

**I. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS**

**(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)<sup>1</sup> 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 (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

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<sup>1</sup> See Appendix D for more on participating LEA MOUs and for a model MOU.

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)*

(Enter text here.)

**(A)(1)(i). State's Education Reform Agenda.** Two boards oversee education in Kansas: the Kansas State Board of Education (KSBE) and the Kansas Board of Regents (KBOR). KSBE’s primary functions are to accredit approximately 1600 schools in 293 public, 20 private, and 8 state PK-12 school districts (enrolling 465,000 students); license PK-12 educators; fund PK-12 schools; and provide leadership for the improvement of public education. KBOR administers postsecondary education in the state, governing six state universities and supervising 19 community colleges, six technical colleges, and a municipal university. KSBE and KBOR are partners in the development of the state’s preschool through college and/or work data system. The P-20 Council, convened by the Governor, functions to identify and recommend policies to KBOR and KSBE that ensure the smooth transition of students from high school to postsecondary education.

As Kansas looks at redesigning schools, providing visionary educational leaders and effective educators, integrating academic and career/technical education standards, and continuing to improve teaching and learning opportunities from Pre-K through 20, the KSBE has embarked on an unprecedented set of initiatives to engage stakeholders at all levels—students, parents, community, educators, business and industry, and government—in efforts to create innovative opportunities for Kansas students. The KSBE has identified goals for education in Kansas which incorporate 21<sup>st</sup> Century teaching and learning, an effective educator in every classroom, and an effective leader in every school.

The state reform vision for Kansas centers on three sets of high-quality standards. The Kansas State Department of Education

(KSDE) has developed academic standards and assesses student performance in mathematics, reading, social studies, science, writing, and English for speakers of other languages. These standards are based on national standards setting efforts of major professional organizations and will be enhanced by the State's current participation in efforts to adopt high quality, internationally benchmarked common core standards. The focus on 21<sup>st</sup> century skills has produced a set of 21<sup>st</sup> century learner profiles that seek to integrate skills such as critical thinking, problem solving and communication throughout all core academic subjects. The third standards prong—which specifically address workforce development, career/education preparation, and student acquisition of 21<sup>st</sup> century skills—are the Career and Technical Education Standards. The KSDE has developed a charter for the Kansas Standards Integration Project (KSIP) and began work on its Unified Standards Management and Reporting System (USMRS). A team with members from the Career, Standards and Assessment Services team and Information Technology is already at work on this important effort. Thus, important initial planning and development of the infrastructure demanded by the state plan for integrated and common core standards has been completed.

The state reform plan includes a process for developing a unified standards database that dynamically connects common core academic standards, career and technical education clusters, and 21<sup>st</sup> century learner profiles. Simultaneously, the KSDE plans to develop a cohesive assessment program intended to reduce the "footprint" of assessments on students and instructional time by creating a flexible system that continually improves and adapts rather than reinvents itself every few years. It is designed to provide data that is integrated with multiple areas of accountability, including career and technical education, 21<sup>st</sup> century skills, academic standards, special education, and English Language Learners. The KSDE vision for a balanced and coherent system of standards and assessments includes enhanced formative and interim assessment tools, blended career and academic assessments, student-specific reporting applications, use of data for instructional decision making, linked instructional resources, and professional development.

A second tier of the state reform plan focuses on the goal of providing a highly-effective teacher in every classroom and a highly-effective principal in every school. Kansas has a long history of support for ensuring great teachers and leaders. It was one of the first states to adopt official standards for professional development, one of the first states to require districts to develop results-based

professional development plans, and was one of the first states to shift from "seat time" to professional development that leads to improved instructional practice and student learning.

KSDE formed two separate Commissions: The Teaching in Kansas Commission and the Kansas Educational Leadership Commission to further systemic reforms to meet this goal. The Teaching in Kansas Commission was formed to study and make recommendations on the teacher shortage, including the preparation, recruitment, retention, and licensure of Kansas teachers. A group of over 200 stakeholders, including policymakers, met over a one year period. Five subcommittees were formed—teacher preparation, salary/benefits, working conditions, regulation, and image and promotion—to make recommendations to the KSBE. Thirty-eight tiered findings were accepted by the State Board to address the critical need to develop, retain, and support Kansas teachers. The first TKC recommendation for Teacher Leadership has been accomplished, which makes Kansas one of the first states to add a professional standard addressing teacher leadership to its Kansas Professional Education Standards. Completing the work and bringing it to scale will depend largely on state funding issues and the availability of federal funding.

