workflow									

Parties Responsible

- Project Director: Mr. Gary Weatherly, ALSDE’s Director of Information Systems
- Project Team Members:
 1. Mr. Dominique Martel, Programmer Analyst Senior – LEA Support, Data Collections, Web Development, Programming
 2. Mr. Scott Crews, IT Manager I – Networking, Technical Support
 3. Mrs. Patsy Eiland, DP Specialist III – Accountability, Programming

Part 2: Develop MOU’s with universities and research centers related to research and evaluation.

Goals

- Partner with universities and research departments to conduct analysis of available data to be used to develop best practice learning opportunities for students and educators
- Utilize the research and evaluation capacity of partner universities in data analysis with a focus on program and budgetary effectiveness.

<p align="center">Performance Measures</p> <p>Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.</p>	<p>Actual Data: Baseline (Current school year or most recent)</p>	<p>End of SY 2010-2011</p>	<p>End of SY 2011-2012</p>	<p>End of SY 2012-2013</p>	<p>End of SY 2013-2014</p>
<p>Teacher and Administrator Survey on Ability to use and understand Alabama’s LDS and data. Percent “Meeting expectations” or above.</p>					
<p>Percent of Alabama schools using data in professional evaluations and promotion decisions.</p>					
<p>Number of University and Research Center Partnerships</p>					
<p>Number of research papers produced annually related to Alabama education</p>					

(C) Data Systems to Support Instruction (47 total points)

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.

Recommended maximum response length: Two pages

(C)(1) America COMPETES Act Elements and Data Quality Campaign Results

Overview

Over the past several years, ALSDE has been investing in the development of the Longitudinal Data System and to date has 8 of the 12 America COMPETES Act Elements in place as outlined below. Furthermore, many of the key elements of the America COMPETES Act are mirrored in the Essential Elements of the Data Quality Campaign. As additional documentation of Alabama's current data capabilities, as well as evidence of its commitment to improving the system over the last several years, we have included Alabama's DQC Survey Results (*see Section C Appendix 1*).

Unique statewide student identifier	√
Student-level data, including enrollment, demographic, and program participation	√
Student-level information about exits, transfers in/out, drop-out, and P-16 completion	√
Capacity to communicate with higher education data	X
State data audit system assessing data quality, validity, and reliability	√
Yearly test records of individual students	√
Information on students not tested by grade and by subject area	√
Teacher identifier with the ability to link teachers to students	√
Student-level transcript information	X
Student-level college-readiness test scores	√
Data supporting successful student transitions to postsecondary, including remediation	X
Data necessary to address alignment and preparation for success in postsecondary	X

Evidence

1. *A unique statewide student identifier that does not permit a student to be identified by users of the system*

ALSDE has developed a statewide unique student ID (SSID) for all public K-12 students in Alabama, as well as all Pre-K students participating in public school programs. This was accomplished without the use of external funds or grants. A student identifier defined as an encrypted SSN is currently being used to identify students in postsecondary and higher education and workforce preparation. If awarded the Statewide Longitudinal Data System Grant and/or Race to the Top funding, ALSDE plans to develop an e-transcript system that would include the SSID, matched with SSN, of all public school students in Alabama. This will result in a true P-20 student ID repository with a supporting data dictionary and common metadata.

2. *Student-level data including Enrollment, Demographic, and Program Participation*

Approximately 95% of these data are already captured in the statewide student management system, Software Technology, Inc. (STI). Data from some programs such as Neglected and Delinquent and Head Start are reported through separate data collections. The use of STI will be expanded to include these programs, resulting in a reduction in the number of non-standard data collections.

3. *Student-level information about the points at which students: Exit, Transfer in, Transfer out, Drop out, and Complete P-16 education programs*

The STI student management system currently includes enrollment, dropout, and high school graduation data for every K-12 student in public schools in Alabama using state resources. These data are not collected by ALSDE for students enrolled in postsecondary schools. ASCEND, the shared data repository proposed in the Statewide Longitudinal Data System Grant, will connect data from

ALSDE and partners such as the Alabama Commission on Higher Education (ACHE), the Department of Industrial Relations, Department of Children's Affairs - Office of School Readiness (DCA), the Department of Postsecondary Education (DPE), and the Department of Rehabilitation Services/Office of Early Intervention programs. This will link enrollment and graduation data for students in postsecondary schools with their K-12 data.

4. Capacity to communicate with higher education data system

ACHE currently provides student level data to ALSDE periodically on a limited basis. With the development of ASCEND, funded by the Statewide Longitudinal Data System Grant and/or Race to the Top funding, data will be linked electronically and automatically on a regularly scheduled basis between all partner agencies / entities. This will result in a common data store that can be shared between the ALSDE and other agencies / entities.

5. State data audit system assessing data quality, validity, and reliability

ALSDE has built separate audit systems for each of the existing source data systems such as STI and the Assessment Data Warehouse. These audit steps check for validity, reliability, acceptable values, and format. A single integrated audit system will be developed that will handle all existing and future source data systems as they are integrated into ACES and ASCEND.

6. Yearly test records of individual student with respect to assessments under section 1111(b) of ESEA 1965

Individual student test records for each year already exist in the Assessment Data Warehouse for all statewide tests using the statewide unique student ID. Using funds from the Statewide Longitudinal Data System Grant and/or Race to the Top funding, ALSDE assessment data will be integrated into the ACES and ASCEND data repositories, providing a longitudinal record of

student assessments.

7. Information on students not tested by grade and by subject area

The Assessment Data Warehouse also includes needed data on students not tested for each statewide assessment as well as reason not tested. Each assessment record includes the subject area of the assessment.

8. Teacher identifier with the ability to match teachers to students

ALSDE currently uses SSN as its unique staff identifier, which is used to link teacher information to students through the use of class lists and course enrollment information. ALSDE plans to develop a statewide staff unique identifier that does not use SSN as the key.

9. Student-level transcript information including Courses completed and Grades earned data

The data to support a student-level transcript currently exist in the statewide student management system housed at the LEA level. However, all relevant data are not collected by the ALSDE. Funds from the Statewide Longitudinal Data System Grant and/or Race to the Top funding will be used to develop a statewide e-transcript and storage system that will be part of the ASCEND repository used across all partner agencies / entities and based upon a common data dictionary and metadata repository.

10. Student-level college readiness test scores

Individual scores for students who choose to take the ACT are currently provided to the state from the test vendor. These are loaded into the Assessment Data Warehouse. ALSDE is in the process of instituting a program that will allow every eligible student to

take the ACT free of charge as part of the state high-stakes testing program.

11. Data that provide information regarding extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework

ACHE currently provides ALSDE with data on students who attend public higher education institutions and receive remedial course work. Because of a common data dictionary and metadata, the ASCEND data repository that will be developed with the Statewide Longitudinal Data System Grant and/or Race to the Top funding will enable ALSDE and participating partners to share assessment, transcript, and other types of data. ALSDE will be able to determine how students perform in postsecondary programs and look for patterns based on programs and courses taken in high school.

12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education

This key element does not currently exist. Data provided to ASCEND by each of the participating partners will enable the ALSDE and other stakeholders to address curriculum alignment and the adequacy of preparation for success in postsecondary education and the workforce. Plans are already underway to add components to the assessment program. The ACT Explore (8th graders Career exploration/interest), Plan Assessment (10th graders “pre-ACT” to gauge students readiness for college), ACT (all 11th graders free of charge), Work Keys (12th graders indication of workforce readiness), the current graduation exam, Alabama High School Graduation Exam (AHSGE), will be included as end-of-course assessments that are more rigorous and indicative of college readiness. These will become part of the final grade for credit. These data will be added to ASCEND as part of the Statewide Longitudinal Data System Grant.

Reform Plan Criteria

(C)(2) Accessing and using State data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.¹

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Two pages

(C)(2) - ACES

¹ Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

Goals

1. Useful and relevant data is a fundamental element of improving instruction and the development of the Alabama Consolidated Education System (ACES) will provide the quality and quantity of data necessary for affecting student achievement
2. Student data is only useful if it is easily accessible, updated and available to all the key stakeholders (including teachers and policy makers) to support decision-making and improvement efforts. The goal of ACES is to achieve this through a robust suite of products and dashboards designed specifically for the various end users.
3. Ensure FERPA compliancy

Overview

In order to ensure the accessibility and usability of the State's LDS data, Alabama plans to complete the development and implementation of the Alabama Consolidated Education System (ACES), a consolidated operational data store. ALSDE has already begun the development of several ACES components. Potential funds from the Race to the Top grant, as well as the Statewide Longitudinal Data System Grant, will enable the completion of ACES and accompanying longitudinal data warehouse with associated data-marts. The operational data store will integrate data from the student management systems in each school and LEA, as well as other non-SMS data sources, using a common data dictionary and metadata repository.

ACES will incorporate a robust and technically compliant suite of products. It will provide frequent updates from the operational data store to the data warehouse resulting in the availability of the most current data possible for use. The data reporting portal will

be easy to use and include a comprehensive dashboard as well as current data-mining technologies. It will have the ability to produce predefined, canned reports as well as dynamic reports with the appropriate blend of graphical, tabular, and analytical presentations to assist SDE decision makers.

Policy makers will be able to identify trends and needs within the state to address educational and operational issues related to student performance and school management. Student progress will be presented in an easy-to-navigate and user-friendly format. End users will be able to generate reports at the individual student level (after confirming user authentication and access privileges) to track progress on each content standard. These data will be used to identify at risk students and create “prescriptions” for student progress using a web-enabled dashboard. ALSDE plans to develop dashboards designed specifically for the various end-users, down to the teacher level. Teachers will have data to guide instructional processes, including a link between data and menu of instructional interventions proven to work based on results.

The majority of the budget for this investment was applied for in Alabama’s State Longitudinal Data System (SLDS) grant application. Due to the fact that the SLDS grant is competitive and results and awards will not be released until after the Race to the top Competition, the expenses for this were also included in the Race to the Top budget request.

Timeline and Activities

Activity	2010				2011			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Organization and Administration								
Operational Store Data								
Meta Data Repository								
Consolidated data store for all teacher education and certification information								
ACES Data warehouse / Data-marts								
Data Reporting Portal								
Associated tools – Tools associated with the use and mining of Data								
Automated workflow								

Parties Responsible

- Project Director: Mr. Gary Weatherly, ALSDE’s Director of Information Systems
- Project Team Members:
 1. Mr. Dominique Martel, Programmer Analyst Senior – LEA Support, Data Collections, Web Development, Programming

2. Mr. Scott Crews, IT Manager I – Networking, Technical Support
3. Mrs. Patsy Eiland, DP Specialist III – Accountability, Programming

(C)(3) Using data to improve instruction *(18 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of

instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

(i and ii) In order to increase the adoption and use of the data and instruction improvement systems, as well as support LEA's and schools in providing professional development in this area, Alabama plans to develop a **“train-the-trainer model.”** Alabama's differentiated service model, where customized training and support will be provided by Regional Service Centers (rather than centralized at the State Department), will be fundamental in designing the data training and professional development. This will not only enable an increased number of teachers and administrators to be trained, it will ensure that the data training and professional development is customized to the needs of the individual regions.

Goals

- Enable teachers to efficiently and effectively use data to improve instructional capabilities and student improvement by implementing a train-the-trainer model delivered via the Regional Service Centers
- Enable districts and administrators to use data to evaluate success of educational programs and staff and utilize this information in

decision-making and planning

- Create institutional knowledge about educational data at state-, district-, and school-level
- Provide district-level staff with an opportunity for professional advancement and responsibility

Overview

ALSDE plans to use a “train-the-trainer” approach through its proposed regional service centers for statewide delivery of data training. The training will be focused in two areas:

- 1) Technical training related to use of the data systems
- 2) Effectively using the data to inform professional development and instructional improvement

Staffing will include:

- State-level Director who will offer general oversight of the program and be the state-level point of contact for the program.

Responsibilities will include:

- Manage Lead Data Trainers and ensure their professional development and evaluation
- Program evaluation
- Reporting back to the State Department of Education
- Lead Data Trainers employed at each of the 11 regional service centers who will collaborate to design the overall program and manage the training process within their districts. Responsibilities include:
 - Develop certification programs for each focus area
 - Manage certification for district-level trainers

- Responsible for regional success of using data to improve student outcomes
- Participate in continued professional development and training to remain experts in education data field
- Support LEA's in creating training, professional development, and evaluation
- Help to integrate data into Professional Pathways program, ensuring data is a component used in evaluation
- District-level trainers are full time staff at the district who are interested in taking on a new responsibility in data training and choose to become certified trainers. Responsibilities include:
 - Provide training sessions for teachers, administrators and data input teams in their respective districts
 - Paid stipend for training sessions provided
- District-level trainers are certified in one of the two focus areas:
 - Technical training
 - Using data for instructional improvement

Timeline and Activities

	2010				2011				2012				2013			
Activity	Q1	Q2	Q3	Q4												
Hire Lead Trainers																
Conduct Field Research																
Create certification programs																
Create outside partnerships																

where needed																		
Develop a marketing and outreach plan																		
Pilot training programs																		
Evaluation and feedback																		
Program Redesign where needed																		
Statewide roll-out																		

Parties Responsible

Tony Thacker, Coordinator – Commission on Quality Teaching

(iii) In order to make the data available and encourage effective research, Alabama plans to:

1. **Develop and Implement ASCEND**
2. **Create partnerships with universities and research centers**

Part 1: ASCEND

Goals

- To create a more complete set of student data where information outside of a student’s K-12 life is aggregated, thus developing a

full P-20 system and the ability to fully understand student achievement

- To create a system that is flexible and easy to access, ensuring that the data is user-friendly as well as powerful

Overview

Alabama System for Collaborative Education Needs Data Warehouse (ASCEND) will connect data from ALSDE and partners such as the Alabama Department of Rehabilitation Services (DRS), Alabama Commission on Higher Education (ACHE), Alabama Department of Postsecondary Education (DPE), Alabama Department of Children's Affairs - Office of School Readiness (DCA), and the Alabama Department of Industrial Relations (DIR). A Memoranda of Understanding (MOU) between agencies has been agreed to in principle and will be formally signed by the second quarter of 2010. An executive order from the Governor's office to share data across agencies will ensure that the project does not violate FERPA regulations. The project will begin by developing an agreed upon set of data structures and elements to be used among participating agencies. This will lead to the development of a common data dictionary and metadata repository. A transport mechanism, including data transformation and loading routines, will be developed to move data into the shared data store for use by all of the cooperating agencies. A data reporting portal and data mining tool will be implemented to provide easy access for each of the participating agencies.

ASCEND will feature a common data standard with data that are regularly refreshed. It will provide easy access to required data for federal and state reporting needs, consistent with the business needs of the agencies involved. ASCEND will utilize roles-based access to ensure FERPA compliancy. Reports, dashboards, and interactive inquiry capabilities will allow the ALSDE and partners to readily make informed decisions regarding policy, procedure, and education in Alabama.

The creation of a common data store that can be shared between the ALSDE and other agencies such as ACHE and DIR will result in

timely, accurate, and better quality data. The various constituents will be able to assess the frequency, impact, and nature of the success in programs targeted to improve student retention, completion, and performance. The data store will include data from ACHE on student's enrollment/exit data from public colleges within the state, as well as similar data from DPE for two year colleges. It is anticipated that this will be completed by the end of 2012.

The majority of the budget for this investment was applied for in Alabama's State Longitudinal Data System (SLDS) grant application. Due to the fact that the SLDS grant is competitive and results and awards will not be released until after the Race to the Top Competition, the expenses for this were also included in the Race to the Top budget request.

Timeline and Activities

Activity	2010				2011			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Organization and Administration								
Data warehouse / Data-marts / E-transcript storage								
Common Data Dictionary								
Meta Data Repository								
Transport mechanism – For Inter-Agency transport of data to the Shared Data Repository								
Data Reporting Portal								

Associated tools – Tools associated with the use and mining of Data									
Automated workflow									

Parties Responsible

- Project Director: Mr. Gary Weatherly, ALSDE’s Director of Information Systems
- Project Team Members:
 1. Mr. Dominique Martel, Programmer Analyst Senior – LEA Support, Data Collections, Web Development, Programming
 2. Mr. Scott Crews, IT Manager I – Networking, Technical Support
 3. Mrs. Patsy Eiland, DP Specialist III – Accountability, Programming

Part 2: Develop MOU’s with universities and research centers related to research and evaluation.

Goals

- Partner with universities and research departments to conduct analysis of available data to be used to develop best practice learning opportunities for students and educators
- Utilize the research and evaluation capacity of partner universities in data analysis with a focus on program and budgetary effectiveness.

Overview

ALSDE will partner with universities such as Auburn University and University of Alabama to create relationships that foster research and evaluation of what is working within Alabama’s education system and why. ALSDE’s LDS will create portals and dashboards that give researches access to the data they need in an easy to use format. The MOUs will be designed to ensure that the research and evaluation is an ongoing process that will help inform instructional improvement and long-term increased student achievement, while complying with FERPA requirements.

Timeline and Activities

Activity	2010				2011			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Develop Memorandums of Understandings with partner universities outlining the roles and responsibilities for research and evaluation activities								

Parties Responsible

Dr. Tommy Bice, Deputy State Superintendent of Education Instructional Services

<p style="text-align: center;">Performance Measures</p> <p>Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.</p>	<p style="text-align: center;">Actual Data: Baseline (Current school year or most recent)</p>	<p style="text-align: center;">End of SY 2010-2011</p>	<p style="text-align: center;">End of SY 2011-2012</p>	<p style="text-align: center;">End of SY 2012-2013</p>	<p style="text-align: center;">End of SY 2013-2014</p>
<p>Teacher and Administrator Survey on Ability to use and understand Alabama's LDS and data. Percent "Meeting expectations" or above.</p>					
<p>Percent of Alabama schools using data in professional evaluations and promotion decisions.</p>					
<p>Number of University and Research Center Partnerships</p>					
<p>Number of research papers produced annually related to Alabama education</p>					

(D) Great Teachers and Leaders (138 total points)

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State’s alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State’s alternative routes to certification (as defined in this notice), and for each:
 - The elements of the program (as described in the alternative routes to certification definition in this notice).
 - The number of teachers and principals that successfully completed each program in the previous academic year.
 - The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

Part I: Legal Approaches to Alternative Certification [D(1)(i)]

Overview

The legal provisions surrounding alternative routes for teachers and principals are defined below. For full statutes, see [**Appendix “Legal Statutes- Alternative Pathways”**].

Evidence

Alabama’s state code allows the State Board of Education ultimate power over the decision of how teachers can be trained and who can be certified as a teacher. Through its executive officer, this board prescribes rules and regulations governing the training and the certification of teachers in the public schools of the state, and for the acceptance of the diplomas of the colleges and universities of Alabama, as well as of other states. The State Board of Education, with the advice of the State Superintendent of Education, also has full power and authority to promulgate and adopt rules and regulations governing the issuance of professional and special, alternative, and emergency certificates consistent with the provisions put forward in §16-3-23 (see below). Certification by the National Boards of Professional Teaching Standards is also accepted as national reciprocity when national certification has been fully implemented. (§16-3-16)

Section §16-23-3 outlines the process of alternative certification. This code is subject to new rules based on a 2008 amendment, but these rules are included in the summary below. For full details, see [**Appendix “Legal Statutes- Alternative Pathways”**].

There are a number of existing alternative routes to certification. Business and military veterans can be employed with credentials matching a needed subject area. Local school boards are authorized, pursuant to rules and regulations established by the State Board of Education, to employ provisionally certified persons from business, industry or other areas or military retirees who have extensive preparation with a limit of three years of alternative certification. Such persons may be employed provided:

- (1) They have at least a bachelor's degree and the appropriate content knowledge required; and
- (2) They are evaluated regularly and offered proper guidance by their supervisors.

The time served as a provisionally certified teacher does count towards tenure and is meant as a way to supply teachers to areas where need is identified.

Specifically, Alabama State Code allows alternative certification programs open to teachers for grades nine through twelve. This alternative certification is available when:

- (1) The person has earned a bachelor's or higher degree from a regionally accredited university or college
- (2) The person is recommended to the State Board of Education by the city or county school superintendent in whose system such person shall be employed; and
- (3) The person has completed requirements of Alabama Prospective Teacher Testing Program (APTTP), which includes a basic skills assessment and a passing score on the Praxis II subject-specific test

Any alternative certification is valid for a length of time based on the State Board of Education's specific policies, but currently, this alternative certification can never last for more than 3 one-year periods within 4 total years. After 3 years of alternative certification, a person either leaves his or her position, or can be granted a teaching certificate issued by the State Superintendent of Education (pursuant to Section §16-23-1), when:

- (1) Approved by the State Superintendent of Education; and
- (2) Approved according to policies adopted by the State Board of Education regarding follow-on coursework to support this certification (as referenced in §16-23-1).

While employed with alternative certification, a teacher shall be eligible to gain time towards tenure. Time served as a teacher

pursuant to an alternative certificate shall be counted in determining continuing service status (pursuant to §16-24-2). (§16-23-3)

In all cases, a teacher must first pass a basic skills assessment and the Praxis II subject test in the area of study in which they are applying for certification.