The Kansas Educational Leadership Commission (KELC) was formed to study and make recommendations about the critical role leadership plays in the success of student learning and achievement. The Commission made 12 strategic recommendations to the Kansas State Board of Education related to leadership in Kansas Schools structured around areas of Teacher Leadership, Preparation Programs, Leader Evaluation, Professional Development, Administrator Induction, and Conditions of Work. Through KELC, the state is currently leading initial conversations with selected LEAs to examine instruments that are being used to evaluate teachers and principals. Kansas is currently, and has been for the past eight years, an Educational Testing Service state using the School Leadership Licensure Assessment (SLLA) to license building principals as well as a district leadership assessment.

A third tier of the state systemic reform efforts includes its extensive efforts to develop a statewide system of proactive supports—the Kansas System of District and School Support Framework—for the continuous improvement of schools. The framework is based on research and best practice and develops transparent policy and agency procedures that can be used to drive improvement across the state. It provides strategies that leverage resources and consequences to allow districts to act independently to make improvement

prior to state intervention to restructure. KSDE has partnered with Educational Service Centers across Kansas to deliver the support to schools and districts before they are placed on improvement. The KSDE has also developed and implemented a Multi-Tier System of Supports (MTSS), which provides an integrated systemic approach to meeting the needs of all students and using resources in the most effective and efficient way—facilitating each child’s success. MTSS is a continuum of increasingly intense, research-based interventions provided to students that help them learn by responding to their academic and/or behavioral needs. The outcome is to ensure that each Kansas student achieves to high standards. In a focused effort to providing support for high-poverty and low-achieving LEAs and schools, the KSDE developed the Kansas Learning Network (KLN), a consortium of schools on improvement, corrective action or restructuring. These districts contain the largest percentages of students in the state that experienced an achievement gap – high poverty, racial/and ethnic minority, and English Language Learner (ELL) students. KLN provides support that focuses on structural reform in districts. The network provides each district with a district appraisal that focuses on curriculum and assessment, instruction and professional development, leadership, and culture and human capital. Each district is provided a thorough report, a district facilitator (or critical friend) and focused technical assistance based on the appraisal.

The fourth tier of the state's systemic reform plan is continuous development of a system that produces high quality data. The vision of the two state education agencies—the KSBE and the KBOR—is to create a unified P-20 system with linkages to workforce data and other data systems that can be accessed by multiple audiences and can inform policy and practice. Although the system supports education accountability and state and federal reporting, meeting accountability requirements is only one of many functions of the system. Longitudinal data will assist with such things as identifying early childhood programs that are associated with strong school readiness outcomes, assessing student progress and learning needs, identifying factors that correlate with persistence in school, improving instruction, determining priorities for allocating resources, identifying effective teacher preparation programs, identifying effective teachers and leaders, identifying factors that best prepare students for entry into postsecondary education and the workforce, and identifying factors related to success in higher education. The existing K-12 data warehouse, student operational data store, P20 data mart, KAN-DIS discipline data collection system, postsecondary data system, teacher resource libraries, and Educator Data

System are in the process of being continually improved and enhanced to help accomplish the vision to expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies; to ensure that data can be accessed, analyzed, used, and communicated to all stakeholders to promote continuous improvement; and to build the capacity of all stakeholders to use longitudinal data for effective decision making.

The four-tiered Kansas State Reform plan builds an infrastructure that capitalizes on technology and human systems of support to present a coherent, comprehensive plan that will enable all students to be proficient in reading and mathematics by 2014, increases high school graduation rates, and increases college enrollment and early success in college. The plan, as well as the KSDE organizational structure, is aligned with the four RTTT goals to (1) adopt a common core of high-quality standards and assessments, (2) develop data systems to support instruction, (3) provide great teachers and leaders, and (4) turnaround the lowest-achieving schools. The following provides a summary, by RTTT goal, of the benefits a successful RTTT grant application would provide Kansas educators, students, and many stakeholders.