In cases of emergency when certified teachers, including teachers who may have received alternative certificates pursuant to this section, are not available, the State Superintendent of Education may grant emergency certificates of any different type or grade. Any emergency certificate is valid for only one year and cannot be extended or renewed. Time served as an emergency certified teacher does not count towards tenure. (§16-23-3)

Any alternative certificate (ABC) issued in this manner is generally limited to persons teaching grades six through twelve; however, an alternative certificate for teachers in grades K-8 if limited to the subject areas of the fine arts, foreign languages, and physical education. (§16-23-3)

Tuition grants and reimbursements for adding STEM or other critical needs areas to certificates are available to existing able teachers certified in subject areas not designated critical needs areas. Any full-time regularly certified public school teacher in Alabama is eligible for this program but must take courses that are graduate level or approved undergraduate level courses leading to a new certification area. Tuition reimbursements may not exceed 36 semester or 54 quarter hours or \$4,000 per year in an approved teacher education program in Alabama. To receive these reimbursements, participants must maintain a B average on all work attempted, but are eligible for all summer programs and other programs and incentives open to STEM teachers. Each tuition

reimbursement recipient must sign a letter of commitment to the Alabama Commission on Higher Education agreeing that upon the completion of coursework, he or she will teach two full years of secondary STEM or other critical needs area for each academic year the grant is received (§16-6A-15).

Part II: Descriptions of Alternative Certification [D(1)(ii)]

Overview

Since the number of traditionally certified teachers will not always match the needs of classrooms around the state, Alabama has instituted a variety of alternative certification programs to ameliorate any shortages by pulling in teachers from non-traditional routes. By supporting a variety of alternative pathways to certification, the state has committed to solving shortage problems, opening doorways to individuals from many backgrounds.

Alabama has several in-state offerings that allow opportunities for teachers to find certification in non-traditional ways. In general, these opportunities are only open to secondary grades, except in the areas of fine arts or foreign language, as outlined in §16-23-3. Additionally, there are two nationally regulated modes of certification accepted in Alabama. Full descriptions of alternative routes to certification are available in [**Appendix “Alternative Approaches to Alabama Certification”**].

These programs are widely used by teachers in Alabama, with 14,436 alternative certificates issued in-state over the last five years. Specifically 6,650 had Alternative Baccalaureate-Level Certificates (including professional certification), 2,692 had Special

Alternative Certificates, 961 had Preliminary Certificates, and 86 were certified under the Speech and Language Impaired Approach.

In addition to these state-designed programs, Alabama also recognizes national certifications for Nationally Certified School Psychologists and those certified by the National Board for Professional Teaching Standards. Alabama also recognizes those certified as National Certified School Psychologist and, while state specific numbers are not available, 6,476 teachers across the country have been certified by the National Board for Professional Teaching Standards. Alabama can also, in times of dire need, authorize an Emergency Certification for one year; 3,777 individuals have had this certification over the last 5 years.

Evidence

The existing alternative routes to certification, as regulated by the Alabama State Department of Education, are as follows:

(1) (ABC) Alternative Baccalaureate-Level Certificate – Created by the Alabama Legislature as part of the Alabama Education Improvement Act of 1991 with the goal of increasing the pool of qualified people from which LEA superintendents can draw talent. The certificate is issued one year at a time and can be renewed for up to three years at the request of the employing superintendent or headmaster. 1,458 teachers were certified by this method (including professional certification) in 2008-2009. It is contingent upon:

1. Recommendation by employing superintendent or administrator of nonpublic school before October 1st
2. At least a bachelor's degree from a regionally accredited college or university

The ABC is only available at the bachelor's degree level. However, a Professional Certificate can be earned if the following criteria are satisfied:

1. Three consecutive years of satisfactory full-time service in the same school system or nonpublic school while holding ABC
2. 12 semester / 18 quarter hours of applicable coursework with a “C” average or above while holding an ABC
3. Verification of a passing score on a nationally-normed test for certification
4. All of these must be satisfied by the expiration of the third ABC

ABCs are issued for specific secondary fields, physical education, and specified special education in grades 6-8 or 9-12 and only in fine arts or foreign languages in grades K-8

(2) Special Alternative Certificate (SAC) – This certification allows people who have finished a bachelor’s degree and are admitted to a Fifth-Year Program to be issued certification, based on the field in which Alternative Fifth-Year Programs are offered. In general, requirements are similar to those of the ABC. Like all alternative certifications, a teacher is only eligible for this certificate if they have passed both parts of the APTTP (basic skills and subject test). The SAC, as compared to the ABC, requires admission to an Alabama Alternative Fifth-Year Program. For teaching fields, a bachelor’s is sufficient, but for Reading Specialists, Library-Media Specialists, and School Counselors, individuals must also hold professional certification in a teaching field. 673 teachers were certified by this method in 2008-2009.

This program also issues certifications on a yearly basis, renewable for up to three years. With the first year, admission into an Alabama Alternative Fifth-Year Program is required (in addition to other standards), but with years two and three, an individual must complete three and four courses, respectively, in that program in addition to completing a year of teaching with the prior certificate. Professional Certification (at a master’s level) can also be earned if an individual finishes this Alternative Fifth-Year

Program and provides verification of a passing score on a nationally normed test for certification, if required. For full details, see [Appendix “Alternative Approaches to Alabama Certification”].

(3) Preliminary Certificate – This alternative certification can be issued by at the request of an employing superintendent or administrator for school counseling, library-media, and speech and language impaired, in addition to any teaching field or support area deemed necessary at the request of the employing superintendent. 153 teachers gained this certification in 2008-2009. To gain this certification, an individual needs:

1. Recommendation by employing superintendent or headmaster
2. For school counseling, at least a master’s degree and a valid license issued by any state’s board of examiners in counseling
3. For library-media, at least a master’s earned in library science
4. For speech and language impaired, at least a master’s earned in that field

All other teaching fields and instructional support areas are handled by contacting the Teacher Education and Certification office.

This certificate is valid for one year at the highest degree level of the individual applying. It can be reissued twice for a year each if the requirements for Professional Certification have not been met. These requirements are

1. Verification of two years of full-time, satisfactory experience in Alabama while holding the Preliminary Certificate, with the majority of the experience in the grade level and subject for which certification is sought

2. Verification of a passing score on the nationally-normed test for certification

(4) Speech and Language Impaired Approach – An individual with a master’s degree or higher in speech-language pathology and a valid speech-language license issued in any state by a board of examiners may be eligible for appropriate degree level professional educator certificate endorsed in speech-language impaired. Once a nationally-normed test is in place, it will require for certification (Praxis II).

Additionally, Alabama recognizes two national certifications by which a teacher can gain alternative certification in the state of Alabama:

(1) Nationally Certified School Psychologist Approach – An individual valid certification as a Nationally Certified School Psychologist may be eligible for professional certification as school psychologist. This certification is contingent upon a copy of the individual’s current National School Psychologist Certificate (or a copy of the page where this person’s name appears in the National School Psychologists Directory) and verification of a passing score on the Praxis II exam.

(2) National Board for Professional Teaching Standards Approach – An individual with valid certification by National Board for Professional Teaching Standards may be eligible for professional certification if Alabama offers comparable certification in area(s), grade level(s), and degree level(s). This certificate is contingent upon verification of current certification awarded by the National Board for Professional Teaching Standards and passing the APTTP. While Alabama incorporates this number into its own alternative certifications, individual state data for this approach is not available. 1,642 teachers were certified nationally in 2008-2009.

Finally, in extreme cases, individuals may be certified by **Emergency Certification**. This certification can only be given to someone for one year once in a lifetime, does not count towards tenure, and only is used in reference to subjects that are intensely in need. 641 teachers were certified by Emergency Certification in 2008-2009.

Goals for the future are increasing alternative certification routes that focus on selectivity and allow for the preparation of teachers in through non-traditional, LEA driven opportunities.

Part III: Efforts in Identifying and Dealing with Shortages [(D)(1)(iii)]

Overview

Alabama's ongoing education reform approach is built on the knowledge that the surest avenue to improving student achievement is improving and supporting the practice of instructional leaders and classroom teachers. Equity starts with the assurance that there is a clear understanding of what is meant by quality, that practitioners are prepared and supported in ways that insure alignment of practice with the standards that define quality, and only then can a state insure that there is a high performing leader and teacher in every school and classroom. Alabama has sufficient human resources, but has not been consistently successful in the development and support of them. Committed to providing every student a highly effective leader and teacher for all, the State has undertaken efforts to understand and approach teacher and leader shortages, quality and effectiveness. Alabama has identified a shortage of STEM and Special Education teachers, and effective principals in high-needs schools. Additionally, an inconsistency in leader and teaching skills across the state. To respond to these needs,

(1) The Governor’s Congress on School Leadership was initiated in November 2004 by Governor Bob Riley and State Superintendent, Dr. Joseph B. Morton. The Congress, a group of 200 educators and business leaders, examined school leadership issues and designed a set of recommendations focused on (1)The Alabama Standards for Instructional Leaders, (2) the Alabama Educator Code of Ethics, (3) developed the Alabama Continuum for Instructional Leader Development, (4) developed a new certification for instructional leaders, (5) professional development to support leaders, (6) incentives to attract and retain quality principals in every school, and (7) a formative leader evaluation system (LEADAlabama) which is focused on building on leader strengths and identifies professional development to help them align their practice with the Alabama Standards for Instructional Leaders. Modules are being developed for the purpose of assisting with this alignment. Convinced that principal preparation programs were inadequate at producing quality leaders, the Governor’s Congress requested that the State Board of Education require all principal preparation programs in the state to close and to redesign, moving from a focus on administration to one of preparing instructional leaders. Each university underwent a two-year redesign that culminated in a focused on-campus review of the new program from an expert visiting team led by the Southern Regional Education Board. Of the thirteen universities that redesigned programs, only one was given approval during the initial visit. All other programs were required to make additional changes before ultimately being approved to admit students. All new principal preparation programs are based in field experiences, required a trained mentor to oversee internships, and are aligned to the Alabama Standards for Instructional Leaders. (For full overview of redesign, see [**Appendices “Governors Congress University Redesign and the Alabama Continuum for Instructional Leader Development”**]). The Governor’s Congress has also redefined the certificate renewal standards for principals. Rather than simply satisfy a number of seat-hours, or student-hours in the classroom, leaders must now complete five Professional Learning Units, modules of professional development grounded in the core practices to

develop strong leadership. A practitioner group appointed by the State Superintendent approves the content of professional development for which leader certification credit is earned. See a description of Alabama leadership reform progress as outlined by the National Association of State Boards of Education on their website: <http://www.nasbe.org/leadership/>

(2) As the second step in Alabama’s comprehensive approach to providing every student with an effective leader and teacher, the Governor’s Commission on Quality Teaching, was convened on January 17, 2006. Action priorities focused on (1) Alabama Quality Teaching Standards, (2) Alabama Educator Code Ethics, (3) The Alabama Continuum for Teacher Development which explains the Standards by defining levels of practice for indicators in each Standard, (4) The Alabama Teacher Mentoring Program which provides every new teacher with a trained and paid mentor, (5) a small-scale teacher incentive pay pilot that led to a more comprehensive approach to differentiating the roles available to teachers providing the opportunity for them to leverage individual excellence across the profession, (6) teacher preparation and recruitment pilot programs, and (7) a formative teacher evaluation system (EDUCATEAlabama) which is focused on building on teacher strengths and identifies professional development to help them align their practice with the Alabama Quality Teaching Standards. Modules are being developed for the purpose of assisting with this alignment. (For full continuum document see [Appendix “Alabama Continuum for Teacher Development”]).

(3) The Governor’s Commission identified shortages in availability of science, mathematics, and special education. In an effort to address shortages in science, mathematics, and English language arts, Alabama has designed The Alabama Teacher Recruitment Incentive Program (ATRIP), approved in Alabama’s 2007 Regular Legislative Session and piloted in 2008. ATRIP

offers scholarships to aspiring teachers in the amount of \$20,000. The scholarship is contingent upon (a) a minimum GPA of 2.5 out of 4.0, (b) residence in Alabama for at least 12 months prior to application deadline, (c) statement of financial need, and (d) verification of enrollment from a college or university registrar. These scholarships are offered to students enrolled in approved teacher education programs in the critical needs areas of math, special education, general science, and English language arts. In the first year of the program, over 500 students applied for the 100 ATRIP scholarships. ATRIP also awards scholarships to those seeking alternate certification and who have been unconditionally admitted to an Alternative Class A teacher education program. ”

The Governor’s Congress on School Leadership and Commission on Quality Teaching are comprehensive, ongoing reform and support initiatives that are driving improvement and creating strategies addressed in section D of this grant proposal and referenced elsewhere. All of these programs are designed to recruit teachers, incentivize for strong performance, evaluate with clear standards, and focus on improving weaknesses to a commonly high skill level across the board; this process identifies and corrects areas of shortage, whether within a school community or within an individual teacher’s performance.

Reform Plan Criteria

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice) –

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and

(iv) Use these evaluations, at a minimum, to inform decisions regarding – *(28 points)*

(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;

- (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
- (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
- (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Ten pages

Part I: Establishing a link between student growth and teacher performance [(D)(2)(i)]

Goals

1. Define a metric which establishes acceptable levels for student growth
2. Track student achievement year-to-year on an individual level
3. Build teacher accountability by linking performance to student growth
4. Use measures of growth to recognize effective teachers and leaders, while enforcing accountability for the improvement of ineffective teachers. Understanding that the greatest influence on student growth is a teacher, improving educational outcomes must begin with improving teacher effectiveness.

Overview

Students' performance should be observable both in the aggregate and on the individual student level, based on assessments that accurately measure student growth. This ability will enhance accountability of teachers for their students' development.

The process for reaching these goals is as follows:

Develop and Utilize State Longitudinal Data System - the development of Alabama's State Longitudinal Data System (SLDS

II) will enable:

- Future tracking of assessment performance and student growth at the individual student level
- Organization of archived student data

Race to the Top funds, as well as State Longitudinal Data System Grant fund, if awarded, will be used towards the completion of the State Longitudinal Data System, which involves partnerships with prominent universities in Alabama and data processing and storing contractors. This money will also support the creation of a dashboard to present this data to teachers and principals in a usable form.

Develop unique student identification numbers to track P-20 growth - to create a full database, Alabama will adopt technology to expand the current K-12 unique student identifier system to track continuous growth for students from preschool to post-college endeavors. Within the context of the SLDS, these unique identifiers will track a continuous path of student growth to give a clear picture of a student's development over time and to look at the benefit of particular teaching techniques. Race to the Top funds will support the research and development of this project.

Timeline & Activities

	2010				2011				2012				2013			
Activity	Q1	Q2	Q3	Q4												
Develop State Longitudinal Data System to measure and make accessible data on student growth	█	█	█	█												
Develop tracking of new assessments to build into Longitudinal Data System		█	█	█	█	█	█	█	█	█	█	█	█	█		

Person Responsible: Dr. Tony Thacker
Mr. Dom Martel

Part II: Designing and Implementing Evaluations [(D)(2)(ii), (D)(2)(iii)]

Goals

1. Complete the implementation of EDUCATEAlabama (teacher formative evaluation instrument) and implement LEADAlabama (Alabama’s newly developed principal formative evaluation instrument)
2. Utilize student achievement and growth data to appropriately support the formative evaluation of teachers and leaders

Overview

Alabama has recently completed the development of a formative teacher evaluation instrument based on the Quality Teaching Standards. It is upon these same standards that the teacher mentoring and teacher preparation programs have been based. This new formative evaluation is in the first year of implementation. A newly developed formative principal evaluation instrument is to be implemented during the 2010 school year. This new evaluation is based on the Standards for Leaders in Alabama Schools and is the basis for the principal mentoring and preparation programs.

To support these formative evaluations, student growth data will be used to report instructional impact at the classroom and school levels. The purpose of these impact reports will be project professional learning needs and inform continuing service status of teachers and leaders.

Timeline & Activities

	2010				2011				2012				2013			
Activity	Q1	Q2	Q3	Q4												
Implement EDUCATEAlabama and LEADAlabama throughout Alabama schools																
Assist LEAs in the use of student growth data in determining the professional learning needs of teachers and leaders																

Person Responsible: Dr. Tony Thacker
 Mr. John Bell
 University Partners

Part III: Enacting Evaluations to Improve Teacher Performance and Recognizing Top Leaders [(D)(2)(iv)(a), (D)(2)(iv)(b)]

Goals

1. Fully implement EDUCATEAlabama and LEADAlabama to formatively inform professional learning and infuse student

growth data into this formative process.

Overview

To enact evaluations to improve teacher performance and recognize top leaders, Alabama will:

Create modules aligned to standards that will help teachers and principals reach goals - the state will design a set of interactive modules that help educators become more effective and reach growth aligned to each of 39 principles as outlined in the Alabama Quality Teaching Standards and the indicators in the Alabama Standards for Instructional Leaders. These modules will also be accompanied by videos that demonstrate techniques and provide examples of practice aligned to these Standards.

Leverage the Alabama Professional Pathways model to facilitate organic, job-embedded, professional development and coaching. Teachers recognized for outstanding teaching, will have an expanded role as professional development creators/presenters, intervention specialists, instructional coaches, mentors, coordinators of comprehensive school-based student support. . Race to the Top funds will go towards piloting and expanding the development of the Alabama Professional Pathways model.

Design a principal residency program to give additional responsibility to high performing principals - to support effective principal preparation, Alabama's most effective principals will be selected and trained to serve as mentors for new and aspiring principals. Novice principals will spend time shadowing a top principal and learning from that principal's behaviors and approaches. Mentor principals will be compensated in addition to their wages for hosting a novice principal. Race to the Top

money will be used to fund this additional compensation, pay a standard salary for each principal-in-residency, and hire full-time employees to manage the logistics of this program.

Institute Fellowship program through Educational Leadership Centers - through the institution of Educational Leadership Centers linked to Regional Service Centers, 11 strong principals per year in each region will be given the opportunity to participate in a Fellowship program that allows these principals to attend seminars, activities, observations, and special events led by recognized experts. These Fellows will also have the opportunity to network with one another and to collaborate on best practices while targeting skill development. Race to the Top money will support the implementation of these centers, compensation of these principals for time spent in Fellowship programs, and materials and speakers supplied through this program.

Timeline & Activities

Activity	2010				2011				2012				2013			
	Q1	Q2	Q3	Q4												
Create development modules aligned to standards that will help teachers and principals reach goals																

Leverage alternative pathways model to facilitate professional development coaching																		
Design a principal residency program to give additional responsibility to top principals																		
Institute Fellowship program through Educational Leadership Centers																		

Person Responsible: Dr. Tony Thacker
 Dr. Angela Mangum
 Regional Center Directors
 University Partners

Part IV: Tying Performance to Career Decisions [(D)(2)(iv)(c), (D)(2)(iv)(d)]

Goals

1. Utilize EDUCATEAlabama and LEADAlabama to inform professional learning needs
2. Develop professional learning opportunities to support teachers and leaders in improving practice
3. Align teacher preparation program standards with the Alabama Quality Teaching Standards and use these standards as a

basis for initial certification.

Student growth will be introduced into career decisions in the following ways:

Using Student Growth Data for Professional Learning - the State Department, participating LEAs and Regional Center staff will work collaboratively to develop professional learning opportunities focusing on the use of student growth data in instructional decision making. Based on the effectiveness impact reports provided to teachers and leaders, those with identified areas of needed improvement will be provided with these learning opportunities and supported within their schools by the principal, regional and state staff as determined collaboratively with the teacher or leader.

Build a principal and superintendent accountability system - when a principal chooses to recommend individuals for tenure, that principal will be required to present evidence of the teacher's ability to perform his or her duties satisfactorily, with student achievement data constituting a significant portion of that evidence based on Alabama's standards. The SDE will also require Superintendents to report disparities in teacher quality within districts and provide plan for remedy. Special emphasis will be placed on remedying overrepresentation in traditionally underserved schools of teachers who have not shown a propensity for producing high student achievement in their classrooms.

Develop evaluations to prevent underperforming pre-service teachers from entering the profession - pre-service teachers should be subjected to rigorous evaluations that work to determine if their capabilities before entering the classroom based on the Alabama Quality Teaching Standards. Race to the Top funds will support the development of pre-service evaluation standards implemented in teacher preparation programs. LEAs and teacher preparation program faculty will work together to perform these evaluations.

Timeline & Activities

1. Using Student Growth to determine professional learning needs
2. Build principal and superintendent accountability system
3. Develop evaluations standards for teacher preparation program graduates

Activity	2010				2011				2012				2013			
	Q1	Q2	Q3	Q4												
Develop and provide professional learning opportunities to teachers and leaders on the use of student growth in enhancing their instructional and leadership effectiveness																
Build principal and superintendent accountability system																
Develop evaluations to measure pre-service teacher candidates proficiency toward the Alabama																

Quality Teaching Standards																			
<p>Person Responsible: Dr. Tony Thacker University Partners Regional Centers</p>																			

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational

programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

Recommended maximum response length: Three pages

Part I: Ensuring Equitable Distribution in High-Poverty / High-Minority Schools [(D)(3)(i)]

Goals

1. Ensure that all students in high-poverty/ high-minority schools have access to highly effective teachers and leaders
2. Use Alabama's current distance learning infrastructure to deliver highly effective teaching is available in all Alabama classrooms.

Overview

All students, especially in high-poverty/ high-minority schools, should be provided with effective teachers and strong, impactful leaders. To honor its commitment to educational equity, Alabama must commit to ensuring that the students with the greatest needs are provided with the best teachers.

While the effort to equalize distribution is important to undertake currently, this action should naturally occur in the future. Race to the Top offers Alabama a unique opportunity to implement the supports and conditions to make sure that this corrective mechanism is in place down the road.