### **I. Adopt a Common Core of High-Quality Standards and Assessments**

The State Plan and participation in RTTT will allow Kansas to:

- Continue its participation in the work of 49 states and territories under its signed MOA to develop a common core set of standards.
- Gain support and approval of stakeholders in the developed common core standards and career-readiness standards by the August 1, 2010 deadline.
- Provide support to LEAs in the implementation of the standards statewide through a variety of strategies that include meetings and professional development opportunities.
- Participate in a consortium of states to develop and implement common, high quality assessments.
- Create instructional reports and other database resources to link formative, summative and benchmark assessments with classroom instruction.
- Reduce the “footprint” of the assessments on students to increase instructional time.
- Create a flexible system that enables the KSDE to reformat rather than reinvent new assessments every few years.

- Create opportunities to use additional innovative assessment models, such as growth models, computer adaptive assessments, and performance items.
- Integrate with other areas of accountability, including career and technical education, teacher education, English Language Learners and special education.
- Align K-12 and higher education standards and assessment by using results of a gap analysis that identifies proficiency at K-12 and college readiness at postsecondary levels.
- Continue its participation in the American Diploma Project Network to:
  - Align high school standards with the demands of postsecondary education and the workplace
  - Require students to complete a college- and career-ready curriculum to earn a high school diploma
  - Build college- and career-ready measures into statewide high school assessment systems
  - Hold high schools and postsecondary institutions accountable for student preparation and success
- Develop systems for delivery of dynamic student data and targeted instructional resources to Kansas educators (i.e., creation of a database that links all academic standards to the Career and Technical Education clusters, the 21<sup>st</sup> Century Learner Profiles; and linking the standards databases to student achievement data, instructional resources and student demographics.
- Add additional informational databases, such as ACT scores, Early Childhood Standards, and IEP data.
- Develop formats for data reporting and information processing to meet the needs of various levels of educators from superintendents to classroom teachers
- Develop professional development modules to support the data and assessment tools.

## **II. Develop Data Systems to Support Instruction**

The State Plan and participation in RTTT will allow Kansas to:

- Fully implement a statewide longitudinal data system, including an expedited connection between the teacher identifier system, the student identifier system, and various student databases, the further development of student-level transcript information on courses completed and grades earned; and student-level college readiness test scores.

- Use K-12 standard state course codes by postsecondary and labor for admissions and job qualification determination.
- Continue to streamline FERPA-compliant methods for sharing data with other agencies via electronic access.
- Use data to assist principals and teachers to improve instruction and to make data available to researchers.
- Use a computer-based and standardized teacher and principal evaluation system.

### **III. Great Teachers and Leaders**

The State Plan and participation in RTTT will allow Kansas to:

*Provide high-quality pathways for aspiring teachers and principals by:*

- Expanding efforts to provide high quality and accessible alternatives to certification.
- Implementing action recommendations of the Teaching in Kansas Commission to decrease teacher shortage and improve teacher retention through changes targeted to five areas: teacher preparation, working conditions, salary and benefits, image and promotion, and regulations and teacher leadership.
- Implementing the strategic recommendations of the Kansas Educational Leadership Commission to meet the State Board of Education’s goal of “ensuring a visionary and effective leader in every school.”
- Continuing the study of teacher compensation models that enhance teacher effectiveness, develop a plan for implementation of new models in Kansas, hold discussions with stakeholders regarding the proposed models, utilize new models as the foundation to raise teacher compensation to be more competitive with other states and with comparable professions, seek state funding of the new models, and implement the new teacher compensation models.

*Improve teacher and principal effectiveness based on performance by:*

- Establishing clear approaches to measuring student growth for each individual student that will assist LEAs in acquiring the means to use these approaches in their local data driven decision making. Working with key stakeholders, the KSDE will fully develop a high-quality plan and annual targets to differentiate the effectiveness of teachers and principals using multiple rating categories, to provide these data and ratings to each teacher and principal, and to use this information in a rigorous, transparent and fair system for evaluating, annually compensating, promoting, granting tenure or dismissing staff.