That being said, the distribution of teachers and leaders will be difficult to maintain perfectly, so other options should be available.

If a teacher cannot teach a class in person, students should still be able to access a similar offering in the form of distance learning or online resources, at the very least.

The process towards reaching these goals is as follows:

Invest in distance learning and curriculum available via ACCESS – while Alabama will take every effort possible to support the distribution of teachers by subject and by school, creating alternatives to staffing every needed spot will allow a safety net if any efforts do not completely meet the needs presented. Developing distance learning offerings in the career and technical space in conjunction with developing the curriculum available via Alabama’s ACCESS network will both ensure that all students statewide can access subjects that are understaffed and that these students will have access to quality teachers selected to lead distance learning courses through their strong credentials. Specifically, STEM subjects, often understaffed will have a strong presence through a distance-learning network, ensuring that all students have access to math-, technology-, and science-related coursework. Race to the Top funds will be used to compensate top teachers for recording lessons on ACCESS, finance the development of full distance-learning courses in STEM, and handle any technology costs associated with recording and distributing lessons.

Timeline & Activities

Activity	2010				2011				2012				2013			
	Q1	Q2	Q3	Q4												
Invest in distance learning and curriculum available via ACCESS																
Redesign teacher preparation programs																
Scale Educational Leadership Network																

Person Responsible: Dr. Tony Thacker
 Partner Universities
 Regional Centers

Part II: Ensuring Equitable Distribution in Hard-to-Staff Subjects [(D)(3)(ii)]

Goals

1. Ensure that all students in Alabama can access all subjects
2. Create conditions and supports so that this distribution will occur naturally in the future, requiring relatively little

administrative oversight

3. Develop distribution techniques so that teacher shortage in particular subject areas will cease to be an issue
4. Use data to trace and respond to shortages

Overview

All students should be able to access any subject available to any other student in the state. In particular, Alabama is committed to ensuring the robustness and quality of the STEM curriculum that to which all students have access. Yet shortages in subject areas, like in high-needs schools, will occur and Alabama must have mechanisms built in to correct these. Clear identification of subject area shortages, availability of teachers to fill these shortages, and mechanisms to bring those teachers to regions of need are the components of a distribution system that effectively supports the state's education equity.

The process towards reaching these goals is as follows:

Scale ATRIP to incentivize teachers to teach hard-to-staff subjects - the Alabama Teacher Recruitment Incentive Program offers a \$20,000 loan reimbursement for students moving into education in the hard-to-staff fields of STEM subjects and Special Education. This program also allows certified teachers to go back to school and gain certification in a hard-to-staff field in which they do not have certification already. Race to the Top funds will support the expansion of this program to allow loan forgiveness to more students for hard-to-staff subjects.

Invest in distance learning and curriculum available via ACCESS – just as distance learning and ACCESS will support learning in high-needs schools, it will also provide students with content available in subjects not covered in their schools, specifically in STEM. Race to the Top funds will be used to compensate top teachers for recording lessons on ACCESS,

finance the development of full distance-learning courses in STEM, and handle any technology costs associated with recording and distributing lessons.

Design shortage tracking and talent targeting capabilities – utilize the Longitudinal Data System to monitor teacher shortages and inform teacher preparation and recruitment efforts

Develop alternative methods of certification – As many STEM teachers come from industry or from alternative backgrounds, building the availability of the alternative certification programs in Alabama will expand the ability for potential teachers in these careers to gain certification. As this program already exists, minimal costs will be associated. However, logistical issues like having to renew an alternative certificate every year are prohibitive to some teachers and frustrating to ALSDE employees. With Race to the Top, Alabama will look to create a system that (1) requires the prospective teacher to model and defend effective teaching practice prior to receiving certification, (2) adjusts the period for renewal of certification from one year to three years to lower year-to-year attrition, (3) builds in subsidies for university programs to prevent financial burdens from prohibiting capable teachers. Additionally, this redesign will require individuals to pass APTTP requirements (basic skills and Praxis II) even before applying for alternative certification. Finally, teachers will engage in a summer academy of online courses to ensure that they have taken four core education courses before entering the classroom.

Timeline & Activities

	2010				2011				2012				2013			
Activity	Q1	Q2	Q3	Q4												

Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	25 %	50	75	100
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	40 %	60 %	80%	100 %
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	>60	>40	>20	0%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	>60	>40	>20	0%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	25 %	50	75	100
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	25	50 %	75	100 %
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	>60	>40	>20	0%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	>60	>40	>20	0%

Current practice does not provide the data needed to define teachers and leaders as effective or ineffective as defined in this notice. As part of this application, baseline data will be gathered with the stated goals of annual improvement above.

General data to be provided at time of application:	
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	350
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	325
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	8214
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	13737
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	350
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	325

[Optional: Enter text here to clarify or explain any of the data]

Data to be requested of grantees in the future:

Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.

Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.

Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.

Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.

Performance Measures for (D)(3)(ii)	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<i>Note: All information below is requested for Participating LEAs.</i>	Baseline data and annual targets				
General goals to be provided at time of application:					
Percentage of mathematics teachers who were evaluated as effective or better.	NA	60%	75%	90%	100%
Percentage of science teachers who were evaluated as effective or better.	NA	60%	75%	90%	100%
Percentage of special education teachers who were evaluated as effective or better.	NA	60%	75%	90%	100%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	NA	75%	85%	95%	100%
Alabama does not currently evaluate teachers using this metric but will develop a baseline and use to measure progress toward the goals stated above.					

General data to be provided at time of application:		
Total number of mathematics teachers.	19508	
Total number of science teachers.	16774	
Total number of special education teachers.	4821	
Total number of teachers in language instruction educational programs.	4080*	
<ul style="list-style-type: none"> *The number used for teachers in language instruction includes only those teaching at the secondary level. 		
Data to be requested of grantees in the future:		
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.		
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.		
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.		

Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

Part I: Tracking Preparation Program Effectiveness [(D)(4)(i)]

Goals

1. Link student growth to preparation programs
2. Hold preparation programs accountable for the effectiveness of their graduates

The process towards reaching these goals is as follows:

Create a state-level tool for measuring which teachers/classrooms are most effective and which teacher and principal prep programs they came from – while SLDS II will provide the infrastructure, organization, and data needed to tie student growth to teacher performance, another step in data processing will be involved in linking that performance all the way back to preparation programs. Race to the Top funds will help support the design team involved with SLDS II to create a categorization method for preparation programs that assigns teachers individual codes as well and allows them to be tracked from preparation to the classroom. This system will generate publicly available reports on selected statistics related to student growth based on credentialing program.

Build data monitoring into long-term prep program evaluations– supporting this program in the long-term requires building this data tracking into the development of each teacher and principal preparation program. To continue building a feedback loop

that tracks most effective prep programs and eliminates the least successful, programs will need to have the capability to be tracked from their creation. This priority will be included in the design of an extensive longitudinal data system, so minimal costs will be associated with this particular initiative.

Timeline & Activities

Activity	2010				2011				2012				2013			
	Q1	Q2	Q3	Q4												
Create a state-level tool linking student growth to preparation programs of teachers / principals																
Build data monitoring into long-term prep program evaluations																

Person Responsible: Mr. John Bell
 Dr. Jayne Meyer
 Partner Universities

Part II: Promoting High-quality Preparation Programs [(D)(4)(ii)]

Goals

1. Develop a set of program standards aligned with the Alabama Quality Teaching Standards and hold all teacher preparation programs accountable for redesigning programs aligned to the Standards.
2. Insure a standard of quality across all redesigned teacher preparation programs

The process towards reaching these goals is as follows:

Use data system to identify highly effective centers of practice and create best practices repository– the crucial part of this tracking system is to use it as a basis to identify what works and what does not work. While understanding and recognizing which programs are most effective is helpful, the final step in this process is to identify those that are most effective, have discussions with teachers and principals coming away from those programs, and find out what is working. The best practices drawn from this discussion should be compared and contrasted with the outcomes of similar discussions with representatives from the least effective programs. As this process will rely on data from an existing system and will rely on discussions with teacher preparation specialists, costs will be minimal.

Emulate techniques of most effective programs and either redesign or shut down least effective - once these top- and bottom-performing programs are identified, the lowest performing programs should be critically evaluated and either transformed with sharing of these best practices, or shut down. Race to the Top funds will enable the facilitation of this process as collaboration between state-level and regional teacher and principal preparation specialists.

Redesign teacher preparation programs to incorporate K-12 site preparation – while the confirmation of best practices will take some time to develop, teacher preparation program redesign can still begin with regards to the philosophy that prospective should learn in a school setting from real teachers. University programs for teachers will still continue to be a part of teacher education, but teachers should have a clinical, hands-on experience before managing a classroom. This new teacher preparation program will place potential teachers into residency with mentor teachers, moving teacher preparation out of the college classroom and into the K-12 setting. Through expanded use of ACCESS this new system will provide an appropriate and individualized context for each teacher to learn. Race to the Top money will fund the development of this program, paying stipends for teachers and principal advisors (investigators), supporting supplies needed, and covering the travel of student-teachers from universities to schools of residency.

Build Alabama New Principal Mentoring Program (ANPM) / Principal Residency Program as a means of demonstrating effective leadership – just as teachers should learn from successful teachers, principals should learn from effective principals. Alabama’s New Principal Mentoring Program, scheduled for implementation in fall 2010, will place all new principals in a two-year program with mentors trained using the National Association of Elementary School Principals’ National Mentoring Program model. These mentors will help principals along the Alabama Continuum for the Development of Instructional Leaders with training, support materials, and support groups. Additionally, a new principal preparation program will place novice and aspiring principals into residency with principals in top-performing schools with the philosophy that these principals-in-residency will learn from the best. Race to the Top funds will support additional compensation for mentor principals, a standard salary for principals in residency, and administrative costs associated with creating the links between these groups of principals and facilitating residencies.

Timeline & Activities

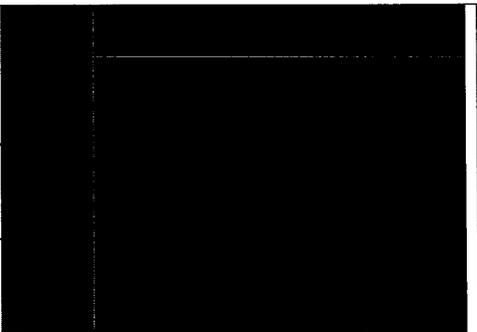
	2010				2011				2012				2013			
Activity	Q1	Q2	Q3	Q4												
Use data system to identify highly effective programs and create best practices repository																
Emulate techniques of most effective programs and either redesign or shut down least effective																
Redesign teacher preparation programs to align to most successful practices (i.e. Torchbearer)																
Build ANPM Program/Principal residency program																

Person Responsible: Dr. Tony Thacker
Mr. John Bell

Dr. Jayne Meyer
 Partner Universities

Performance Measures	Actual Data: Baseline (Current school year or	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	25%	100%	100%	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	25%	100%	100%	100%

General data to be provided at time of application:		
Total number of teacher credentialing programs in the State.	27	
Total number of principal credentialing programs in the State.	15	
Total number of teachers in the State.	58,070	
Total number of principals in the State.	1,526	
[Optional: Enter text here to clarify or explain any of the data]		
Data to be requested of grantees in the future:		
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.		
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.		
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.		

Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to –

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

Part I: Providing Measurable and Continuously Improving Support to Teachers and Principals [(D)(5)(i), (D)(5)(ii)]

Goals

1. Build data into the day-to-day activities of teachers and principals
2. Use all available resources actively to support educators
3. Integrate transparency into all facets of school life to build flexibility of method
4. Use the data generated from these programs as an effective benchmark for best practices
5. Improve programs by analyzing trends and seeing what works and what does not
6. Improve student achievement thoughtfully by monitoring data and targeting improvements

Overview

As an objective measure of transparency, any data on student performance will provide an unbiased account of student growth on which teachers can make active decisions regarding their approaches. Developing a clear and automated method for providing this data will allow a strong support method for both teachers and principals to maintain awareness about their best practices.

With data availability and support structures, educators should be able to see the effects of their actions and know how to correct something if it seems to provide a misplaced effect. All of this should create a culture that promotes active self-monitoring and adjustment of techniques, understanding that all students are different and require tailored approaches.

Additionally, on a state level, Alabama will analyze effectiveness of its professional development efforts in an accurate and timely manner. Data will be collected and effectively categorized to benchmark the effects of these programs and what can best be improved or eliminated. Like teacher and principal preparation programs, all of these support and coaching mechanisms must be evaluated with respect to their effects on student performance.

The process towards reaching these goals is as follows:

Introduce SLDS II dashboard into common teacher and principal use – making SLDS data accessible to teachers and principals is a top priority and will be accomplished through the creation of a dashboard application accessible online. This

dashboard will allow educators close and easy tracking of student growth. This dashboard, as mentioned in (D)(2), will be accompanied by targeted professional development efforts.

Build an Educational Leadership Network – as mentioned in (D)(2) and (D)(3), an Educational Leadership Network will formalize a network of support for educational leaders. Between its Fellowship program, geared towards developing individual principals, and its networking and research components that look at educational systems on a larger level, this collection of Educational Leadership Centers will serve as a structure that supports collaboration, builds common planning, and encourages teachers to strengthen each other’s performance based on observed practices that work. Race to the Top funds will, as mentioned above, support the establishment of these centers, their activities, and their Fellowship programs.

Develop technological instructional and leadership support – as all education will take place within a 21st Century context, all students should be exposed to new technologies as a platform for education and all teachers should understand the capabilities inherent in these tools. Workshops around technology will teach leaders how to use new tools like Interactive Whiteboards, iPods, and online networking tools as technological leadership tools. Race to the Top funds will support the implementation of new technologies through training workshops for teachers and administrators. Specifically a “Renaissance II” model, previously used in Alabama, will give teachers innovative technology and help them develop job-embedded projects with peers both to learn the technology and understand its teaching implications.

Develop the support structure involved in the Professional Pathways model norm – merging into existing educational

frameworks, this alternative pathways model will become the norm and generate a culture in which support is implicitly given by teachers, differentiated because of their ability to impact the greater school and LEA communities. Thus, this program’s organic integration into a school is meant to be the beginning of an effort to build capabilities in the long term and provide a sustainable network of supports to teachers, tailored towards whatever their particular school holds in challenges.

Make available public reports on an annual basis – as all of these programs are publicly funded, residents of Alabama should know how these programs are functioning and what steps are being taken, if any, to revise them. This method will build public support while also opening the floor to public input on these issues. As these reports will be developed by supervisors of respective programs at the state level, minimal costs are associated.

Timeline & Activities

Activity	2010				2011				2012				2013			
	Q1	Q2	Q3	Q4												
Introduce SLDS II dashboard into common teacher and principal use	■	■	■	■												
Build an Educational Leadership Network	■	■	■	■	■	■										
Develop technological instructional and leadership support			■	■	■	■	■	■	■	■	■	■	■	■		

Develop the support structure involved in the alternative career pathways model norm																	
Develop efforts within regional service centers and ALSDE to ensure support to teachers and principals																	
Create an active benchmarking system to trace effects of these systems																	
Make available public reports on an annual basis																	

Person Responsible: Dr. Tony Thacker
 Dr. Jayne Meyer
 Mr. Dom Martel
 Partner Universities

(E) Turning Around the Lowest-Achieving Schools (50 total points)

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

Recommended maximum response length: One page

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

Per Alabama's legal code (*see Section E Appendix 1*), any **local board of education** which has a majority of its schools, or a majority of the students in a system, in which the students are scoring one or more grade levels below the prescribed norm will have an assistance program developed by the State Board of Education which includes a self study conducted by all stakeholders. If, after two years, student achievement has not improved, the state superintendent shall develop a system-wide school improvement plan

If the first two steps do not result in improvement the State Board of Education shall require the State Superintendent of Education to intervene and assume the direct management and day-to-day operation of the local board of education for such period of time as may be necessary for student achievement to improve

Per Alabama's legal code (*see Section E Appendix 1*), any **school** which has a majority of its students scoring one or more grade levels below the prescribed norm on the state adopted student assessments will have an assistance program developed by the State Board of Education. In considering whether to take steps of intervention, the State Board of Education shall consider factors which may have affected the prescribed norm test score. Factors shall include drop-out rates, attendance rates, special education enrollment, and any other data necessary to properly interpret student achievement in each school.

The Alabama State Department of Education's Rewards and Intervention Plan (*see Section E Appendix 2*) thoroughly articulates the state's intervention policy for low-performing schools, which also applies to the state's persistently lowest-performing schools, as defined in this application. This policy includes support through a statewide system of support that is guided by a continuous improvement plan (CIP). LEAs and schools not making adequate yearly progress (AYP) must conduct an analysis of needs,

implement the CIP, replace applicable school or LEA staff, decrease school-based decision making, remove schools from local board control, and/or suspend the decision making role of the principal.

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)
- (ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional

information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

(E)(2)(i) Alabama's persistently low-performing schools will be defined in conjunction with those identified through the 1003g School Improvement grant. Due to the change in definition on the date of our submission we were unable to adequately think through the most efficient way to combine these two funding opportunities for the most impact on student achievement. As far as the four prescribed turnaround models Alabama has focused primarily on the Transformational Model as it is the most logical for a state with a many rural schools and communities where significant numbers of new principals and teachers are not readily available. IN our planning we have researched this model and shared with our LEAs who embrace this model as it mirrors those models that we have already had success with in our state. Over the past several years Alabama has been fortunate to see the number of schools not achieving the required level of Adequate Yearly Progress decrease while the criteria for meeting AYP has increased. Most significantly is that fact that our identified Title I schools have seen the greatest progress so our plan will be to scale the efforts currently in place and described in the next section.

(E)(2)(ii) Alabama plans to implement a multi-pronged approach to succeed in turning around the persistently lowest-achieving schools using the transformation model:

1. Strengthening the capacity of the Statewide System of Support.
2. Providing training to strengthen LEA knowledge, skills, and ability to increase graduation rates.
3. Working collaboratively with LEAs to develop multiple models of innovative pathways to high school graduation.
4. Providing greater incentives to low-performing and turnaround schools showing indicators of potential success through Preparing Alabama Students for Success (PASS) and AYP Rewards Programs.
5. Integrating technology as an interactive learning tool in low-performing schools

(E)(2)(ii)(1). Statewide System of Support for the Transformation Model

Goals

- Provide targeted training through the Statewide System of Support to strengthen capacity to assist LEAs in turning around persistently low-achieving schools
- Implement a seamless system of coordinated technical assistance and support for Tier I, II, and III levels in schools, with focused support to Tier I and II schools.

Current Status

- The Statewide System of Support is guided by the coordinators of all field staff currently providing support to schools participating in state initiatives which includes the Alabama Reading Initiative; the Alabama Math, Science, and Technology Initiative; Prevention and Support Services Intervention Initiatives, School Improvement Team; and Technology in Motion. Monthly meetings aid in the coordination of services to schools.

- Any school in Year 3 (or more) Improvement is required to have a school-based peer mentor, whose responsibilities include:
 - Coach various clients including Principal, teacher leaders, leadership teams and individual teachers as data indicates in effective strategies for increasing student achievement
 - Support the Continuous Improvement Plan development process and assist with implementation of defined strategies.
 - Focus on five Best Practices (see Section E Appendix 3)
- Any LEA with a Year 3 (or more) Improvement school is required to hire a Coach or Improvement Specialist, whose responsibilities include building knowledge in best practices at the LEA level and supporting schools in turn around through coaching the application of these practices at all schools in assigned districts

Timeline and Activities

Activity	2010				2011			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Hire additional Peer Mentors								
Hire additional Regional School Improvement Coaches								
Design MOU for schools and LEA's receiving support								
Design roles and responsibilities of School Turnaround Specialist								
Assist LEAs in the identification of candidates for school turnaround specialists at the LEA and school level								
Provide funding for LEA's in hiring school turnaround specialists at the LEA and school level								

Develop a Comprehensive Student Support Services System to coordinate the multiple services within the school and the community to support at-risk students									
---	--	--	--	--	--	--	--	--	--

Responsible Parties

- Dr. Deann K. Stone
- Dr. Kay Atchison Warfield

(E)(2)(ii)(2): Increasing Graduation Rates

Goals

- Train LEA staff to ensure that all of the persistently lowest-achieving schools have access to a dedicated staff member tasked with helping students reach graduation
- Assist at-risk students in the efficient use of time and understand their graduation options, thus increasing the graduation rate

Current Status

- Since the implementation of graduation coaches in 2006-2007, drop-out rates have decreased at all four high school grade levels from an average of 3.7% to 2.2% at each grade
- Graduation Coaches serve as coordinators for services to support “at-risk” students increasing their odds for graduation.
 - Their responsibilities include:
 - Identifying students as being at-risk of dropping out
 - Developing school-wide support to guide students in meeting graduation requirements

- Developing family and community relationships and ensure overall success of students
- Developing transitional programs and vertical teams
- Given the success documented in the pilot program, SDE plans to award additional graduation coach grants and replicate the successful model by training counselors to supplement the services provided by the graduation coaches.

Timeline and Activities

Activity	2010				2011			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Reevaluate prerequisites for schools to apply for graduation coaches and make any necessary changes to the application								
Applications due from school systems								
Distribute funding to schools								
Graduation Coach Training sessions								

Responsible Parties

- Dr. Kay Atchison Warfield

(E)(2)(ii)(3): Innovative Pathways to Graduation

Goals

- Increase graduation rates in low-performing schools by adding flexibility and creativity to the credit requirements as outlined in FIRST CHOICE

- Design rigorous, yet innovative pathways to graduation based on the knowledge that quality learning happens in a variety of settings and through multiple mechanisms in collaboration with LEAs
- Develop PK-12 Alabama Graduation Tracking System to identify students who are off trajectory for on time graduation.
- Expand the A+ College Ready Advanced Placement Initiative to all Alabama Schools

Current Status

- Guide to Innovative Pathways to Graduation
 - Credit Recovery allows students to prove they are knowledgeable on a segment of a course and receive course credit or earn promotion without retaking the entire course.
 - Credit Advancement allows students in school and out-of-school educational opportunities to meet course requirements in nontraditional ways.
 - Alternative Computer-Based Program for at-risk students allows at risk students to earn credits in core curriculum through an alternative instructional program adhering to 140 instructional hours.

Timeline and Activities

	2010				2011				2012			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Pilot innovative graduation models												
Provide Tracking System Training to counselors and graduation coaches												
Expand A+ College Ready to all Alabama												

schools

Responsible Parties

Kay Atchison Warfield

(E)(2)(ii)(4): Financial Support and Incentives

Goals

- To financially support school-based turnaround programs at the persistently lowest-performing schools and financially reward those that achieve great student success
- To reward and learn from Alabama's Torchbearer Schools, which are high-performing, high-poverty schools.

Current Status

- AYP Rewards and Torchbearer Schools
 - The Torchbearer School Program was created to recognize high-poverty, high-performing public schools in Alabama. Nine schools met all criteria and were recognized with a monetary reward by the State Department of Education as Torchbearer Schools. All schools that were eligible received AYP Rewards. To be eligible for this prestigious award during 2007-2008, schools must have met the following criteria:
 - Identified as Meeting the Challenge School, Advancing the Challenge School, and Exceeding the Challenge School according to the state rewards plan.
 - Have at least an 80 percent poverty rate (percent free/reduced-price meals).
 - Have at least 80 percent of students to score at Levels III or IV on the Reading section of the Alabama Reading

and Mathematics Test (ARMT).

- Have at least 80 percent of students to score at Levels III or IV on the Math section of the Alabama Reading and Mathematics Test (ARMT).
 - Have at least 95 percent of twelfth-grade students pass all required subjects of the Alabama High School Graduation Exam (AHSGE).
 - Have a graduation rate above the state average (high schools).
- Alabama will annually recognize schools that make the greatest gains in closing the achievement gap and make progress toward AYP or that make AYP for two or more consecutive years. Determination of “greatest gains” will be made on a year-by-year basis and with guidance from the state’s Rewards and Interventions Committee.
- Criteria for monetary rewards are as follows:
- Advancing the Challenge—School where the percent of students scoring advanced in reading and mathematics exceeds the state’s percent scoring advanced. (School must have at least an 80% poverty rate or have 90% of students score advanced in reading and 90% of students score advanced in mathematics.)
 - Meeting the Challenge—School that meets AYP for two consecutive years. (School must have at least an 80% poverty rate.)
 - Exceeding the Challenge—School with subgroup whose percent of students scoring proficient in reading and mathematics exceeds its state counterpart. (School will receive a monetary reward for each subgroup.)
 - Addressing the Challenge—School with subgroup that closes the achievement gap in the percent of students scoring proficient in reading and mathematics by at least 15% when compared to its state counterpart. (School will receive a monetary reward for each subgroup.)
 - Torchbearer School—School meeting multiple criteria including poverty, high test scores, and making AYP for

two consecutive years.

- Additionally, principals and teachers who are highly effective and have been instrumental in closing the achievement gap and/or making AYP will be identified to serve as peer consultants on the State Support Team.
- The types of rewards offered vary according to the financial resources available. Any federal funds reserved for academic achievement awards in accordance with Section 1117 will be supplemental to state funds that are available for the applicable year.
- Cash awards to schools are to be distributed as the faculty determines instructional improvement programs and/or materials voted by the teaching faculty. Examples of ways that reward monies may be used:
 - Supplemental services, such as tutorial assistance, that have proven to be effective.
 - Additional human, financial, and/or material resources, e.g., funds to pay highly skilled teachers at a commensurate rate of pay to work with struggling learners after school.
 - Additional personnel, e.g., a substitute teacher that allows a teacher to attend professional development activities.
 - High-quality professional development opportunities, including release time and travel opportunities for professional growth activities.
 - Increased funds for instructional supplies.
 - Mentoring programs for teachers.
 - Academic content study that is fully paid, partially paid, and/or not paid but available to teachers.
 - Alternatives to the traditional school day and school year.
- Using Race to the Top Funds, AL would like to add an additional ten grants of \$250,000 each for the next four years
- PREPARING ALABAMA STUDENTS FOR SUCCESS (PASS) is a comprehensive and broad-based initiative geared toward

students in Grades 6-12 who are at risk of failure in school.

- The Alabama legislature established funding for programs to prevent students in any combination of Grades 6 through 12 from becoming dropouts and provide opportunities to ensure academic success for those who are struggling in the classroom
- The State Department of Education created a competitive grant application relating to individual schools selected by city and county school systems entitled Preparing Alabama Students for Success (PASS).
- LEA's are required to create a plan for the development and implementation of the dropout prevention program including, but not limited to, program goals, strategies/action steps, and method of evaluation in order to apply for the grant
- In August, 2007, 38 school systems were awarded a total of \$4.4m for implementation of PASS initiatives. These grants ranged in size from \$50,000 to \$200,000
- Alabama has witnessed a decrease in dropout rates for the schools awarded the grants across all high school grade levels
- Using Race to the Top Funds, AL would like to add additional grants for the next four years

Timeline and Activities

Activity	2010				2011			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Develop Revised PASS Application								
PASS Applications due								
PASS Funds Awarded								
AYP School Selected and Funds Awarded based on prior year								

achievements								
Evaluation of Programs – hire an outside evaluator after the 2010-2011 school year								
<u>Responsible Parties</u>								
<ul style="list-style-type: none"> • Dr. Angela Mangum • Dr. Kay Atchison Warfield 								
<i>(E)(2)(ii)(5): Technology as an Interactive Learning Tool</i>								
<u>Goals</u>								
<ul style="list-style-type: none"> • Support teachers and improve student achievement by providing current technology in the classroom • Give at-risk students and low-performing schools the ability to fully utilize Alabama Learning Exchange (ALEX), Alabama’s national award-winning educational web portal with content such as lesson plans and interactive activities • Better serve at-risk students in the Career and Technical Centers by giving them access to quality instruction through distance learning equipment. 								
<u>Current Status</u>								
<ul style="list-style-type: none"> • New initiatives and innovations in ALEX (Alabama Learning Exchange). Note: the budget for this project is included in Section D) <ul style="list-style-type: none"> – Adding innovative, technology-rich Alabama Teacher Lesson Plans and podcasts to ALEX, all linked to Alabama Courses of Study will be a way to teach struggling students that are difficult to engage – New equipment, such as interactive whiteboards, iPod Touches, iPod Nanos, digital cameras, student response systems, 								

laptops, presentation equipment, additional digital creation tools and support equipment will provide excitement to classrooms and opportunities to engage at-risk students

- Adding distance-learning equipment to Career and Technical Centers *(see Section E Appendix 3 for Alabama's Career and Technical Education Annual Report)*
 - Career and Technical Centers serve an above-average percentage of Free and Reduced Meal and Non-white students
 - Career and Technical Centers are part of Alabama's vision to increase graduation rates and offer alternative graduation options to at-risk students. These help the low-performing schools by providing an alternative option for students and often times a more flexible learning schedule
 - Alabama has equipped 10 of its 50 Career and Technical Centers with distance learning equipment for disseminating information and training, which is particularly important in the rural areas of Alabama. This will also ensure a more equitable distribution of resources and access to quality teaching and instruction
 - ALSDE plans to use RTTT funding to outfit the remainder of its Career and Technical centers with this much-needed equipment
 -

Timeline and Activities

Activity	2010				2011			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Purchase and distribute equipment								
Ensure training tools are available to teachers on ALEX								
Career and Technical Center equipment training completed								

Responsible Parties

- New initiatives and innovations in ALEX – Shannon Parks
- Career and Technical Center Equipment – Gerry Moses

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
State Support/Turnaround Team Intervention	163	<ul style="list-style-type: none">• Services/Support that has been provided is effective but reactive• State needed a more proactive approach to support schools/districts in improvement• Regional support provided to highest need schools and assessed quarterly in 2007-2008.
State Support/Turnaround Team Intervention + Continuous Improvement Residency Program (CIRP)	128	<ul style="list-style-type: none">• Districts have responded well to the Continuous Improvement Residency Program. Correspondence has been shared with the SDE regarding the benefits of the program.• With the increase in the diversity of needs illustrated by districts, School Assistance Meetings and Continuous Improvement Residency Program support has been tiered. Each component has a basic and advanced level that enables the support team to better meet the needs of new and veteran LEA staff.

The Statewide System of Support is experiencing success

- Currently, 91 LEAs are working with SDE Regional School Improvement Coaches
 - 21 are required to do so because they have a Year 3 Improvement School
 - 70 districts who are not required, but are proactively utilizing the program due to its proven success
- From 2006-2007 to 2009-10, the number of “Schools in Improvement” has decreased from 452 to 121. In comparison, almost every other state that released AYP results for the 2008-2009 school year showed an increase in the number of schools failing to make AYP.¹
- Currently the stat fund support 25 Graduation Coaches, federal school improvement funds support 7 Graduation Coaches and 49 LEAs elected to use local funds to support 188 Graduation Coaches based on proven success to increase the graduation rate and to decrease the discipline referrals, truancy and dropout rates.

¹ “2008-09 Adequate Yearly Progress (AYP) Results: Many More Schools Fail in Most States,” National Education Association, October 2008

Performance Measures	Actual Data: Baseline (Current school year or most year of most)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	*	*	*	*	*

Alabama's persistently lowest-achieving schools will be identified and posted on the Alabama Department of Education's (SDE) web site no later than February 8, 2010 due to the need to correlate to the 1003g School Improvement Grant which was changed on the date of the submission on this grant. We have also not included numbers as we cannot determine the baseline without this definition but have as a goal that the number of schools requiring one of the four intervention models would decrease annually.

(F) General (55 total points)

State Reform Conditions Criteria

(F)(1) Making education funding a priority (10 points)

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Recommended maximum response length: Three pages

As defined in this notice Alabama's total revenue available to our public schools has decreased. This is in part due to the fact that Alabama's education funding is directly tied to sales and income tax both of which have decreased significantly during the recent national economic downturn. Alabama also has a unique funding formula whereby 10 mills of property tax or the equivalent rests with the local school district as their participation in the Foundation Program. When these amounts are taken into account Alabama would meet the requirements within this notice. See Appendix F (1) for further explanation

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer

reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State's approach to charter school accountability and authorization, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school applications made in the State.
 - The number of charter school applications approved.
 - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
 - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.

- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Recommended maximum response length: Six pages

The State of Alabama does not currently have legislation authorizing the establishment of public charter schools. However, legislation will be introduced by our Governor during the 2010 legislative session giving Alabama the authority to establish charter schools in areas of need. The Alabama Department of Education and the Governor’s Office of Educational Policy have been working closely with National Alliance for Public Charter Schools in the development of the legislation with a focus on learning from the successes and failures of charter schools since their inception in 1991. Alabama’s State Board of Education has recently unanimously passed a resolution in support of legislation authorizing charter schools in Alabama. A copy of this resolution can be in Appendix (F)(2).

(F)(2)(v)

Alabama has demonstrated its support of specialized and innovative schools through the development of several magnet schools, as well as schools focused on the arts and STEM. Alabama currently operates 15 magnet schools, 5 school focused on the arts, 27 STEM schools that provide engineering and biomedical curriculum, and over 50 career and technical schools. Alabama has allowed these types of schools where LEA's and communities see a need and support this innovation. Two of these schools function under the direction of their own governance structure and their own board of directors. One is the Alabama School of Math and Science located in Mobile Alabama and the other is the Alabama School of Fine Arts located in Birmingham, Alabama.

(F)(3) Demonstrating other significant reform conditions (5 points)

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

Recommended maximum response length: Two pages

Alabama State Board of Education, through the adoption of FIRST CHOICE, has created an environment for innovation and reform in serving students at the secondary level. Within FIRST CHOICE, schools and school systems may waive the traditional Carnegie requirement of seat time as it relates to student proficiency or mastery in academic and elective classes. By doing so students who are advanced in a content area may move through the curriculum at a faster pace and subsequently take more rigorous and advanced classes while students who may struggle in a content area may be granted additional time and support rather than failing within the traditional time driven method of awarding credit. This innovation is requiring a total reform of the traditional high school model to one where learning is the constant and time the variable. This reform curve is steep and not all schools or systems have the capacity to make this transition but through a year of professional learning more and more schools and school systems are embracing the reform and the results have and continue to be our best motivational tool. In every school where the Carnegie requirement has been waived or adapted there have been a positive impact on student attendance, student achievement and most importantly a positive impact on the number of students graduating from high school college and career ready. Over the past five years the rate of change of our dropout numbers has remained in a steady improvement mode of 2% annually. This past year, the first year of the implementation of the reform concepts within FIRST CHOICE, our rate of change within our dropout numbers was **26%**. As this reform moves forward there exist limitless models of best practice that will emerge for replication across our state and our nation.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

Alabama has made a significant financial and programmatic investment in the area of STEM education. The Alabama Math, Science and Technology Initiative (AMSTI) serves as the pillar of this effort. To date, AMSTI has been implemented in 50% of our schools impacting the project-based learning opportunities for ALL students. To support participating teachers, regional specialists guide the in-class implementation through model lessons and use of materials. All materials needed for project-based learning experiences and science labs are provided to the teacher through a state-wide materials distribution system. This massive effort is the result of a multi-participant partnership including colleges of education and colleges of math and science and supported by an array of business partners who provide application expertise and content and practice expertise.

Our goal moving forward is to complete the implementation of the Alabama Math, Science and Technology Initiative in all of Alabama's schools to serve as the basis for all other STEM learning activities.

To increase the academic rigor within our STEM programs the A+ College Ready Advanced Placement Training and Incentive Program will be expanded to all schools. This partnership with the National Math and Science Initiative and the College Board has placed Alabama first in the nation in the percentage increase in the number of students taking Advanced Placement course but most importantly also placing first in the nation in the percentage increase in the number of qualifying scores on these rigorous exams. As more students experience success in the math and science Advanced Placement coursework the number of STEM eligible high school graduates will increase exponentially.

Alabama has also begun implementation of the Laying the Foundation component of the College Board Advanced Placement program to build the pipeline for potential AP students in the middle school and early high school grades. Of primary focus within this program is an expansive teacher training program that we have integrated into our existing Alabama Math, Science and Technology Initiative.

Supporting the research of supporting female students in STEM classes and careers is Alabama's Girls Engaged in Math and Science University (GEMS-U). This statewide project works to provide non-traditional academic and career opportunities to female students and support them in the pursuit of STEM related learning opportunities and careers. At the core of this project are 400+ GEMS-U lesson plans portal for use in Alabama Classrooms.

The culminating STEM activity is Project Lead the Way (PLTW) through which engineering and biomedical academies have been established in 27 of Alabama's schools. Through university and industry partnerships supported through the above mentioned curriculum and professional development Alabama is committed to preparing a new generation of learners equipped with STEM content knowledge and skills needed for the 21st Century workforce.

Master Budget Table of Contents

	Budget	%
Section A - State Success Factors		
Project Name: <u>Developing Regional Service Centers Model</u>	\$ 8,635,000	4.8%
TOTAL Section A - State Success Factors	\$ 8,635,000	4.8%
Section B - Standards and Assessments		
Project Name: <u>Supplement and Adopt Common Core Standards through Committee</u>	\$ 688,000	0.4%
Project Name: <u>Professional Development and Support for Common Core Standards Adoption</u>	\$ 7,860,350	4.3%
Project Name: <u>Design and Implement Common Summative Assessment Based on Common Core Standards</u>	\$ 22,146,802	12.2%
Project Name: <u>Develop and Implement State-level Formative Assessment</u>	\$ 9,304,848	5.1%
Project Name: <u>Align and Scale the Alabama Reading Initiative ARI</u>	\$ 20,000,000	11.0%
Project Name: <u>Align and Scale the Alabama Math, Science and Technology Initiative AMSTI</u>	\$ 12,000,000	6.6%
TOTAL Section B - Standards and Assessments	\$ 72,000,000	39.7%
Section C - Data Systems to Support Instruction		
Project Name: <u>ACES</u>	\$ 2,087,058	1.2%
Project Name: <u>Data Training</u>	\$ 5,435,150	3.0%
Project Name: <u>ASCEND</u>	\$ 1,973,311	1.1%
TOTAL Section C - Data Systems to Support Instruction	\$ 9,495,519	5.2%
Section D - Teachers & Leaders		
Project Name: <u>Designing and Implementing New Evaluation System</u>	\$ 2,765,000	1.5%
Project Name: <u>Implement / Scale Career Pathways for Teachers</u>	\$ 29,987,000	16.5%
Project Name: <u>Professional Development Module Design and Implementation</u>	\$ 1,252,100	0.7%
Project Name: <u>Design Shortage Tracking and Talent Targeting Capabilities</u>	\$ 1,635,000	0.9%
Project Name: <u>Redesign Teacher Preparation Programs to K-12 Site-based Prep</u>	\$ 10,430,000	5.8%
Project Name: <u>Technology Instructional and Leadership Support</u>	\$ 2,900,008	1.6%
TOTAL Section D - Teachers & Leaders	\$ 48,969,108	27.0%
Section E - Turning Around Lowest-Performing Schools		
Project Name: <u>State Support Team & Transformation Model</u>	\$ 5,864,824	3.2%
Project Name: <u>Graduation Coaches</u>	\$ 3,250,732	1.8%
Project Name: <u>Innovative Pathways to Graduation (IPG)</u>	\$ 6,400,000	3.5%
Project Name: <u>AYP Rewards</u>	\$ 10,125,000	5.6%
Project Name: <u>Preparing Alabama Students for Success (PASS) Grants</u>	\$ 8,172,452	4.5%
Project Name: <u>Technology as an Interactive Learning Tool (Equipment for Career and Technical Education Centers)</u>	\$ 8,311,996	4.6%
TOTAL Section E - Turning Around Lowest-Performing Schools	\$ 42,125,004	23.2%
TOTAL BUDGET	\$ 181,224,631	100%

Project-Level Budget Summary Table
Project Name: Developing Regional Service Centers Model
Associated with Criteria: (A)(2)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 1,650,000	\$ 1,650,000	\$ 1,650,000	\$ 1,650,000	\$ 6,600,000
2	Fringe Benefits	\$ 412,500	\$ 412,500	\$ 412,500	\$ 412,500	\$ 1,650,000
3	Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4	Equipment	\$ 220,000	\$ 55,000	\$ 55,000	\$ 55,000	\$ 385,000
5	Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6	Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7	Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8	Other	\$ -	\$ -	\$ -	\$ -	\$ -
9	Total Direct Costs (lines 1-8)	\$ 2,282,500	\$ 2,117,500	\$ 2,117,500	\$ 2,117,500	\$ 8,635,000
10	Indirect Costs					\$ -
11	Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12	Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13	Total Costs (lines 9-12)	\$ 2,282,500	\$ 2,117,500	\$ 2,117,500	\$ 2,117,500	\$ 8,635,000
14	Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ -	\$ -	\$ -	\$ -	\$ -
15	TOTAL BUDGET (lines 13-14)	\$ 2,282,500	\$ 2,117,500	\$ 2,117,500	\$ 2,117,500	\$ 8,635,000

Project Name: Developing Regional Service Centers Model
 Associated with Criteria: (A)(2)

Personnel Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Regional Staff	To support the expanded role of the current Regional Inservice Center a center Director will be hired who will function as the lead field staff from the State Department of Education. All Regional SDE services will be coordinated through this position. To support this expanded role a support position with budgeting and financial accounting background will be hired to serve the overall needs of the center.					
	# of Positions	11				
	% FTE	100%	100%	100%	100%	
	Base Salary	125,000	125,000	125,000	125,000	3,960,000
	Total Annual Budget	\$ 1,375,000	\$ -	\$ -	\$ -	\$ 5,500,000
Position #2	Description of job position					
	# of Positions	11				
	% FTE	100%	0%	0%	0%	
	Base Salary	25,000	25,000	25,000	25,000	
	Total Annual Budget	\$ 275,000	\$ 275,000	\$ 275,000	\$ 275,000	\$ 1,100,000
Position # 3	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 4	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 5	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -

TOTAL	\$ 1,650,000	\$ 1,650,000	\$ 1,650,000	\$ 1,650,000	\$ 6,600,000
--------------	---------------------	---------------------	---------------------	---------------------	---------------------

Benefit Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Regional Staff	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 412,500	\$ -	\$ -	\$ -	\$ 412,500
Position #2	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 68,750	\$ 68,750	\$ 68,750	\$ 68,750	\$ 206,250
Position # 3	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 4	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 5	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 412,500	\$ 412,500	\$ 415,500	\$ 412,500	\$ 1,650,000

Travel Costs Narrative

Travel Item	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Travel Item #1	Description of travel item					
	# of Trips per year					
	Cost per Trip					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #2	Description of travel item					
	# of Trips per year					
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #3	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	\$ -