- Promoting and supporting the use of teacher and principal effectiveness data to evaluate staff on an annual basis, to use data for constructive feedback, and to provide information on student growth to principals and individual teachers.
- Promoting and supporting the use of teacher and principal effectiveness data to design and deliver professional development; to compensate, promote and retain teachers and principals; to grant tenure and full certification; and to remove ineffective teachers or principals after they have had ample opportunities to improve.

D3: *Ensure equitable distribution of effective teachers and principals by:*

- Increasing opportunities for the selection and availability of highly effective teachers in high-poverty and/or high-minority schools and in difficult- to-staff content areas.

D4: *Improve the effectiveness of teacher and principal preparation programs by:*

- Initiating discussions with a six-state consortium addressing teacher/leader career continuum beginning with preparation through the first years in the profession. Also involved in this work is the Educational Testing Services (ETS) and the National Staff Development Council (NSDC).
- A revision schedule has been accepted by the Kansas State Board of Education to revise all licensure standards which are the underpinnings for all preparation programs that result in a Kansas license or endorsement. Twenty-first Century, Career and Technical Education work will be embedded in the standards as well as ELL and Special Education.

D5: *Provide effective support to teachers and principals by:*

- Participating in a statewide professional development audit by the National Staff Development Council (NSDC). The NSDC will conduct an audit of policy, law, needs, current practices, and regulations related to professional development that supports both teachers and leaders. Kansas anticipates a significant change in statewide professional development as a result of the NSDC audit.
- Offering statewide teacher and leader mentoring pilots to teachers and leaders from selected low-performing districts. Three pilots were chosen for leaders: The Santa Cruz model, the New York model, and the Southern Region Educational Board (SREB) model. Two models were selected for teachers: Santa Cruz and Pathwise which is based on the Danielson framework.

#### **IV. Turning Around the Lowest-Achieving Schools**

The State Plan and participation in RTTT will allow Kansas to:

- Identify the lowest 5% of schools in Kansas that are currently on the school improvement list and receiving Title I funds in order to direct them to an appropriate school improvement model.
- Identify the lowest 5% of secondary schools, that are eligible for but do not receive, Title I funds in order to direct them to the appropriate school improvement model.
- Provide resources and support to all high schools to increase graduation rates and decrease dropout rates, especially in subgroups.
- Assist the LEA/school in identifying one of four models most appropriate for the school: the Turnaround Model, Restart Model, Close/Consolidate Model, or the Transformation Model.
- Continue the development of its Multi-Tier System of Support (MTSS) Transformational Model, a comprehensive and systemic model designed to ensure academic and behavioral success for all students.
- Provide resources and support required to turnaround identified schools.
- Monitor and evaluate the success of LEA/schools in turning around low-achieving schools.

**(A)(1)(ii).** The key to accomplishing the goals of the State Reform effort is the collaborative relationship the KSDE has established with its LEAs. In order to enact these comprehensive and systemic reforms, the KSDE recognizes the need to draw upon the existing collaborative relationships with the LEAs in the state. In early December, 2009, the KSDE sent a Participating LEA MOU to each LEA, modeled precisely on the model provided in the USED application (see page A-1 in the Appendix). LEAs responded overwhelmingly to requests for their participation in the RTTT grant. Almost 91% of the LEAs (268 LEAs) returned signed MOUs, all of which were signed by the Superintendent (see Table (A)(1)(ii)(b) below). Ninety-nine percent of MOUs from participating LEAs were signed by the local school board, and 94% were signed by the local teachers' union leader (see Table (A)(1)(ii)(c) below).

In terms of elements of the State Reform Plan that participating LEAs supported, 96% agreed to support the transition to enhanced standards and high-quality assessments. Ninety-eight percent agreed to using data to support instruction. For reform efforts under Great Teachers and Leaders, at least 90% agreed to each element. The lowest percentage at 90% was agreement to use evaluations to

inform compensation, promotion, and retention. The highest percentage at 98% was agreement to provide quality professional development. Ninety-one percent of participating LEAs agreed with efforts directed toward turning around the lowest-achieving schools.