Training Item #5	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Other Costs Narrative

Other Costs	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Other Item #1	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #2	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #3	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #4	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #5	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Involved LEA's (State Budget)

Involved LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Involved LEA Item #1	Description of Involved LEA Item					
	#	-	-	-	-	

	Cost per	-	-	-	-	-
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #2	Description of Involved LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #3	Description of Involved LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #4	Description of Involved LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #5	Description of Involved LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Participating LEA's (State Budget)

Participating LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Participating LEA Item # 1	Description of Participating LEA Item					
	Number of Participating LEA's	-	-	-	-	-
	Cost per program implementation	-	-	-	-	-
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #2	Description of Participating LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #3	Description of Participating LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #4	Description of Participating LEA Item					

Project-Level Budget Summary Table
Project Name: Supplement and Adopt Common Core Standards through Committee
Associated with Criteria: (B)(3)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 80,000	\$ -	\$ -	\$ -	\$ 80,000
2	Fringe Benefits	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000
3	Travel	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
4	Equipment					\$ -
5	Supplies	\$ 154,000	\$ -	\$ -	\$ -	\$ 154,000
6	Contractual					\$ -
7	Training Stipends					\$ -
8	Other					\$ -
9	Total Direct Costs (lines 1-8)	\$ 289,000	\$ -	\$ -	\$ -	\$ 289,000
10	Indirect Costs	\$ 55,000				\$ 55,000
11	Funding for Involved LEAs					\$ -
12	Supplemental Funding for Participating LEAs					\$ -
13	Total Costs (lines 9-12)	\$ 344,000	\$ -	\$ -	\$ -	\$ 344,000
14	Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ 344,000				\$ 344,000
15	TOTAL BUDGET (lines 13-14)	\$ 688,000	\$ -	\$ -	\$ -	\$ 688,000

Project Name: Supplement and Adopt Common Core Standards through Committee
 Associated with Criteria: (B)(3)

Personnel Costs Narrative Total Annual Budget

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
SDE Personnel (1)	# of Positions	1				
works with Supplementing Common Core	% FTE	100%				
	Base Salary	80,000				
	Total Annual Budget	\$ 80,000	\$ -	\$ -	\$ -	\$ 80,000
TOTAL		\$ 80,000				\$ 80,000

Benefit Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
SDE Personnel	Benefits paid by full-time employees	30,000				
	Percent of salary	37%				
	Total Annual Budget	\$ 30,000				\$ 30,000
TOTAL		\$ 30,000				\$ 30,000

Travel Costs Narrative

Travel Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Travel	# of Trips per year					
	Cost per Trip					
	Total Annual Budget	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
TOTAL		\$ 25,000				\$ 25,000

Project-Level Budget Summary Table
Project Name: Professional Development and Support for Common Core Standards Adoption
Associated with Criteria: (B)(3)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 1,600,000
2	Fringe Benefits	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 600,000
3	Travel	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 500,000
4	Equipment					\$ -
5	Supplies	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
6	Contractual	\$ 50,000	\$ 27,462	\$ 27,462	\$ 27,462	\$ 132,386
7	Training Stipends					\$ -
8	Other	\$ 68,959	\$ -	\$ -	\$ -	\$ 68,959
9	Total Direct Costs (lines 1-8)	\$ 893,959	\$ 802,462	\$ 802,462	\$ 802,462	\$ 3,301,345
10	Indirect Costs	\$ 170,278	\$ 152,850	\$ 152,850	\$ 152,850	\$ 628,828
11	Funding for Involved LEAs					\$ -
12	Supplemental Funding for Participating LEAs					\$ -
13	Total Costs (lines 9-12)	\$ 1,064,237	\$ 955,312	\$ 955,312	\$ 955,312	\$ 3,930,173
14	Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ 1,064,238	\$ 955,313	\$ 955,313	\$ 955,313	\$ 3,930,177
15	TOTAL BUDGET (lines 13-14)	\$ 2,128,475	\$ 1,910,625	\$ 1,910,625	\$ 1,910,625	\$ 7,860,350

Project-Level Budget Summary Table
Project Name: Design and Implement Common Summative Assessment Based on Common Core Standards
Associated with Criteria: (B)(3)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 320,000	\$ 320,000	\$ 320,000	\$ 320,000	\$ 1,280,000
2	Fringe Benefits	\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 480,000
3	Travel					\$ -
4	Equipment					\$ -
5	Supplies					\$ -
6	Contractual	\$ 1,885,414	\$ 1,885,414	\$ 1,885,414	\$ 1,885,415	\$ 7,541,657
7	Training Stipends					\$ -
8	Other					\$ -
9	Total Direct Costs (lines 1-8)	\$ 2,325,414	\$ 2,325,414	\$ 2,325,414	\$ 2,325,415	\$ 9,301,657
10	Indirect Costs	\$ 442,936	\$ 442,936	\$ 442,936	\$ 442,936	\$ 1,771,744
11	Funding for Involved LEAs					\$ -
12	Supplemental Funding for Participating LEAs					\$ -
13	Total Costs (lines 9-12)	\$ 2,768,350	\$ 2,768,350	\$ 2,768,350	\$ 2,768,351	\$ 11,073,401
14	Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ 2,768,350	\$ 2,768,350	\$ 2,768,350	\$ 2,768,350	\$ 11,073,401
15	TOTAL BUDGET (lines 13-14)	\$ 5,536,700	\$ 5,536,700	\$ 5,536,700	\$ 5,536,701	\$ 22,146,802

Project Name: Design and Implement Common Summative Assessment Based on Common Core Standards
 Associated with Criteria: (B)(3)

Personnel Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
SDE Personnel	(2) State level employees to work with Assessment and Consortium					
	# of Positions	2	2	2	2	
	% FTE	100%	100%	100%	100%	
	Base Salary	80,000	80,000	80,000	80,000	
	Total Annual Budget	\$ 160,000	\$ 160,000	\$ 160,000	\$ 160,000	\$ 640,000
TOTAL		\$ 160,000	\$ 160,000	\$ 160,000	\$ 160,000	\$ 640,000

Benefit Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
SDE Personnel	Estimate based on historical benefits costs (30,000 x 2 = 60,000)					
	Percent of salary	37%				
	Total Annual Budget	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 240,000
TOTAL		\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 240,000

Contractual Costs Narrative

Contractual Items	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
Consortium Work	Alabama participation within assessment consortium/development.					
	#			-	-	
	Cost per			\$ -	\$ -	
	Total Annual Budget	\$ 757,009	\$ 757,009	\$ 757,009	\$ 757,009	\$ 3,028,036
TOTAL		\$ 757,009	\$ 757,009	\$ 757,009	\$ 757,009	\$ 3,028,036

INDIRECT COSTS		\$ 186,097	\$ 186,097	\$ 186,097	\$ 186,097	\$ 744,388
-----------------------	--	------------	------------	------------	------------	------------

Project-Level Budget Summary Table
Project Name: Develop and Implement State-level Formative Assessment
Associated with Criteria: (B)(3)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 160,000	\$ 160,000	\$ 160,000	\$ 160,000	\$ 640,000
2	Fringe Benefits	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 240,000
3	Travel					\$ -
4	Equipment					\$ -
5	Supplies					\$ -
6	Contractual	\$ 757,009	\$ 757,009	\$ 757,009	\$ 757,009	\$ 3,028,036
7	Training Stipends					\$ -
8	Other					\$ -
9	Total Direct Costs (lines 1-8)	\$ 977,009	\$ 977,009	\$ 977,009	\$ 977,009	\$ 3,908,036
10	Indirect Costs	\$ 186,097	\$ 186,097	\$ 186,097	\$ 186,097	\$ 744,388
11	Funding for Involved LEAs					\$ -
12	Supplemental Funding for Participating LEAs					\$ -
13	Total Costs (lines 9-12)	\$ 1,163,106	\$ 1,163,106	\$ 1,163,106	\$ 1,163,106	\$ 4,652,424
14	Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ 1,163,106	\$ 1,163,106	\$ 1,163,106	\$ 1,163,106	\$ 4,652,424
15	TOTAL BUDGET (lines 13-14)	\$ 2,326,212	\$ 2,326,212	\$ 2,326,212	\$ 2,326,212	\$ 9,304,848

Project Name: Develop and Implement State-level Formative Assessment
 Associated with Criteria: (B)(3)

Personnel Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
SDE Personnel	(4) State level employees to work with Assessment and Consortium					
	# of Positions	4	4	4	4	
	% FTE	100%	100%	100%	100%	
	Base Salary	80,000	80,000	80,000	80,000	
	Total Annual Budget	\$ 320,000	\$ 320,000	\$ 320,000	\$ 320,000	\$ 1,280,000
TOTAL		\$ 320,000	\$ 320,000	\$ 320,000	\$ 320,000	\$ 1,280,000

Benefit Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
SDE Personnel	Estimate based on historical benefits costs (30,000 x 4)	120,000	120,000	120,000	120,000	
	Percent of salary	37%	37%	37%	37%	
	Total Annual Budget	\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 480,000
TOTAL		\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 480,000

Contractual Costs Narrative

Contractual Items	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
Consortium						
	#	1,885,414	1,885,414	1,885,414	1,885,415	
	Cost per					
	Total Annual Budget	1,885,414	1,885,414	1,885,414	1,885,415	\$ 7,541,657
TOTAL		1,885,414	1,885,414	1,885,414	1,885,415	\$ 7,541,657

INDIRECT COSTS		\$ 442,936	\$ 442,936	\$ 442,936	\$ 442,936	\$ 1,771,744
-----------------------	--	-------------------	-------------------	-------------------	-------------------	---------------------

Project-Level Budget Summary Table
Project Name: Align & Scale ARI
Associated with Criteria: (B)(3)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 700,000	\$ 1,400,000	\$ 2,100,000	\$ 2,800,000	\$ 7,000,000
2	Fringe Benefits	\$ 200,000	\$ 400,000	\$ 800,000	\$ -	\$ 2,000,000
3	Travel	\$ 100,000	\$ 200,000	\$ 400,000	\$ -	\$ 1,000,000
4	Equipment					\$ -
5	Supplies					\$ -
6	Contractual					\$ -
7	Training Stipends					\$ -
8	Other					\$ -
9	Total Direct Costs (lines 1-8)	\$ 1,000,000	\$ 2,000,000	\$ 3,000,000	\$ 4,000,000	\$ 10,000,000
10	Indirect Costs					\$ -
11	Funding for Involved LEAs					\$ -
12	Supplemental Funding for Participating LEAs					\$ -
13	Total Costs (lines 9-12)	\$ 1,000,000	\$ 2,000,000	\$ 3,000,000	\$ 4,000,000	\$ 10,000,000
14	Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 10,000,000
15	TOTAL BUDGET (lines 13-14)	\$ 3,500,000	\$ 4,500,000	\$ 5,500,000	\$ 6,500,000	\$ 20,000,000

Project-Level Budget Summary Table
Project Name: Align & Scale Alabama Math, Science, and Technology Initiative
Associated with Criteria: (B)(3)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel					
2	Fringe Benefits					
3	Travel					
4	Equipment					
5	Supplies					
6	Contractual	\$ 1,625,000	\$ 3,250,000	\$ 3,500,000	\$ 3,625,000	\$ 12,000,000
7	Training Stipends					
8	Other					
9	Total Direct Costs (lines 1-8)	\$ 1,625,000	\$ 3,250,000	\$ 3,500,000	\$ 3,625,000	\$ 12,000,000
10	Indirect Costs					
11	Funding for Involved LEAs					
12	Supplemental Funding for Participating LEAs					
15	TOTAL BUDGET (lines 13-14)	\$ 1,625,000	\$ 3,250,000	\$ 3,500,000	\$ 3,625,000	\$ 12,000,000

Project-Level Budget Summary Table
Project Name: ACES
Associated with Criteria: C2

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 121,525	\$ 72,250	\$ -	\$ -	\$ 193,775
2	Fringe Benefits	\$ 36,458	\$ 21,675	\$ -	\$ -	\$ 58,133
3	Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	\$ 15,000
4	Equipment	\$ 152,400	\$ -	\$ -	\$ -	\$ 152,400
5	Supplies	\$ 62,000	\$ 400,000	\$ -	\$ -	\$ 462,000
6	Contractual	\$ 814,500	\$ 391,250	\$ -	\$ -	\$ 1,205,750
7	Training Stipends					
8	Other					\$ -
9	Total Direct Costs (lines 1-8)	\$ 1,191,883	\$ 890,175	\$ 5,000	\$ -	\$ 2,087,058
10	Indirect Costs					\$ -
11	Funding for Involved LEAs					\$ -
12	Supplemental Funding for Participating LEAs					\$ -
13	Total Costs (lines 9-12)	\$ 1,191,883	\$ 890,175	\$ 5,000	\$ -	\$ 2,087,058

Project Name: ACES
 Associated with Criteria: C2

Personnel Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Project Director	Manage the preparation and execution of the RFP process coordinate the overall work of all concurrent activities and server as primary liaison to other agencies/stakeholders. The funds for this expense were NOT applied for in the SLDS grant.					
	# of Positions	1	1	-	-	
	% FTE	5.9%	1.3%	-	-	
	Base Salary	150,000	150,000	-	-	
	Total Annual Budget	\$ 8,775	\$ 1,875	\$ -	\$ -	\$ 10,650
SDE Project Manager	Develops and manages project plans, provides overall guidance to project team members, handle communication with stakeholders, address staffing assignments, and performs other leadership tasks to ensure the successful delivery of the project. The funds for this expense were NOT applied for in the SLDS grant.					
	# of Positions	1	1	-	-	
	% FTE	25.0%	6.3%	-	-	
	Base Salary	106,000	106,000	-	-	
	Total Annual Budget	\$ 26,500	\$ 6,625	\$ -	\$ -	\$ 33,125
SDE Business Analyst	Performs expert analysis of business requirements and serves as liaison for functional and technical aspects of the project activities. The funds for this expense were NOT applied for in the SLDS grant.					
	# of Positions	1	1	-	-	
	% FTE	18.8%	18.8%	-	-	
	Base Salary	100,000	100,000	-	-	
	Total Annual Budget	\$ 18,750	\$ 18,750	\$ -	\$ -	\$ 37,500
SDE Developer	Prepares source code, tests developed applications for compliance with requirements, performs unit/integration testing of products. Prepares code to interface with existing and acquired systems to meet stated requirements and objectives. The funds for this expense were NOT applied for in the SLDS grant.					
	# of Positions	1	1	-	-	
	% FTE	75.0%	50.0%	-	-	

	Base Salary	90,000	90,000	-	-	
	Total Annual Budget	\$ 67,500	\$ 45,000	\$ -	\$ -	\$ 112,500
Position # 5	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	-	-	-	-	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 121,525	\$ 72,250	\$ -	\$ -	\$ 193,775

Benefit Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Position 1	Estimate based on historical benefits costs. The funds for this expense were NOT applied for in the SLDS grant.					
	Percent of salary	30%	30%	30%	30%	
	Total Annual Budget	\$ 2,633	\$ 563	\$ -	\$ -	\$ 3,195
Position 2	Estimate based on historical benefits costs. The funds for this expense were NOT applied for in the SLDS grant.					
	Percent of salary	30%	30%	30%	30%	
	Total Annual Budget	\$ 7,950	\$ 1,988	\$ -	\$ -	\$ 9,938
Position 3	Estimate based on historical benefits costs. The funds for this expense were NOT applied for in the SLDS grant.					
	Percent of salary	30%	30%	30%	30%	
	Total Annual Budget	\$ 5,625	\$ 5,625	\$ -	\$ -	\$ 11,250
Position 4	Estimate based on historical benefits costs. The funds for this expense were NOT applied for in the SLDS grant.					
	Percent of salary	30%	30%	30%	30%	
	Total Annual Budget	\$ 20,250	\$ 13,500	\$ -	\$ -	\$ 33,750
Position 5	Estimate based on historical benefits costs. The funds for this expense were NOT applied for in the SLDS grant.					
	Percent of salary	30%	30%	30%	30%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 36,458	\$ 21,675	\$ -	\$ -	\$ 58,133

Travel Costs Narrative

Travel Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Travel	Annual Grantee Meeting for 2 senior team members. The funds for this expense were also applied for in the SLDS grant.					
	# of Trips per year	2	2	2	-	
	Cost per Trip	2,500	2,500	2,500	-	
	Total Annual Budget	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	\$ 15,000
TOTAL		\$ 5,000	\$ 5,000	\$ 5,000		\$ 15,000

Equipment Costs

Equipment Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Additional Hardware	SQL Server (R900 3 tiered environment), Desktop PCs, SAN Storage. The funds for this expense were also applied for in the SLDS grant.					
	# of purchases	1	-	-	-	
	Total cost of equipment	\$ 152,400	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ 152,400	\$ -	\$ -	\$ -	\$ 152,400
TOTAL		\$ 152,400				\$ 152,400

Supplies Costs Narrative

Supplies Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Software Licenses	MS Sql Server, Microsoft Server 2008, Business Intelligence Tool. The funds for this expense were also applied for in the SLDS grant.					
	Number of Purchases	1	1	-	-	
	Cost for licenses	\$ 62,000	\$ 400,000	\$ -	\$ -	
	Total Annual Budget	\$ 62,000	\$ 400,000	\$ -	\$ -	\$ 462,000
TOTAL		\$ 62,000	\$ 400,000			\$ 462,000

Contractual Costs Narrative

Contractual Items	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
-------------------	-------------	---------------------	---------------------	---------------------	---------------------	-----------------

Contract PMO Director	Establishes the overall PMO for the five projects. Works with the individual Project Managers of the respective projects to coordinate activities and resources. The funds for this expense were also applied for in the SLDS grant.					
	Number of Contractors	1	1	-	-	
	Cost per Contract	\$ 87,000	\$ 18,750	\$ -	\$ -	
	Total Annual Budget	\$ 87,000	\$ 18,750	\$ -	\$ -	\$ 105,750
Contract Project Manager	Develops and manages project plans, provides overall guidance to project team members, handle communication with stakeholders, address staffing assignments, and performs other leadership tasks to ensure the successful delivery of the project. The funds for this expense were also applied for in the SLDS grant.					
	#	1	1	-	-	
	Cost per	\$ 187,500	\$ 62,500	\$ -	\$ -	
	Total Annual Budget	\$ 187,500	\$ 62,500	\$ -	\$ -	\$ 250,000
Contract Business Analyst	Performs expert analysis of business requirements and serves as liaison for functional and technical aspects of the project activities. The funds for this expense were also applied for in the SLDS grant.					
	#	1	1	-	-	
	Cost per	\$ 100,000	\$ 50,000	\$ -	\$ -	
	Total Annual Budget	\$ 100,000	\$ 50,000	\$ -	\$ -	\$ 150,000
Contract Software Architect	Designs, prepares, and configures the overall software structure, develops framework for integration with various components and subsystem whether built in-house or acquired for implementation. The funds for this expense were also applied for in the SLDS grant.					
	#	1	1	-	-	
	Cost per	\$ 50,000	\$ 50,000	\$ -	\$ -	
	Total Annual Budget	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ 100,000
Contract DBA	Designs overall database architecture, schemas, scripts, data transformation of external data sources, and services of the enterprise data repositories. Monitors operational performance of database servers and all databases to ensure data integrity and reliability. The funds for this expense were also applied for in the SLDS grant.					
	#	3	1.5	-	-	
	Cost per	\$ 100,000	\$ 100,000	\$ -	\$ -	
	Total Annual Budget	\$ 300,000	\$ 150,000	\$ -	\$ -	\$ 450,000

Project-Level Budget Summary Table
Project Name: Data Training
Associated with Criteria: (C)(3)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 620,000	\$ 1,115,000	\$ 1,115,000	\$ 1,115,000	\$ 3,965,000
2	Fringe Benefits	\$ 155,000	\$ 278,750	\$ 278,750	\$ 278,750	\$ 991,250
3	Travel	\$ 77,000	\$ 77,000	\$ 77,000	\$ 77,000	\$ 308,000
4	Equipment	\$ 16,500	\$ -	\$ -	\$ -	\$ 16,500
5	Supplies	\$ 33,600	\$ 33,600	\$ 33,600	\$ 33,600	\$ 134,400
6	Contractual	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ 20,000
7	Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8	Other	\$ -	\$ -	\$ -	\$ -	\$ -
9	Total Direct Costs (lines 1-8)	\$ 912,100	\$ 1,514,350	\$ 1,504,350	\$ 1,504,350	\$ 5,435,150
10	Indirect Costs					\$ -
11	Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12	Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13	Total Costs (lines 9-12)	\$ 912,100	\$ 1,514,350	\$ 1,504,350	\$ 1,504,350	\$ 5,435,150

Project Name: Data Training
 Associated with Criteria: (C)(3)

Personnel Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Lead Trainers	Develop training programs and certification. Train the trainers. Support LEA's.					
	# of Positions	11	11	11	11	
	% FTE	50%	100%	100%	100%	
	Base Salary	90,000	90,000	90,000	90,000	
	Total Annual Budget	\$ 495,000	\$ 990,000	\$ 990,000	\$ 990,000	\$ 3,465,000
State Department Program	Oversight of Data Program					
	# of Positions	1	1	1	1	
	% FTE	100%	100%	100%	100%	
	Base Salary	125,000	125,000	125,000	125,000	
	Total Annual Budget	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 500,000
Position # 3	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 4	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 5	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 620,000	\$ 1,115,000	\$ 1,115,000	\$ 1,115,000	\$ 3,965,000

Benefit Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
Lead Trainers	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 123,750	\$ 247,500	\$ 247,500	\$ 247,500	\$ 866,250
State Department Program	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 31,250	\$ 31,250	\$ 31,250	\$ 31,250	\$ 125,000
Position # 3	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 4	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 5	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 155,000	\$ 278,750	\$ 278,750	\$ 278,750	\$ 991,250

Travel Costs Narrative

Travel Item	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
Workshops	Lead trainers workshops					
	# of Trips per year	1	1	1	1	
	Cost per Trip (\$1,000 x 11 trainers)	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000	
	Total Annual Budget	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000	\$ 44,000
Monthly Travel	Lead trainer travel within district					
	# of Trips per year	12	12	12	12	
	Cost per Trip (\$500 x 11 trainers)	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	
	Total Annual Budget	\$ 66,000	\$ 66,000	\$ 66,000	\$ 66,000	\$ 264,000
Travel Item #3	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -

Travel Item #4	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #5	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 77,000	\$ 77,000	\$ 77,000	\$ 77,000	\$ 308,000

Equipment Costs

Equipment Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Laptops	One laptop per lead trainer					
	# of Employees	11	-	-	-	
	Cost per Item	\$ 1,500	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ 16,500	\$ -	\$ -	\$ -	\$ 16,500
Equipment Item #2	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #3	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #4	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #5	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 16,500	\$ -	\$ -	\$ -	\$ 16,500

Supplies Costs Narrative

Supplies Item	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
Office supplies	Annual budget for office supplies					
	Monthly Supplies	12	12	12	12	
	Cost per Item	\$ 50	\$ 50	\$ 50	\$ 50	
	Total Annual Budget	\$ 600	\$ 600	\$ 600	\$ 600	\$ 2,400
Supplies for certification ses	Supplies needed for trainings and certification sessions					
	Once a month x 11 trainers	132	132	132	132	
	Cost per	\$ 250	\$ 250	\$ 250	\$ 250	
	Total Annual Budget	\$ 33,000	\$ 33,000	\$ 33,000	\$ 33,000	\$ 132,000
Supplies Item #3	Description of Supplies Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #4	Description of Supplies Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #5	Description of Supplies Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 33,600	\$ 33,600	\$ 33,600	\$ 33,600	\$ 134,400

Contractual Costs Narrative

Contractual Items	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
Marketing consultant	To design a marketing program for the state to raise awareness amongst teachers, LEA staff and the community					
	Number of Contractors	1	1	-	-	
	Cost per Contract	\$ 10,000	\$ 10,000	\$ -	\$ -	
	Total Annual Budget	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ 20,000
Contract Item #2	Description of Contract Item					
	#	-	-	-	-	

	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #3	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #4	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #5	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 10,000	\$ 10,000	\$ -	\$ -	\$ 20,000

Training Costs Narrative

Training Costs	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Training Item #1	Description of Training Item					
	Number of coaches	-	-	-	-	
	Cost per stipend					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #2	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #3	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #4	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #5	Description of Training Item					

#	-	-	-	-	-
Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL	\$ -	\$ -	\$ -	\$ -	\$ -

Other Costs Narrative

Other Costs	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Other Item #1	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #2	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #3	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #4	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #5	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Involved LEA's

Involved LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Involved LEA Item #1	Description of Involved LEA Item					
	Number of Involved LEA's	-	-	-	-	
	Cost per program implementation	-	-	-	-	

	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #2	Description of Involved LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #3	Description of Involved LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #4	Description of Involved LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #5	Description of Involved LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Participating LEA's

Participating LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Participating LEA Item # 1	Description of Participating LEA Item					
	Number of Participating LEA's	-	-	-	-	-
	Cost per program implementation	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #2	Description of Participating LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #3	Description of Participating LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #4	Description of Participating LEA Item					
	#	-	-	-	-	-

Project-Level Budget Summary Table
Project Name: ASCEND
Associated with Criteria: (C)(3)(iii)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 23,513	\$ 162,900	\$ 123,250	\$ -	\$ 309,663
2	Fringe Benefits	\$ 7,054	\$ 48,870	\$ 36,975	\$ -	\$ 92,899
3	Travel					\$ -
4	Equipment	\$ 190,500	\$ -	\$ -	\$ -	\$ 190,500
5	Supplies	\$ 36,000	\$ -	\$ -	\$ -	\$ 36,000
6	Contractual	\$ 137,250	\$ 1,207,000	\$ -	\$ -	\$ 1,344,250
7	Training Stipends					\$ -
8	Other					\$ -
9	Total Direct Costs (lines 1-8)	\$ 394,316	\$ 1,418,770	\$ 160,225	\$ -	\$ 1,973,311
10	Indirect Costs					\$ -
11	Funding for Involved LEAs					\$ -
12	Supplemental Funding for Participating LEAs					\$ -
13	Total Costs (lines 9-12)	\$ 394,316	\$ 1,418,770	\$ 160,225	\$ -	\$ 1,973,311

Project Name: ASCEND
 Associated with Criteria: (C)(3)(iii)

Personnel Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Project Director	Manage the preparation and execution of the RFP process coordinate the overall work of all concurrent activities and server as primary liaison to other agencies/stakeholders. The funds for this expense were NOT applied for in the SLDS grant.					
	# of Positions	1	1	1	-	
	% FTE	1.7%	5.9%	5.0%	-	
	Base Salary	150,000	150,000	150,000	-	
	Total Annual Budget	\$ 2,513	\$ 8,775	\$ 7,500	\$ -	\$ 18,788
SDE Project Manager	Develops and manages project plans, provides overall guidance to project team members, handle communication with stakeholders, address staffing assignments, and performs other leadership tasks to ensure the successful delivery of the project. The funds for this expense were NOT applied for in the SLDS grant.					
	# of Positions	1	1	1	-	
	% FTE	12.5%	31.3%	12.5%	-	
	Base Salary	106,000	106,000	106,000	-	
	Total Annual Budget	\$ 13,250	\$ 33,125	\$ 13,250	\$ -	\$ 59,625
SDE Business Analyst	Performs expert analysis of business requirements and serves as liaison for functional and technical aspects of the project activities. The funds for this expense were NOT applied for in the SLDS grant.					
	# of Positions	1	1	1	-	
	% FTE	6.3%	25.0%	12.5%	-	
	Base Salary	100,000	100,000	100,000	-	
	Total Annual Budget	\$ 6,250	\$ 25,000	\$ 12,500	\$ -	\$ 43,750
SDE Developer	Prepares source code, tests developed applications for compliance with requirements, performs unit/integration testing of products. Prepares code to interface with existing and acquired systems to meet stated requirements and objectives. The funds for this expense were NOT applied for in the SLDS grant.					
	# of Positions	-	1	1	-	
	% FTE	0.0%	100.0%	100.0%	-	

	Base Salary	90,000	90,000	90,000	-	
	Total Annual Budget	\$ -	\$ 90,000	\$ 90,000	\$ -	\$ 180,000
Agency SME	Subject Matter Expert					
	# of Positions	1	1	-	-	
	% FTE	1%	5%	0%	0%	
	Base Salary	120,000	120,000	-	-	
	Total Annual Budget	\$ 1,500	\$ 6,000	\$ -	\$ -	\$ 7,500
TOTAL		\$ 23,513	\$ 162,900	\$ 123,250	\$ -	\$ 309,663

Benefit Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Position 1	Estimate based on historical benefits costs. The funds for this expense were NOT applied for in the SLDS grant.					
	Percent of salary	30%	30%	30%	30%	
	Total Annual Budget	\$ 754	\$ 2,633	\$ 2,250	\$ -	\$ 5,636
Position 2	Estimate based on historical benefits costs. The funds for this expense were NOT applied for in the SLDS grant.					
	Percent of salary	30%	30%	30%	30%	
	Total Annual Budget	\$ 3,975	\$ 9,938	\$ 3,975	\$ -	\$ 17,888
Position 3	Estimate based on historical benefits costs. The funds for this expense were NOT applied for in the SLDS grant.					
	Percent of salary	30%	30%	30%	30%	
	Total Annual Budget	\$ 1,875	\$ 7,500	\$ 3,750	\$ -	\$ 13,125
Position 4	Estimate based on historical benefits costs. The funds for this expense were NOT applied for in the SLDS grant.					
	Percent of salary	30%	30%	30%	30%	
	Total Annual Budget	\$ -	\$ 27,000	\$ 27,000	\$ -	\$ 54,000
Position 5	Estimate based on historical benefits costs. The funds for this expense were NOT applied for in the SLDS grant.					
	Percent of salary	30%	30%	30%	30%	
	Total Annual Budget	\$ 450	\$ 1,800	\$ -	\$ -	\$ 2,250
TOTAL		\$ 7,054	\$ 48,870	\$ 36,975	\$ -	\$ 92,899

Equipment Costs

Equipment Item	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
Additional Hardware	SQL Server (R900 3 tiered environment), Desktop PCs, SAN Storage. The funds for this expense were also applied for the SLDS grant.					
	# of purchases	1	-	-	-	
	Cost per purchase	\$ 190,500	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ 190,500	\$ -	\$ -	\$ -	\$ 190,500
TOTAL		\$ 190,500				\$ 190,500

Supplies Costs Narrative

Supplies Item	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
Software Licenses	MS Sql Server, Microsoft Server 2008, Business Intelligence Tool. The funds for this expense were also applied for the SLDS grant.					
	Number of Purchases	1	-	-	-	
	Cost per purchase	\$ 36,000	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ 36,000	\$ -	\$ -	\$ -	\$ 36,000
TOTAL		\$ 36,000				\$ 36,000

Contractual Costs Narrative

Contractual Items	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
Contract PMO Director	Establishes the overall PMO for the five projects. Works with the individual Project Managers of the respective projects to coordinate activities and resources. The funds for this expense were also applied for the SLDS grant.					
	Number of Contractors	1.0	1.0	-	-	
	Cost per Contract	\$ 24,750	\$ 87,000	\$ -	\$ -	
	Total Annual Budget	\$ 24,750	\$ 87,000	\$ -	\$ -	\$ 111,750
Contract Project Manager	Develops and manages project plans, provides overall guidance to project team members, handle communication with stakeholders, address staffing assignments, and performs other leadership tasks to ensure the successful delivery of the project. The funds for this expense were also applied for the SLDS grant.					
	#	1	1	-	-	

	Cost per Contract	\$ 62,500	\$ 250,000	\$ -	\$ -	
	Total Annual Budget	\$ 62,500	\$ 250,000	\$ -	\$ -	\$ 312,500
Contract Business Analyst	Performs expert analysis of business requirements and serves as liaison for functional and technical aspects of the project activities. The funds for this expense were also applied for the SLDS grant.					
	#	1	1	-	-	
	Cost per Contract	\$ 50,000	\$ 200,000	\$ -	\$ -	
	Total Annual Budget	\$ 50,000	\$ 200,000	\$ -	\$ -	\$ 250,000
Contract Software Architect	Designs, prepares, and configures the overall software structure, develops framework for integration with various components and subsystem whether built in-house or acquired for implementation. The funds for this expense were also applied for the SLDS grant.					
	#	-	1	-	-	
	Cost per Contract	\$ -	\$ 100,000	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000
Contract DBA	Designs overall database architecture, schemas, scripts, data transformation of external data sources, and services of the enterprise data repositories. Monitors operational performance of database servers and all databases to ensure data integrity and reliability. The funds for this expense were also applied for the SLDS grant.					
	#	-	3	-	-	
	Cost per Contract	\$ -	\$ 150,000	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ 450,000	\$ -	\$ -	\$ 450,000
Contract Developer	Prepares source code, tests developed applications for compliance with requirements, performs unit/integration testing of products. Prepares code to interface with existing and acquired systems to meet stated requirements and objectives. The funds for this expense were also applied for the SLDS grant.					
	#	-	2	-	-	
	Cost per	\$ -	\$ 60,000	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ 120,000	\$ -	\$ -	\$ 120,000
TOTAL		\$ 137,250	\$ 1,207,000	\$ -	\$ -	\$ 1,344,250

Project-Level Budget Summary Table
Project Name: Designing and Implementing New Evaluation System
Associated with Criteria: (D)(2)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 275,000	\$ 275,000	\$ 275,000	\$ 275,000	\$ 1,100,000
2	Fringe Benefits	\$ 68,750	\$ 68,750	\$ 68,750	\$ 68,750	\$ 275,000
3	Travel	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000
4	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5	Supplies	\$ 97,500	\$ 97,500	\$ 97,500	\$ 97,500	\$ 390,000
6	Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7	Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8	Other	\$ -	\$ -	\$ -	\$ -	\$ -
9	Total Direct Costs (lines 1-8)	\$ 471,250	\$ 471,250	\$ 471,250	\$ 471,250	\$ 1,885,000
10	Indirect Costs					\$ -
11	Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12	Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13	Total Costs (lines 9-12)	\$ 471,250	\$ 471,250	\$ 471,250	\$ 471,250	\$ 1,885,000
14	Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 880,000
15	TOTAL BUDGET (lines 13-14)	\$ 691,250	\$ 691,250	\$ 691,250	\$ 691,250	\$ 2,765,000

Project Name: Designing and Implementing New Evaluation System
 Associated with Criteria: (D)(2)

Personnel Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
State Evaluation Experts	(11) State-employed trainers to work in Regional Service Centers. Each trainer will receive training from the state and work to help teachers understand new evaluation systems					
	# of Positions	11	11	11	11	
	% FTE	50%	50%	50%	50%	
	Base Salary	50,000	50,000	50,000	50,000	
	Total Annual Budget	\$ 275,000	\$ 275,000	\$ 275,000	\$ 275,000	\$ 1,100,000
TOTAL		\$ 275,000	\$ 275,000	\$ 275,000	\$ 275,000	\$ 1,100,000

Benefit Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
State Evaluation Experts	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 68,750	\$ 68,750	\$ 68,750	\$ 68,750	
TOTAL		\$ 68,750	\$ 68,750	\$ 68,750	\$ 68,750	\$ 275,000

Travel Costs Narrative

Travel Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Professional Teachers' Travel	Travel for professional teachers to attend 3 days of training per year, at an average cost of \$200 per trip					
	# of Trips per year	150	150	150	150	
	Cost per Trip	\$ 200	\$ 200	\$ 200	\$ 200	
	Total Annual Budget	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000
TOTAL		\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000

Equipment Costs

Equipment Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount

Equipment Item #1	Description of Equipment Item					
	# of Employees	11	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #2	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #3	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #4	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #5	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Supplies Costs Narrative

Supplies Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Training supplies / evaluation guides	Supplies for training professional teachers and serving to explain guidelines of evaluations. Customized materials to be available online at ALEX for 2300 professional teachers, 1600 administrators at \$25 per person. Materials will be updated yearly and will be able to serve as guidance for all teachers without additional cost.					
	#	3,900	3,900	3,900	3,900	
	Cost per Item	\$ 25	\$ 25	\$ 25	\$ 25	
	Total Annual Budget	\$ 97,500	\$ 97,500	\$ 97,500	\$ 97,500	\$ 390,000
	Description of Supplies Item					
	#					

	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #3	Description of Supplies Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #4	Description of Supplies Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #5	Description of Supplies Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 97,500	\$ 97,500	\$ 97,500	\$ 97,500	\$ 390,000

Contractual Costs Narrative

Contractual Items	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
	Number of Contractors			-	-	
	Cost per Contract			\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #2	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #3	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #4	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #5	Description of Contract Item					

	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Training Costs Narrative

Training Costs	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Training Item #1	Description of Training Item					
	Number of coaches	-	-	-	-	
	Cost per stipend	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #2	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #3	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #4	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #5	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Other Costs Narrative

Other Costs	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Other Item #1	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	

	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #2	Description of Other Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #3	Description of Other Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #4	Description of Other Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #5	Description of Other Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Involved LEA's (State Budget)

Involved LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Involved LEA Item #1	Description of Involved LEA Item					
	Number of Involved LEA's	-	-	-	-	-
	Cost per program implementation	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #2	Description of Involved LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #3	Description of Involved LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #4	Description of Involved LEA Item					
	#	-	-	-	-	-

	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #5	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Participating LEA's (State Budget)

Participating LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Participating LEA Item # 1	Description of Participating LEA Item					
	Number of Participating LEA's	-	-	-	-	
	Cost per program implementation	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #2	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #3	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #4	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #5	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding Subgranted to Participating LEA's (50% of Total Grant)

Participating LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount

Teacher-leader Incentives	Teacher-leaders, 440 will lead evaluation practices in respective schools. They will be compensated (\$500 stipends) for attending professional development at regional in-service centers for 3 days out of the year					
	Number of Participating LEA's	440	440	440	440	
	Cost per program implementation	500	500	500	500	
	Total Annual Budget	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 880,000
Participating LEA Item #2	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #3	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #4	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #5	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 880,000

Project-Level Budget Summary Table
Project Name: Implement / Scale Career Pathways for Teachers
Associated with Criteria: (D)(2)(ii), (D)(2)(iii), (D)(2)(iv)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 200,000
2	Fringe Benefits	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 50,000
3	Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5	Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6	Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7	Training Stipends	\$ 30,000	\$ 57,000	\$ 115,000	\$ 150,000	\$ 352,000
8	Other	\$ -	\$ -	\$ -	\$ -	\$ -
9	Total Direct Costs (lines 1-8)	\$ 92,500	\$ 119,500	\$ 177,500	\$ 212,500	\$ 602,000
10	Indirect Costs					\$ -
11	Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12	Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13	Total Costs (lines 9-12)	\$ 92,500	\$ 119,500	\$ 177,500	\$ 212,500	\$ 602,000
14	Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ 3,060,000	\$ 4,635,000	\$ 7,650,000	\$ 14,040,000	\$ 29,385,000
15	TOTAL BUDGET (lines 13-14)	\$ 3,152,500	\$ 4,754,500	\$ 7,827,500	\$ 14,252,500	\$ 29,987,000

Project Name: Implement / Scale Career Pathways for Teachers
 Associated with Criteria: (D)(2)(ii), (D)(2)(iii), (D)(2)(iv)

Personnel Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
"Dissertation" Coordinator	State-level coordinator responsible for program in which Professional Teachers must defend their roles to peers and administrators annually					
	# of Positions	1	1	1	1	
	% FTE	100%	100%	100%	100%	
	Base Salary	50,000	50,000	50,000	50,000	
	Total Annual Budget	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 200,000
Position # 2	Description of job position					
	# of Positions					
	% FTE	0%				
	Base Salary					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 3	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 4	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 5	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 200,000

Benefit Costs Narrative

Year 1	Year 2	Year 3	Year 4	Total
--------	--------	--------	--------	-------

Position	Description	2010-2011	2011-2012	2012-2013	2013-2014	Amount
"Dissertation" Coordinator	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 50,000
Position # 2	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 3	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 4	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 5	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 50,000

Travel Costs Narrative

Travel Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Travel Item #1	Description of travel item					
	# of Trips per year					
	Cost per Trip					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #2	Description of travel item					
	# of Trips per year					
	Cost per Trip	\$ 500	\$ 500	\$ 500	\$ 500	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #3	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #4	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	

	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #5	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Equipment Costs

Equipment Item	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
	# of Employees	1	-	-	-	
	Cost per Item		\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #2	Description of Equipment Item	\$ -	\$ -	\$ -	\$ -	\$ -
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #3	Description of Equipment Item	\$ -	\$ -	\$ -	\$ -	\$ -
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #4	Description of Equipment Item	\$ -	\$ -	\$ -	\$ -	\$ -
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #5	Description of Equipment Item	\$ -	\$ -	\$ -	\$ -	\$ -
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Supplies Costs Narrative

Supplies Item	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	

	Monthly Supplies					
	Cost per Item					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
	Once a month x 11 trainers					
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #3	Description of Supplies Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #4	Description of Supplies Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #5	Description of Supplies Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Contractual Costs Narrative

Contractual Items	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
	Number of Contractors			-	-	
	Cost per Contract			\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #2	Description of Contract Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #3	Description of Contract Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -

	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #4	Description of Contract Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #5	Description of Contract Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Training Costs Narrative

Training Costs	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Ongoing professional development for Professional Teachers	Professional Teachers will have extensive professional development. This professional development will extend over the number of schools with professional teachers, expanding at the same rate as FTEs					
	# of Professional Teachers	30	57	115	150	
	Cost per training	1,000	1,000	1,000	1,000	
	Total Annual Budget	\$ 30,000	\$ 57,000	\$ 115,000	\$ 150,000	\$ 352,000
Training Item #2	Description of Training Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #3	Description of Training Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #4	Description of Training Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #5	Description of Training Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -

TOTAL	\$ 30,000	\$ 57,000	\$ 115,000	\$ 150,000	\$ 352,000
--------------	-----------	-----------	------------	------------	------------

Other Costs Narrative

Other Costs	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Other Item #1	Description of Other Item					
	#	-	-	-	-	
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Other Item #2	Description of Other Item					\$ -
	#	-	-	-	-	
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Other Item #3	Description of Other Item					\$ -
	#	-	-	-	-	
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Other Item #4	Description of Other Item					\$ -
	#	-	-	-	-	
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Other Item #5	Description of Other Item					\$ -
	#	-	-	-	-	
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Involved LEA's (State Budget)

Involved LEA Item	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Involved LEA Item #1	Description of Involved LEA Item					
	Number of Involved LEA's	-	-	-	-	
	Cost per program implementation	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Involved LEA Item #2	Description of Involved LEA Item					\$ -
	#	-	-	-	-	