These high participation rates render it highly likely that LEAs that are participating in the State’s Race to the Top plans will translate into broad statewide impact, since virtually all students in poverty attend participating schools, which will allow the State to reach its goals for proficiency by 2014, overall and by student subgroup (See Table (A)(1)(iii) below). See Appendix, pages A5-A17 for Detailed Table (A)(1).

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

<b>Elements of State Reform Plans</b>	<b>Number of LEAs Participating (#)</b>	<b>Percentage of Total Participating LEAs (%)</b>
<b>B. Standards and Assessments</b>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	257	95.9%
<b>C. Data Systems to Support Instruction</b>		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	263	98.1%
(ii) Professional development on use of data	263	98.1%
(iii) Availability and accessibility of data to researchers	259	96.6%
<b>D. Great Teachers and Leaders</b>		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	257	95.9%

(ii) Design and implement evaluation systems	258	96.3%
(iii) Conduct annual evaluations	254	94.8%
(iv)(a) Use evaluations to inform professional development	258	96.3%
(iv)(b) Use evaluations to inform compensation, promotion and retention	240	89.6%
(iv)(c) Use evaluations to inform tenure and/or full certification	249	92.9%
(iv)(d) Use evaluations to inform removal	244	91.0%
<b>(D)(3) Ensuring equitable distribution of effective teachers and principals:</b>		
(i) High-poverty and/or high-minority schools	248	92.5%
(ii) Hard-to-staff subjects and specialty areas	255	95.1%
<b>(D)(5) Providing effective support to teachers and principals:</b>		
(i) Quality professional development	263	98.1%
(ii) Measure effectiveness of professional development	259	96.6%
<b>E. Turning Around the Lowest-Achieving Schools</b>		
(E)(2) Turning around the lowest-achieving schools	245	91.4%

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

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

<b>Signatures acquired from participating LEAs:</b>			
Number of Participating LEAs with all applicable signatures			
	<b>Number of Signatures Obtained (#)</b>	<b>Number of Signatures Applicable (#)</b>	<b>Percentage (%) (Obtained / Applicable)</b>
LEA Superintendent (or equivalent)	268	268	100%
President of Local School Board (or equivalent, if applicable)	265	268	98.9%
Local Teachers' Union Leader (if applicable)	243	258	94.2%

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

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

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
<b>LEAs</b>	268	293	90.6%
<b>Schools</b>	1307	1384	94.4%
<b>K-12 Students</b>	459,238	473,955	96.9%
<b>Students in poverty</b>	209,043	216,566	96.5%

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

**Detailed Table for (A)(1) See Appendix, pages A1-A10 for Table (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 Uses Standard Terms & Conditions? President of Local Teachers Union (if applicable)	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students in Poverty	# of K-12 Students equivalent)	LEA Supt. (or President of local school board (if applicable)	Y/ N/ NA	Y/ N/ NA		(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) (iv) (c)	(D) (2) (iv) (d)	(D) (3) (i)	(D) (3) (ii)	(D) (5) (i)	(D) (5) (ii)	(E) (2)	
Name of LEA here			Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA

**(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)*

(Enter text here.)

**(A)(2)(i). Strong statewide capacity to implement its proposed plans.**

**(a) Strong leadership and dedicated teams:**

In addition to the leadership provided by the KSBE and KBOR, the KSDE is organized systemically to mirror the four RTTT areas and to provide support to those areas. Each area is organized as a team that is directed by highly-experienced administrators, which include the following:

- **Dr. Diane DeBacker, Interim Commissioner of Education.** Dr. DeBacker has been a key member of the Kansas leadership team and currently serves as the Interim Commissioner of Education. In addition, she is the Deputy Commissioner of the Learning Services Division, the division that oversees standards, assessments, Title programs, teacher

education and licensure, special education, and research and evaluation.