	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #3	Description of Involved LEA Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#					
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #4	Description of Involved LEA Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#					
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #5	Description of Involved LEA Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#					
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Participating LEA's (State Budget)

Participating LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Participating LEA Item # 1	Description of Participating LEA Item					
	Number of Participating LEA's	-	-	-	-	
	Cost per program implementation					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #2	Description of Participating LEA Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#					
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #3	Description of Participating LEA Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#					
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #4	Description of Participating LEA Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#					
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #5	Description of Participating LEA Item	\$ -	\$ -	\$ -	\$ -	\$ -

Project-Level Budget Summary Table
Project Name: Professional Development Module Design and Implementation
Associated with Criteria: (D)(2)(iv)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2	Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3	Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5	Supplies	\$ 172,100	\$ -	\$ -	\$ -	\$ 172,100
6	Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7	Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8	Other	\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000
9	Total Direct Costs (lines 1-8)	\$ 372,100	\$ -	\$ -	\$ -	\$ 372,100
10	Indirect Costs					\$ -
11	Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12	Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13	Total Costs (lines 9-12)	\$ 372,100	\$ -	\$ -	\$ -	\$ 372,100
14	Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 880,000
15	TOTAL BUDGET (lines 13-14)	\$ 592,100	\$ 220,000	\$ 220,000	\$ 220,000	\$ 1,252,100

Project Name: Professional Development Module Design and Implementation
 Associated with Criteria: (D)(2)(iv)

Personnel Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
Position #1	Description of job position					
	# of Positions					
	% FTE	0%	0%	0%	0%	
	Base Salary					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position #2	Description of job position					
	# of Positions					
	% FTE	0%	0%	0%	0%	
	Base Salary					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 3	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 4	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 5	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Benefit Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount

Position #1	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position #2	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position #3	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position #4	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position #5	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Travel Costs Narrative

Travel Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Travel Item #1	Description of travel item	\$ -	\$ -	\$ -	\$ -	\$ -
	# of Trips per year					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #2	Description of travel item	\$ -	\$ -	\$ -	\$ -	\$ -
	# of Trips per year					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #3	Description of travel item	\$ -	\$ -	\$ -	\$ -	\$ -
	# of Trips per year					
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #4	Description of travel item	\$ -	\$ -	\$ -	\$ -	\$ -
	# of Trips per year					
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -

Travel Item #5	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Equipment Costs

Equipment Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Equipment Item #1	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #2	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #3	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #4	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #5	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Supplies Costs Narrative

Supplies Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount

Module Output Guides	Guides to support implementation of final modules for use in schools. Distributed in hard copy to Module Teacher Specialists (110), Principals (1600), and ELC Support Staff (11). Available to all others in digital copy on ALEX. Year 1 cost only.					
	# of Supply Items	1,721	-	-	-	
	Cost per Item	\$ 100				
	Total Annual Budget	\$ 172,100	\$ -	\$ -	\$ -	\$ 172,100
Supplies Item #2	Description of Supplies Item					
	#					
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #3	Description of Supplies Item					
	#					
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #4	Description of Supplies Item					
	#					
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #5	Description of Supplies Item					
	#					
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 172,100	\$ -	\$ -	\$ -	\$ 172,100

Contractual Costs Narrative

Contractual Items	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Contract Item #1	Description of Contract Item					
	# Contract Items					
	Cost per Contract	\$ 10,000	\$ 10,000	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #2	Description of Contract Item					
	#					
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -

Contract Item #3	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #4	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #5	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Training Costs Narrative

Training Costs	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Training Item #1	Description of Training Item					
	Number of coaches	-	-	-	-	
	Cost per stipend	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #2	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #3	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #4	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #5	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	

Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL	\$ -				

Other Costs Narrative

Other Costs	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Module Design	14 out of 39 modules are currently designed. To design final 25 modules, budget estimate is roughly \$200,000, or \$8000 per unit. Year 1 cost only					
	#	25	-	-	-	
	Cost per	\$ 8,000	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000
Other Item #2	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #3	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #4	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #5	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000

Funding for Involved LEA's (State Budget)

Involved LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Involved LEA Item #1	Description of Involved LEA Item					
	Number of Involved LEA's	-	-	-	-	
	Cost per program implementation	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -

Involvement LEA Item #2	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involvement LEA Item #3	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involvement LEA Item #4	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involvement LEA Item #5	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Participating LEA's (State Budget)

Participating LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Participating LEA Item # 1	Description of Participating LEA Item					
	Number of Participating LEA's	-	-	-	-	
	Cost per program implementation	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #2	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #3	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #4	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	

Participating LEA Item #5	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 880,000

Project-Level Budget Summary Table
Project Name: Design Shortage Tracking and Talent Targeting Capabilities
Associated with Criteria: (D)(3)(i), (D)(3)(ii)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 325,000	\$ 325,000	\$ 325,000	\$ 325,000	\$ 1,300,000
2	Fringe Benefits	\$ 81,250	\$ 81,250	\$ 81,250	\$ 81,250	\$ 325,000
3	Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4	Equipment	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 10,000
5	Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6	Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7	Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8	Other	\$ -	\$ -	\$ -	\$ -	\$ -
9	Total Direct Costs (lines 1-8)	\$ 411,250	\$ 406,250	\$ 411,250	\$ 406,250	\$ 1,635,000
10	Indirect Costs					\$ -
11	Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12	Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13	Total Costs (lines 9-12)	\$ 411,250	\$ 406,250	\$ 411,250	\$ 406,250	\$ 1,635,000
14	Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ -	\$ -	\$ -	\$ -	\$ -
15	TOTAL BUDGET (lines 13-14)	\$ 411,250	\$ 406,250	\$ 411,250	\$ 406,250	\$ 1,635,000

Project Name: Design Shortage Tracking and Talent Targeting Capabilities
 Associated with Criteria: (D)(3)(i), (D)(3)(ii)

Personnel Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Analytics Administrator	(1) Analytics Administrator to use new LDS and measure areas of shortage relative to particular areas based on test score, teacher evaluation, and overall school performance. This person will monitor shortages and respond by helping to categorize school and district needs. The Analytics Administrator will focus mostly on analytics behind the scenes and will work to communicate relative needs to recruitment liaison					
	# of Positions	1	1	1	1	
	% FTE	100%	100%	100%	100%	
	Base Salary	50,000	50,000	50,000	50,000	
	Total Annual Budget	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 200,000
Recruitment Liaison	(1 per Regional Service Center) The recruitment liaison will collect information from the analytics administrator and work with students planning to pursue teaching and teachers applying for alternative certification, in conjunction with schools in need of particular skill sets. This liaison will work with prospective students to coordinate potential scholarships through ATRIP and to help coordinate loan forgiveness for teachers going through alternative certification. Additionally, this liaison will help find eligible principals and help coordinate incentive packages to pull them into the most in-need schools. This liaison will be a full-time employee of the Regional Service Center but will only commit part-time to this duty					
	# of Positions	11	11	11	11	
	% FTE	50%	50%	50%	50%	
	Base Salary	50,000	50,000	50,000	50,000	
	Total Annual Budget	\$ 275,000	\$ 275,000	\$ 275,000	\$ 275,000	\$ 1,100,000
Position # 3	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -

Position # 4	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 5	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 325,000	\$ 325,000	\$ 325,000	\$ 325,000	\$ 1,300,000

Benefit Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
Analytics Administrator	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 50,000
Recruitment Liaison	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 68,750	\$ 68,750	\$ 68,750	\$ 68,750	\$ 275,000
Position # 3	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 4	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 5	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 81,250	\$ 81,250	\$ 81,250	\$ 81,250	\$ 325,000

Travel Costs Narrative

Travel Item	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
Travel Item #1	Description of travel item					

	# of Trips per year					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #2	Description of travel item					
	# of Trips per year					
	Total Annual Budget	\$ 500	\$ 500	\$ 500	\$ 500	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #3	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #4	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #5	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Equipment Costs

Equipment Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Computer Equipment for Data Tracking	Equipment for Analytics Administrator to look at data and identify areas of most need based on student performance and teacher evaluation. Only needs to be updated every 2 years					
	# of Items	1	-	1	-	
	Cost per Item	\$ 5,000	\$ -	\$ 5,000	\$ -	
	Total Annual Budget	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 10,000
Equipment Item #2	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #3	Description of Equipment Item					
	# of Items	-	-	-	-	

	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #4	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #5	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 10,000

Supplies Costs Narrative

Supplies Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Supplies Item #1	Description of Supplies Item					
	# of Supply Items					
	Cost per Item					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #2	Description of Supplies Item					
	#					
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #3	Description of Supplies Item					
	#					
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #4	Description of Supplies Item					
	#					
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #5	Description of Supplies Item					
	#					
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -

TOTAL	\$ -	\$ -	\$ -	\$ -	\$ -
-------	------	------	------	------	------

Contractual Costs Narrative

Contractual Items	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Contract Item #1	Description of Contract Item					
	# Contract Items					
	Cost per Contract	\$ 10,000	\$ 10,000	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #2	Description of Contract Item					
	#					
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #3	Description of Contract Item					
	#					
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #4	Description of Contract Item					
	#					
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #5	Description of Contract Item					
	#					
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Training Costs Narrative

Training Costs	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Training Item #1	Description of Training Item					
	Number of coaches					
	Cost per stipend					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #2	Description of Training Item					
	#					

	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #3	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #4	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #5	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Other Costs Narrative

Other Costs	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Other Item #1	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #2	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #3	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #4	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #5	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -

	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Involved LEA's (State Budget)

Involved LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Involved LEA Item #1	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #2	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #3	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #4	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #5	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Participating LEA's (State Budget)

Participating LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Participating LEA Item # 1	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	-	-	-	-	

	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #2	Description of Participating LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #3	Description of Participating LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #4	Description of Participating LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #5	Description of Participating LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -				

Funding Subgranted to Participating LEA's (50% of Total Grant)

Participating LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Participating LEA Item #1	Description of Participating LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #2	Description of Participating LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #3	Description of Participating LEA Item					
	#	-	-	-	-	-
	Cost per	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #4	Description of Participating LEA Item					
	#	-	-	-	-	-

	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #5	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Project-Level Budget Summary Table
Project Name: Redesign Teacher Preparation Programs to K-12 Site-based Prep
Associated with Criteria: (D)(4)(i)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 300,000	\$ 900,000	\$ 900,000	\$ 900,000	\$ 3,000,000
2	Fringe Benefits	\$ 75,000	\$ 225,000	\$ 225,000	\$ 225,000	\$ 750,000
3	Travel	\$ 15,000	\$ 45,000	\$ 45,000	\$ 45,000	\$ 150,000
4	Equipment	\$-	\$-	\$-	\$-	\$-
5	Supplies	\$ 44,000	\$ 132,000	\$ 132,000	\$ 132,000	\$ 440,000
6	Contractual	\$ 20,000	\$ 60,000	\$ 60,000	\$ 100,000	\$ 240,000
7	Training Stipends	\$ 585,000	\$ 1,755,000	\$ 1,755,000	\$ 1,755,000	\$ 5,850,000
8	Other	\$-	\$-	\$-	\$-	\$-
9	Total Direct Costs (lines 1-8)	\$ 1,039,000	\$ 3,117,000	\$ 3,117,000	\$ 3,157,000	\$ 10,430,000
10	Indirect Costs					\$-
11	Funding for Involved LEAs	\$-	\$-	\$-	\$-	\$-
12	Supplemental Funding for Participating LEAs	\$-	\$-	\$-	\$-	\$-
13	Total Costs (lines 9-12)	\$ 1,039,000	\$ 3,117,000	\$ 3,117,000	\$ 3,157,000	\$ 10,430,000
14	Funding Subgranted to Participating LEA's (50% of Total Grant)	\$-	\$-	\$-	\$-	\$-
15	TOTAL BUDGET (lines 13-14)	\$ 1,039,000	\$ 3,117,000	\$ 3,117,000	\$ 3,157,000	\$ 10,430,000

Project Name: Redesign Teacher Preparation Programs to K-12 Site-based Prep
 Associated with Criteria: (D)(4)(i)

Personnel Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Team Leader	(2 per county) Leaders to help student-teachers settle into schools. Provide periodic check-ins and make sure that development efforts are going effectively. Expansion will involve 1 county in year 1, 3 counties in year 2, 6 counties in year 3, and 10 counties in year 4					
	# of Positions	2	6	6	6	
	% FTE	100%	100%	100%	100%	
	Base Salary	45,000	45,000	45,000	45,000	
	Total Annual Budget	\$ 90,000	\$ 270,000	\$ 270,000	\$ 270,000	\$ 900,000
Tech Support	(2 per county) Support staff for facilitating relationships between Torchbearer schools and teacher education programs					
	# of Positions	2	6	6	6	
	% FTE	100%	100%	100%	100%	
	Base Salary	30,000	30,000	30,000	30,000	
	Total Annual Budget	\$ 60,000	\$ 180,000	\$ 180,000	\$ 180,000	\$ 600,000
Principal Investigators (a)	(1 per county) A principal from a Torchbearer school commits 50% of time to developing students and helping them with workshops					
	# of Positions	1	3	3	3	
	% FTE	50%	50%	50%	50%	
	Base Salary	50,000	50,000	50,000	50,000	
	Total Annual Budget	\$ 25,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 250,000
Principal Investigators (b)	(2 per county) Co-principals from 2 Torchbearer schools each commit 25% of time to developing students and helping them with workshops					
	# of Positions	2	6	6	6	
	% FTE	25%	25%	25%	25%	
	Base Salary	50,000	50,000	50,000	50,000	
	Total Annual Budget	\$ 25,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 250,000
Principal Investigators (c)	(2 per county) ALSDE invests in one principal to develop residents and help with learning process and Local county school system invests in one principal to help facilitate experience of residents					
	# of Positions	2	6	6	6	

	% FTE	100%	100%	100%	100%	
	Base Salary	50,000	50,000	50,000	50,000	
	Total Annual Budget	\$ 100,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,000,000
TOTAL		\$ 300,000	\$ 900,000	\$ 900,000	\$ 900,000	\$ 3,000,000

Benefit Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
Team Leader	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 22,500	\$ 67,500	\$ 67,500	\$ 67,500	\$ 225,000
Tech Support	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 15,000	\$ 45,000	\$ 45,000	\$ 45,000	\$ 150,000
Principal Investigators (a)	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 6,250	\$ 18,750	\$ 18,750	\$ 18,750	\$ 62,500
Principal Investigators (b)	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 6,250	\$ 18,750	\$ 18,750	\$ 18,750	\$ 62,500
Principal Investigators (c)	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 25,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 250,000
TOTAL		\$ 75,000	\$ 225,000	\$ 225,000	\$ 225,000	\$ 750,000

Travel Costs Narrative

Travel Item	Description	Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	Amount
Travel Costs for Pis	Travel for Principal Investigators to visit residents in K-12 settings. Also factors in costs of student-teachers' commutes to schools (one lump sum per county)					
	# of Trips per year	1	3	3	3	
	Cost per Trip	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	
	Total Annual Budget	\$ 15,000	\$ 45,000	\$ 45,000	\$ 45,000	\$ 150,000
Travel Item #2	Lead trainer travel within district					
	# of Trips per year					

	Cost per Trip	\$ 1,000	\$ 3,000	\$ 3,000	\$ 3,000	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #3	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #4	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #5	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 15,000	\$ 45,000	\$ 45,000	\$ 45,000	\$ 150,000

Equipment Costs

Equipment Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Equipment Item #1	# of Employees	2	-	-	-	
	Cost per Item		\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #2	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #3	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #4	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #5	Description of Equipment Item					

	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Supplies Costs Narrative

Supplies Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Materials/Supplies	Informational and support materials for participating students and teachers (given as lump sum per county)					
	#	1	3	3	3	
	Cost per Item	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	
	Total Annual Budget	\$ 22,000	\$ 66,000	\$ 66,000	\$ 66,000	\$ 220,000
Printing	Printing for materials (given as lump sum per county)					
	#	1	3	3	3	
	Cost per Item	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	
	Total Annual Budget	\$ 22,000	\$ 66,000	\$ 66,000	\$ 66,000	\$ 220,000
Supplies Item #3	Description of Supplies Item					
	#	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #4	Description of Supplies Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #5	Description of Supplies Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 44,000	\$ 132,000	\$ 132,000	\$ 132,000	\$ 440,000

Contractual Costs Narrative

Contractual Items	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
-------------------	-------------	---------------------	---------------------	---------------------	---------------------	-----------------

Consultants	Consulting services to provide external evaluations of program and provide feedback (given as lump sum per county)					
	Number of Contractors	1	3	3	5	
	Cost per Contract	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	
	Total Annual Budget	\$ 20,000	\$ 60,000	\$ 60,000	\$ 100,000	\$ 240,000
Contract Item #2	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #3	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #4	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #5	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 20,000	\$ 60,000	\$ 60,000	\$ 100,000	\$ 240,000

Training Costs Narrative

Training Costs	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Undergraduate Stipends	Stipends for undergraduate student-teachers given to 15 undergraduate residents per county in the amount of \$10,000 for a year of in-the-classroom training alongside schoolwork					
	# of stipends	15	45	45	45	
	Cost per stipend	10,000	10,000	10,000	10,000	
	Total Annual Budget	\$ 150,000	\$ 450,000	\$ 450,000	\$ 450,000	\$ 1,500,000
Graduate stipends	Stipends for graduate student-teachers given to 15 graduate residents per county in the amount of \$27,000 for a year of training for a year of in-the-classroom training alongside schoolwork					
	# of stipends	15	45	45	45	

	Cost per	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000	
	Total Annual Budget	\$ 405,000	\$ 1,215,000	\$ 1,215,000	\$ 1,215,000	\$ 4,050,000
Teacher Stipends	Stipends for teachers to take on mentorship roles and work with students individually as they learn in the classroom. 30 teachers per county are given \$1000 stipends for supporting this learning program					
	# of stipends	30	90	90	90	
	Cost per	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	
	Total Annual Budget	\$ 30,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 300,000
Training Item #4	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #5	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 585,000	\$ 1,755,000	\$ 1,755,000	\$ 1,755,000	\$ 5,850,000

Other Costs Narrative

Other Costs	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Other Item #1	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #2	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #3	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #4	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	

	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #5	Description of Other Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Involved LEA's (State Budget)

Involved LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Involved LEA Item #1	Description of Involved LEA Item					
	Number of Involved LEA's	-	-	-	-	
	Cost per program implementation					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #2	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #3	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #4	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #5	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Participating LEA's (State Budget)

Participating LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Participating LEA Item # 1	Description of Participating LEA Item					

	Number of Participating LEA's	-	-	-	-	
	Cost per program implementation	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #2	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #3	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #4	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #5	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding Subgranted to Participating LEA's (50% of Total Grant)

Participating LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Participating LEA Item #1	Description of Participating LEA Item					
	Number of Participating LEA's	-	-	-	-	
	Cost per program implementation	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #2	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #3	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -

Participating LEA Item #4	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #5	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Project-Level Budget Summary Table
Project Name: Technology Instructional and Leadership Support
Associated with Criteria: (D)(5)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,200,000
2	Fringe Benefits	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 300,000
3	Travel	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
4	Equipment	\$ 200,002	\$ 200,002	\$ 200,002	\$ 200,002	\$ 800,002
5	Supplies	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 200,000
6	Contractual	\$-	\$-	\$-	\$-	\$-
7	Training Stipends	\$-	\$-	\$-	\$-	\$-
8	Other	\$-	\$-	\$-	\$-	\$-
9	Total Direct Costs (lines 1-8)	\$ 725,002	\$ 725,002	\$ 725,002	\$ 725,002	\$ 2,900,008
10	Indirect Costs					\$-
11	Funding for Involved LEAs	\$-	\$-	\$-	\$-	\$-
12	Supplemental Funding for Participating LEAs	\$-	\$-	\$-	\$-	\$-
13	Total Costs (lines 9-12)	\$ 725,002	\$ 725,002	\$ 725,002	\$ 725,002	\$ 2,900,008

Project Name: Technology Instructional and Leadership Support
 Associated with Criteria: (D)(5)

Personnel Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Technology Instructional Specialists	(11) Full-time employees will work with schools and coordinate LEA programs to integrate technology, provide professional development to at least 80% of teachers for 20+ hours, initiate project-based learning venues, evaluate programs and participate in "best practices" workshops on local, state, and national levels					
	# of Positions	11	11	11	11	
	% FTE	50%	50%	50%	50%	
	Base Salary	54,545	54,545	54,545	54,545	
	Total Annual Budget	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,200,000
Instructional Technology Leaders	(500) Principals and superintendents given a stipend to participate in Renaissance II Technology Academy for School Leaders. Participants receive innovative technology to use in their jobs as instructional leaders and develop job-embedded projects to improve teaching, leading and learning in their respective schools. Involvement requires 5 days of intensive professional development during the school year					
	# of Positions					
	% FTE					
	Base Salary					
	Total Annual Budget					
Position # 3	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	-	-	-	-	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 4	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	-	-	-	-	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 5	Description of job position					

	# of Positions	-	-	-	-	
	% FTE	-	-	-	-	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,200,000

Benefit Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Technology Instructional Sp	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 300,000
Instructional Technology Lea	Benefits covered in full-time salary					
	Percent of salary	0%	0%	0%	0%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position 3	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position 4	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position 5	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 300,000

Travel Costs Narrative

Travel Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Travel for Instructional Technology Leaders	Travel costs for Instructional Technology Leaders to participate in Renaissance II Technology Academy (through Regional Service Centers); (lump sum per participant)					
	# of Trips per year	200	200	200	200	
	Cost per Trip	500	500	500	500	
	Total Annual Budget	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
Travel Item #2	Description of travel item					