- **Dr. Tom Foster, Director, Career Standards and Assessments Services.** Dr. Foster leads the team that develops and implements curricular standards and assessments to improve instruction and student learning. Dr. Foster was responsible for development of an integrated system of state-wide curriculum standards and assessments that meets all requirements of No Child Left Behind and state statutes; implemented and oversaw the operations of large scale assessments for reading, math, science, writing, social studies; developed and implemented a state-wide system of computerized formative and interim assessments in tested content areas; developed and modified alternate assessments; implemented assessments for English Language Learners; supervised non-assessed curriculum areas; provided professional development; and developed and maintained statewide instructional resources. He has been responsible for all Career and Technical programs, including Carl D Perkins IV implementation, state-wide funding program approval, Post-Secondary Technical Education Authority, and partnering with various stakeholders, including business and industry, state agencies, Kansas Board of Regents, legislature and Governor's office. Dr. Foster is exceedingly well- qualified to lead efforts to develop the common core standards and assessments and to collaborate with Instructional Technology and Data Quality to support the implementation of those standards. His current research activities include a national white paper on the advantages of developing and implementing a balanced and coherent large-scale assessment system, an effort sponsored by the State Proficiency Consortium of the CCSSO/RLI R&D.
- **Pamela Coleman, Director, Teacher Education and Licensure.** Ms. Coleman directs the team responsible for issuing educator licenses, accreditation of educator preparation units, educator preparation coursework approval, professional development, alternative pathway programs as well as work associated with the Wallace Foundation. She is currently serving on the National NCATE State Partnership Board, a member of the INTASC principle's revision work, a member of NASDTEC, AACTE, NSDC, INTSC and ASCD. She has published a number of article's illustrating quality education designed by effective educators. Recently, she has been invited to join a discussion at the National Press Club in

Washington, D.C. focused on teacher leadership/adult learning theory.

- **Dr. Julie Ford, Director of Title I Programs and Services.** Dr. Ford's team is responsible for all Title I programs, including the Local Consolidated Plan Process and Annual Yearly Progress (AYP). She provides support and information for school and districts on improvement, corrective action, or restructuring. Dr. Ford is assisted by Judi Miller, President Elect of the National Association of State Title I Directors.
- **Kathy Gosa, Information Technology Team Director.** Ms. Gosa and her team have been instrumental in the development of the Kansas Individual Data on Students (KIDS) System, the Kansas Enterprise Data System, and the Data Quality Certification (DQC) program. KSDE regularly participates in the NCES Forum and provides input and leadership for Working Groups and Task Forces, attends and actively participates in CCSSO events and EIMAC subcommittees, and attends and presents at the NCES MIS Conference and Data Conference. Ms. Gosa is a member of the NCES National Data Standards committee, is on the Data Quality Campaign Advisory committee, and is the Chair-elect of the NCES Forum and the EIMAC Longitudinal Data System subcommittee. She and other staff members have shared KSDE's methodology and strategy for governance and management with numerous states through national presentations, hosting visitors from other states, and visits to other states. The KSDE has been awarded eight NCES National Cooperative Data Development and Technology Projects and has completed them on schedule. The KSDE has also been awarded two SLDS grants (2007 and 2009) and is on target for completing SLDS grant outcomes on time and within budget. Ms. Gosa was the 2008 recipient of the DQC Data Director of the year, a peer-nominated honor that recognizes exemplary leaders in the building and use of longitudinal data systems.
- **Colleen Riley, Special Education Services Team Director.** Ms. Riley provides leadership and support for exceptional learners receiving special education services throughout Kansas schools and communities and has been instrumental in the development and implementation of the Multi-Tier System of Supports.

KSDE leadership is also strengthened by its close relationship with The Governor's Office as represented by its liaison to the KSDE

and the State Legislature on educational issues.

**(b) Supporting participating LEAs 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 accountable for progress and performance, and intervening where necessary;**

The KSDE has been and will continue to be proactive in its support of LEAs to successfully implement the State education reform plan. The KSDE has established an excellent working relationship with its LEAs, as is demonstrated in the overwhelming LEA response in support of the RTTT Memorandum of Understanding. The efforts and success the KSDE has already demonstrated in the four RTTT areas has resulted from the wide network of key stakeholders who have been included in commissions and work groups who have informed the design of the state reform efforts.

The KSDE has been proactive in working with LEAs that are on watch for entering the school improvement process to identify their strengths and needs in a continuous improvement effort that prevents further lack of student achievement. The formation of the Kansas Learning Network (KLN), comprised of the highest poverty, lowest achieving districts and schools in the state, provides the structure for the provision of intensive assistance to these schools and districts.

The KSDE has MOUs and intends to contract with a number of organizations and IHEs which will assist them in further developing promising practices and professional development aligned with the balanced and coherent common core standards and assessments, in developing and implementing teacher and principal evaluation systems that will ensure a high quality educator in every classroom and a high quality leader in every school, and in providing both to turning around the lowest performing schools. The KSDE's continual expansion and improvement of its data quality and data access efforts for multiple stakeholders, award-winning efforts which have profited both Kansas and other states that the KSDE has provided with technical assistance, will provide the information and evaluation data required to hold LEAs accountable for progress and performance and for intervention efforts when 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.**

The KSDE has developed and documented a number of internal controls to ensure that all state aid programs and federal grants are effectively and efficiently administered in accordance with all state and federal rules, laws and regulations. Controls and procedures have been established, for example, to ensure that allocations to LEAs are computed correctly, all costs charged to grants are allowable, appropriate indirect cost rates are applied, all matching, maintenance of effort and earmarking requirements are met, schools and LEAs needing improvement are appropriately identified, cash management requirements are met, and sub-recipients are monitored for compliance with all financial and program requirements. In virtually all aspects of grants management, we have utilized technology to automate processes to improve the efficiency of both SEA and LEA staff. Five members of our leadership team who supervise the administration of federal grants in our office have a combined total of approximately 145 years of experience in this area.

**(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.**

Every effort to pool resources to comply with the intent of the Race to the Top Grant will be made within the legal parameters of state and federal law. For years, the goals of our State Board have aligned with the four core education reform areas of the grant. We will continue to fund activities to support these goals, as we have done in the past, with appropriate state, federal and private funds.

A vast improvement in school funding conditions emerged from a series of legislative actions beginning in the 2005 Kansas Legislative Session. The school finance formula was changed, resulting in significant increases in the amount of base state aid per pupil, an increase in at-risk and bilingual weightings, local option budget authority, and funding for special education, all totaling an

increase in school funding of approximately \$289 million. Subsequent Legislative Post Audit Committee studies resulted in additional changes to the school finance laws that, together with the 2005 amendments, meant an annual increase in funding by 2008-09 of approximately \$755 million over what was provided in the 2004-05 school year. The 2008 recession has negatively affected the progress that had recently been made.

**(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.**

Support for education in Kansas is tremendous—from the Legislature to the local citizens who regularly vote for school bond issues and other initiatives that benefit education. We are confident that the State will be able to sustain and carry forward the reform efforts proven to be successful under the RTTT funds with the fiscal, political and human capital resources necessary beyond 2014.

**(A)(2)(ii) Support from a broad group of stakeholders to implement plans.**

The KSDE has obtained support from a broad group of stakeholders who are critical to successful implementation of the RTTT plan. Letters of support are contained in the Appendix on pages A-18 through A-35 and include the following:

- Kansas Board of Regents (KBOR)
- Senator Pat Roberts
- University of Kansas
- Emporia State University
- Kansas National Education Association (KNEA)
- Kansas Association of School Boards (KASB)
- United School Administrators of Kansas (USA)
- National Staff Development Council (NSDC)
- Communities in Schools

- Families Together
- Kansas Enrichment Network
- Kansas Parent Information Resource Center

**(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*

(Enter text here.)

**(A)(3)(i). Use of ARRA and other Federal and State funding to pursue reforms in the four areas and accomplishments.**

For the four goals contained in the American Recovery and Reinvestment Act and RTTT, Kansas has made strides in all four areas. Listed below are some of the accomplishments the KSDE and Kansas School Districts have completed.