	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #3	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #4	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #5	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000

Equipment Costs

Equipment Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Equipment for Technology Instructional Specialists	25 Technology Instructional Specialists will need innovative technologies, including interactive whiteboards, video playback devices, digital cameras, student response systems, laptops, presentation equipment, additional digital creation tools, and support equipment (lump sum per specialist)					
	# of Employees	11	11	11	11	
	Cost per Item	\$ 18,187	\$ 27,200	\$ 27,200	\$ 27,200	
	Total Annual Budget	\$ 200,002	\$ 200,002	\$ 200,002	\$ 200,002	\$ 800,008
TOTAL		\$ 200,002	\$ 200,002	\$ 200,002	\$ 200,002	\$ 800,008

Supplies Costs Narrative

Supplies Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Materials for Renaissance II	Educational materials for Instructional Technology Leaders to participate in Renaissance II Technology Academy (lump sum per participant)					

	#	200	200	200	200	
	Cost per Item	\$ 250	\$ 250	\$ 250	\$ 250	
	Total Annual Budget	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 200,000
Supplies Item #2	Description of Supplies Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #3	Description of Supplies Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #4	Description of Supplies Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #5	Description of Supplies Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 200,000

Contractual Costs Narrative

Contractual Items	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Contract Item #1	Description of Contract Item					
	Number of Contractors	-	-	-	-	
	Cost per Contract	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #2	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #3	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -

Contract Item #4	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #5	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Training Costs Narrative

Training Costs	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Training Item #1	Description of Training Item					
	Number of coaches	-	-	-	-	
	Cost per stipend	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #2	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #3	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #4	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #5	Description of Training Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Other Costs Narrative

Other Costs		Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Other Item #1	Description of Other Item						
	#		-	-	-	-	
	Cost per		\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget		\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #2	Description of Other Item						
	#		-	-	-	-	
	Cost per		\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget		\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #3	Description of Other Item						
	#		-	-	-	-	
	Cost per		\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget		\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #4	Description of Other Item						
	#		-	-	-	-	
	Cost per		\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget		\$ -	\$ -	\$ -	\$ -	\$ -
Other Item #5	Description of Other Item						
	#		-	-	-	-	
	Cost per		\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget		\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL			\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Involved LEA's

Involved LEA Item		Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Involved LEA Item #1	Description of Involved LEA Item						
	Number of Involved LEA's		-	-	-	-	
	Cost per program implementation		\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget		\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #2	Description of Involved LEA Item						
	#		-	-	-	-	
	Cost per		\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget		\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #3	Description of Involved LEA Item						

	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #4	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Involved LEA Item #5	Description of Involved LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Participating LEA's

Participating LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Participating LEA Item # 1	Description of Participating LEA Item					
	Number of Participating LEA's	-	-	-	-	
	Cost per program implementation					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #2	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #3	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #4	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #5	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -

TOTAL	\$ -	\$ -	\$ -	\$ -	\$ -
-------	------	------	------	------	------

Project-Level Budget Summary Table
Project Name: State Support Team & Transformation Model
Associated with Criteria: (E)(2)(iii)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 1,600,000
2	Fringe Benefits	\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 480,000
3	Travel	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 320,000
4	Equipment	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
5	Supplies	\$ 5,807	\$ 5,807	\$ 5,807	\$ 5,807	\$ 23,228
6	Contractual					\$ -
7	Training Stipends					\$ -
8	Other					\$ -
9	Total Direct Costs (lines 1-8)	\$ 615,807	\$ 615,807	\$ 615,807	\$ 615,807	\$ 2,463,228
10	Indirect Costs	\$ 234,593	\$ 234,593	\$ 234,593	\$ 234,593	\$ 938,372
11	Funding for Involved LEAs					\$ -
12	Supplemental Funding for Participating LEAs					\$ -
13	Total Costs (lines 9-12)	\$ 850,400	\$ 850,400	\$ 850,400	\$ 850,400	\$ 3,401,600
14	Funding Subgranted to LEA's 50% of Total	\$ 615,806	\$ 615,806	\$ 615,806	\$ 615,806	\$ 2,463,224
15	TOTAL BUDGET (lines 13-14)	\$ 1,466,206	\$ 1,466,206	\$ 1,466,206	\$ 1,466,206	\$ 5,864,824

Project Name: State Support Team & Transformation Model
 Associated with Criteria: (E)(2)(iii)

Personnel Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Personnel Costs Narrative	Coach various clients including Principal, teacher leaders, leadership teams and individual teachers as data indicates.					
	# of Positions	5	5	5	5	
	% FTE	100%	100%	100%	100%	
	Base Salary	80,000	80,000	80,000	80,000	
	Total Annual Budget	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 1,600,000
TOTAL		\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 1,600,000

Benefit Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Personnel	Estimate based on historical benefits costs	24,000	\$ 24,000	\$ 24,000	24,000	
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 480,000
TOTAL		\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 480,000

Travel Costs Narrative

Travel Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
SDE	Monthly travel					
	# of Peer Mentors					
	Cost per Monthly	\$ 960	\$ 960	\$ 960	\$ 960	
	Total Annual Budget	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 320,000
TOTAL		\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 320,000

Equipment Costs

Equipment Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Laptops	Laptops					
	# of Employees					

	Cost per Item					
	Total Annual Budget	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
TOTAL		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000

Supplies Costs Narrative

Supplies Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Office supplies	Monthly Supplies					
	# of employees					
	Cost per Item					
	Total Annual Budget	\$ 5,807	\$ 5,807	\$ 5,807	\$ 5,807	\$ 23,228
TOTAL		\$ 5,807	\$ 5,807	\$ 5,807	\$ 5,807	\$ 23,228
INDIRECT COST		234,593	234,593	234,593	234,593	938,372

Project-Level Budget Summary Table
Project Name: Increasing Graduation Rate
Associated with Criteria: (E)(2)(iii)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 880,000
2	Fringe Benefits	\$ 66,000	\$ 66,000	\$ 66,000	\$ 66,000	\$ 264,000
3	Travel	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 200,000
4	Equipment	\$ 5,327	\$ 5,327	\$ 5,327	\$ 5,327	\$ 21,308
5	Supplies					\$ -
6	Contractual					\$ -
7	Training Stipends					\$ -
8	Other					\$ -
9	Total Direct Costs (lines 1-8)	\$ 341,327	\$ 341,327	\$ 341,327	\$ 341,327	\$ 1,365,308
10	Indirect Costs	\$ 130,030	\$ 130,030	\$ 130,030	\$ 130,030	\$ 520,120
11	Funding for Involved LEAs					\$ -
12	Supplemental Funding for Participating LEAs					\$ -
13	Total Costs (lines 9-12)	\$ 471,357	\$ 471,357	\$ 471,357	\$ 471,357	\$ 1,885,428
14	Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ 341,326	\$ 341,326	\$ 341,326	\$ 341,326	\$ 1,365,304
15	TOTAL BUDGET (lines 13-14)	\$ 812,683	\$ 812,683	\$ 812,683	\$ 812,683	\$ 3,250,732

Project Name: Increasing Graduation Rate
 Associated with Criteria: (E)(2)(iii)

Personnel Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
SDE Social Worker						
	# of Positions	1	1	1	1	
	% FTE	100%	100%	100%	100%	
	Base Salary	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	
	Total Annual Budget	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 200,000
Retired Regional Graduator	Retired Regional Graduation Success Coach					
	# of Positions	11	11	11	11	
	% FTE	100%	100%	100%	100%	
	Base Salary (51 days x \$300)	15,454.55	15,454.55	15,454.55	15,454.55	
	Total Annual Budget	\$170,000.05	\$170,000.05	\$170,000.05	\$170,000.05	\$680,000.20
TOTAL		\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 880,000.20

Benefit Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
#REF!	Estimate based on historical benefits costs					
	Percent of salary					
	Total Annual Budget	\$ 66,000	\$ 66,000	\$ 66,000	\$ 66,000	\$ 264,000
TOTAL		\$ 66,000	\$ 66,000	\$ 66,000	\$ 66,000	\$ 264,000

Travel Costs Narrative

Travel Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Travel	Professional Development Trip					
	# of Trips per year					
	Cost per Trip					
	Total Annual Budget	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 200,000
TOTAL		\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 200,000

Equipment Costs

Project-Level Budget Summary Table
Project Name: Innovative Pathways to Graduation (IPG)
Associated with Criteria: (E)(2)(ii)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 1,600,000
2	Fringe Benefits	\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 480,000
3	Travel	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
4	Equipment	\$ 52,000	\$ 52,000	\$ 52,000	\$ 52,000	\$ 208,000
5	Supplies					\$ -
6	Contractual					\$ -
7	Training Stipends					\$ -
8	Other	\$ 256,000	\$ 256,000	\$ 256,000	\$ 256,000	\$ 1,024,000
9	Total Direct Costs (lines 1-8)	\$ 672,000	\$ 672,000	\$ 672,000	\$ 672,000	\$ 2,688,000
10	Indirect Costs	\$ 256,000	\$ 256,000	\$ 256,000	\$ 256,000	\$ 1,024,000
11	Funding for Involved LEAs					\$ -
12	Supplemental Funding for Participating LEAs					\$ -
13	Total Costs (lines 9-12)	\$ 928,000	\$ 928,000	\$ 928,000	\$ 928,000	\$ 3,712,000
14	Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ 672,000	\$ 672,000	\$ 672,000	\$ 672,000	\$ 2,688,000
15	TOTAL BUDGET (lines 13-14)	\$ 1,600,000	\$ 1,600,000	\$ 1,600,000	\$ 1,600,000	\$ 6,400,000

Project Name: Innovative Pathways to Graduation (IPG)
 Associated with Criteria: (E)(2)(ii)

Personnel Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
IPG Social Worker	Description of job position					
	# of Positions -8	8	8	8	8	
	% FTE -100%	100%	100%	100%	100%	
	Base Salary - \$50,000	50,000	50,000	50,000	50,000	
	Total Annual Budget	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 1,600,000
Position # 3	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	-	-	-	-	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 4	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	-	-	-	-	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 5	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	-	-	-	-	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 1,600,000

Benefit Costs Narrative

Position	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Position 1	Estimate based on historical benefits costs (8 x \$15,000)	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	
	Percent of salary	33%	33%	33%	33%	
	Total Annual Budget	\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 480,000
Position 2	Estimate based on historical benefits costs					
	Percent of salary					

	Total Annual Budget					\$ -
Position 3	Estimate based on historical benefits costs					
	Percent of salary					
	Total Annual Budget					\$ -
Position 4	Estimate based on historical benefits costs					
	Percent of salary					
	Total Annual Budget					\$ -
Position 5	Estimate based on historical benefits costs					
	Percent of salary					
	Total Annual Budget					\$ -
TOTAL		\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 480,000

Travel Costs Narrative

Travel Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Instate/National Conferences						
	Total Annual Budget	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
TOTAL		\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000

Equipment Costs

Equipment Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Laptop/Smart Board/Projectors/Camera						
	Total Annual Budget	\$ 52,000	\$ 52,000	\$ 52,000	\$ 52,000	\$ 208,000
TOTAL		\$ 52,000	\$ 52,000	\$ 52,000	\$ 52,000	\$ 208,000

INDIRECT COST		\$ 256,000	\$ 256,000	\$ 256,000	\$ 256,000	\$ 1,024,000
----------------------	--	------------	------------	------------	------------	--------------

Project-Level Budget Summary Table
Project Name: AYP Rewards
Associated with Criteria: (E)(2)(ii)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
2	Fringe Benefits	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 25,000
3	Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5	Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6	Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7	Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8	Other	\$ -	\$ -	\$ -	\$ -	\$ -
9	Total Direct Costs (lines 1-8)	\$ 31,250	\$ 31,250	\$ 31,250	\$ 31,250	\$ 125,000
10	Indirect Costs					\$ -
11	Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12	Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13	Total Costs (lines 9-12)	\$ 31,250	\$ 31,250	\$ 31,250	\$ 31,250	\$ 125,000
14	Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 10,000,000
15	TOTAL BUDGET (lines 13-14)	\$ 2,531,250	\$ 2,531,250	\$ 2,531,250	\$ 2,531,250	\$ 10,125,000

Project Name: AYP Rewards
 Associated with Criteria: (E)(2)(ii)

Personnel Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Grant Administrator	AYP Rewards administration					
	# of Positions	1	1	1	1	
	% FTE	50%	50%	50%	50%	
	Base Salary	50,000	50,000	50,000	50,000	
	Total Annual Budget	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
	# of Positions					
	% FTE	0%				
	Base Salary					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 3	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 4	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 5	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000

Benefit Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount

Grant Administrator	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 25,000
0	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 3	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 4	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 5	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 25,000

Travel Costs Narrative

Travel Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
	# of Trips per year					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Monthly Travel	Lead trainer travel within district					
	# of Trips per year					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #3	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Item #4	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -

Travel Item #5	Description of travel item					
	# of Trips per year	-	-	-	-	
	Cost per Trip	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Equipment Costs

Equipment Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
	# of Employees	1	-	-	-	
	Cost per Item		\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #2	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #3	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #4	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #5	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Supplies Costs Narrative

Supplies Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount

	Monthly Supplies					
	Cost per Item					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
	Monthly Supplies					
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #3	Description of Supplies Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #4	Description of Supplies Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies Item #5	Description of Supplies Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Contractual Costs Narrative

Contractual Items	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
	Number of Contractors			-	-	
	Cost per Contract	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #2	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Contract Item #3	Description of Contract Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -

Contract Item #4	Description of Contract Item					
	#	-	-	-	-	
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Contract Item #5	Description of Contract Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#	-	-	-	-	
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Training Costs Narrative

Training Costs	Description	Year 1	Year 2	Year 3	Year 4	Total Amount
		2010-2011	2011-2012	2012-2013	2013-2014	
Training Item #1	Description of Training Item					
	Number of coaches	-	-	-	-	
	Cost per stipend					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Training Item #2	Description of Training Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#	-	-	-	-	
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Training Item #3	Description of Training Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#	-	-	-	-	
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Training Item #4	Description of Training Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#	-	-	-	-	
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Training Item #5	Description of Training Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#	-	-	-	-	
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Other Costs Narrative

Other Costs	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Other Item #1	Description of Other Item					
	#					
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Other Item #2	Description of Other Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#					
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Other Item #3	Description of Other Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#					
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Other Item #4	Description of Other Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#					
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Other Item #5	Description of Other Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#					
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Involved LEA's (State Budget)

Involved LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Involved LEA Item #1	Description of Involved LEA Item					
	Number of Involved LEA's					
	Cost per program Implementation	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Involved LEA Item #2	Description of Involved LEA Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#					
	Cost per	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Involved LEA Item #3	Description of Involved LEA Item	\$ -	\$ -	\$ -	\$ -	\$ -

	#	-	-	-	-	
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Involved LEA Item #4	Description of Involved LEA Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#	-	-	-	-	
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Involved LEA Item #5	Description of Involved LEA Item	\$ -	\$ -	\$ -	\$ -	\$ -
	#	-	-	-	-	
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
TOTAL		\$ -	\$ -	\$ -	\$ -	\$ -

Funding for Participating LEA's (State Budget)

Participating LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Participating LEA Item # 1	Description of Participating LEA Item					
	Number of Participating LEA's	-	-	-	-	
	Cost per program implementation					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #2	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	
Participating LEA Item #3	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #4	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #5	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -

TOTAL	\$ -	\$ -	\$ -	\$ -	\$ -
--------------	------	------	------	------	------

Funding Subgranted to Participating LEA's (50% of Total Grant)

Participating LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
AYP Rewards Grants	Based on criteria described in the narrative					
	Estimated # of eligible schools	10	10	10	10	
	Grant award	250,000	250,000	250,000	250,000	
	Total Annual Budget	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 10,000,000
Participating LEA Item #2	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #3	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #4	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #5	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 2,500,000	\$ 10,000,000

Project-Level Budget Summary Table
Project Name: Preparing Alabama Students for Success (PASS) Grants
Associated with Criteria: (E)(2)(ii)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel					\$ -
2	Fringe Benefits					\$ -
3	Travel	\$ 26,400	\$ 26,400	\$ 26,400	\$ 26,400	\$ 105,600
4	Equipment					\$ -
5	Supplies					\$ -
6	Contractual					\$ -
7	Training Stipends					\$ -
8	Other					\$ -
9	Total Direct Costs (lines 1-8)	\$ 26,400	\$ 26,400	\$ 26,400	\$ 26,400	\$ 105,600
10	Indirect Costs	\$ 326,899	\$ 326,899	\$ 326,899	\$ 326,899	\$ 1,307,596
11	Funding for Involved LEAs					\$ -
12	Supplemental Funding for Participating LEAs					\$ -
13	Total Costs (lines 9-12)	\$ 353,299	\$ 353,299	\$ 353,299	\$ 353,299	\$ 1,413,196
14	Funding Subgranted to Participating LEAs (50% of Total Grant)	\$ 1,689,814	\$ 1,689,814	\$ 1,689,814	\$ 1,689,814	\$ 6,759,256
15	TOTAL BUDGET (lines 13-14)	\$ 2,043,113	\$ 2,043,113	\$ 2,043,113	\$ 2,043,113	\$ 8,172,452

Project Name: Preparing Alabama Students for Success (PASS) Grants
 Associated with Criteria: (E)(2)(ii)

Travel Costs Narrative

Travel Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
LEA Travel Reimbursement	Total Annual Budget	\$ 26,400	\$ 26,400	\$ 26,400	\$ 26,400	\$ 105,600
TOTAL		\$ 26,400	\$ 26,400	\$ 26,400	\$ 26,400	\$ 105,600

INDIRECT COST	\$ 326,899	\$ 326,899	\$ 326,899	\$ 326,899	\$ 1,307,596
----------------------	------------	------------	------------	------------	--------------

Funding for Participating LEA's (State Budget)

Participating LEA Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Participating LEA Grant Recipients	Total Annual Budget	\$ 1,689,814	\$ 1,689,814	\$ 1,689,814	\$ 1,689,814	\$ 6,759,256
Participating LEA Item #2	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #3	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #4	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Participating LEA Item #5	Description of Participating LEA Item					
	#	-	-	-	-	
	Cost per	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 1,689,814	\$ 1,689,814	\$ 1,689,814	\$ 1,689,814	\$ 6,759,256

Project-Level Budget Summary Table
Project Name: Integrating Technology
Associated with Criteria: (E)(2)(ii)

Budget Categories		Year 1	Year 2	Year 3	Year 4	Total
		2010-2011	2011-2012	2012-2013	2013-2014	
1	Personnel	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,200,000
2	Fringe Benefits	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 360,000
3	Travel	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 800,000
4	Equipment	\$ 282,760	\$ 282,760	\$ 282,760	\$ 282,760	\$ 1,131,040
5	Supplies					\$ -
6	Contractual					\$ -
7	Training Stipends					\$ -
8	Other					\$ -
9	Total Direct Costs (lines 1-8)	\$ 872,760	\$ 872,760	\$ 872,760	\$ 872,760	\$ 3,491,040
10	Indirect Costs	\$ 332,480	\$ 332,480	\$ 332,480	\$ 332,480	\$ 1,329,920
11	Funding for Involved LEAs					\$ -
12	Supplemental Funding for Participating LEAs					\$ -
13	Total Costs (lines 9-12)	\$ 1,205,240	\$ 1,205,240	\$ 1,205,240	\$ 1,205,240	\$ 4,820,960
14	Funding Subgranted to Participating LEAs (50% of Total Grant)	\$ 872,759	\$ 872,759	\$ 872,759	\$ 872,759	\$ 3,491,036
15	TOTAL BUDGET (lines 13-14)	\$ 2,077,999	\$ 2,077,999	\$ 2,077,999	\$ 2,077,999	\$ 8,311,996

Project Name: Integrating Technology
 Associated with Criteria: (E)(2)(ii)

Personnel Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Personnel	Description					
	# of Positions	4	4	4	4	
	% FTE					
	Base Salary	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	
	Total Annual Budget	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,200,000
	# of Positions					
	% FTE	0%				
	Base Salary					
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 3	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 4	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 5	Description of job position					
	# of Positions	-	-	-	-	
	% FTE	0%	0%	0%	0%	
	Base Salary	-	-	-	-	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,200,000

Benefit Costs Narrative

Position	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount

Personnel	Estimate based on historical benefits costs (22,500 x 4)	22,500	22,500	22,500	22,500	
	Percent of salary	33%	33%	33%	33%	
	Total Annual Budget	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 360,000
	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 3	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 4	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Position # 5	Estimate based on historical benefits costs					
	Percent of salary	25%	25%	25%	25%	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 360,000

Travel Costs Narrative

Travel Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
SDE Travel						
	Total Annual Budget	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 800,000
TOTAL		\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 800,000

Equipment Costs

Equipment Item	Description	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Total Amount
Technology Equipment						
	Total Annual Budget	\$ 282,760	\$ 282,760	\$ 282,760	\$ 282,760	\$ 1,131,040
Equipment Item #2	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #3	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	

	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #4	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Item #5	Description of Equipment Item					
	# of Items	-	-	-	-	
	Cost per Item	\$ -	\$ -	\$ -	\$ -	
	Total Annual Budget	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$ 282,760	\$ 282,760	\$ 282,760	\$ 282,760	\$ 1,131,040
INDIRECT COSTS		332,480	332,480	332,480	332,480	1,329,920