**Teacher Education & Licensure/Great Teachers and Leaders**

The KSDE has been engaged in both state and national initiatives through two high profile commissions working together. These commissions address both leader and teacher recruitment and retention of the best and the brightest effective teachers. As a result of the commissions' work, the following efforts have been implemented:

- A teacher leader license honoring career teacher leaders;
- An evidenced-center assessment developed by both experts and Kansas educators;
- Pathwise Mentoring;
- Santa Cruz New Teacher Center Mentoring;
- A partnership created with the Board of Regents to host forums which engage community colleges and four-year public and non-public institutions;
- A multi-segmented video celebrating P-12 best practices which include successful examples of Kansas "Grow Your Own" programs, mentoring and mid-career alternative preparation programs to restricted licensure. Segments have played on radio, television, in movie theaters, and online newspapers across the state;
- All licensure program standards are being revised, reviewed and rewritten;
- Creation of an Alternative Advisory Committee to study the current programs available to mid-career changers; and

- State supported professional development for teachers entered around topics voted upon by teachers and leaders.

### **Kansas System of School and District Support - Kansas Learning Network**

The KSDE is dedicated to the academic success of all students. As a result, a framework of support is offered to districts with schools that are actively engaged in continuous school improvement. The Kansas System of School and District Support assists schools and districts identified on improvement, corrective action or school restructuring. One initiative of the Kansas System of School and District Support is the Kansas Learning Network (KLN). In 2008-09, districts in Kansas that were identified for corrective action and had schools on improvement formed a network with five districts (Kansas City, Topeka, Turner, Wichita, and Garden City), the KSDE and Cross & Joftus, LLC. These districts represented 20% of all students in Kansas, 50% of minority students in Kansas, 41% of all ELL students in Kansas, and 33% of all low SES students in Kansas—a network that holds great promise for effecting changes in school turnaround and in improved student performance statewide.

The Kansas Learning Network initiative presented an opportunity to collaborate on solutions, with the goal of building working relationships between districts and the KSDE in order to improve academic success. Leadership, empowering culture, human resources and professional development, and academic performance were the focus of the support and collaboration. The process included regularly scheduled network meetings; an intensive needs assessment conducted by district network members, Cross & Joftus consultants and the KSDE; and the provision of 24 days of focused technical assistance to address findings from the needs assessment. The KLN was expanded in the 2009-10 school year to include all 17 districts on improvement and provides an implementation coach for all 32 schools on improvement.

The Kansas System of School and District Support also defined a school improvement model and process for schools and districts on improvement, corrective action or school restructuring. This process included assigning a primary KSDE contact for each district, providing staff development around root cause analysis and the school improvement process, appointing an outside committee of experts for each school and facilitating a peer review of the final school improvement plan. Numerous documents,

handbooks and resource materials were created to support districts and schools in the process. Both Title I, Part A, Sec. 1003(a) and 1003(g) money were awarded to schools based on their needs assessment and planning process. The KSDE also sponsored opportunities for all districts to network informally at agency sponsored events such as the Phi Delta Kappa (PDK) Curriculum, Assessment, Design and Delivery training.

### **Standards and Assessments - A Balanced and Coherent Assessment System**

The KSDE continues to develop an assessment system that seeks to balance the demands of accountability with the instructional needs of educators. In an effort to merge instruction and accountability, KSDE is moving towards improvement in the following areas:

- Creating instructional reports and other database resources to link formative, summative and benchmark assessments with classroom instruction.
- Reducing the “footprint” of the assessments on students to increase instructional time.
- Creating a flexible system that reformats rather than reinvents new assessments every few years.
- Creating opportunities to use additional innovative assessment models, e.g., growth models, computer adaptive assessments and performance items.
- Integrating with other areas of accountability, including career and technical education, teacher education, English language learners and special education.
- Creating an alternate assessment based on modified achievement standards for the 2% student population.

### **Multi-Tier System of Supports (MTSS)**

Kansas sees early intervention and high-quality instruction met with student needs as the key for students to be successful in rigorous college and career-ready standards. To achieve this, Kansas has developed a model known as the Kansas Multi-Tier System of Supports (MTSS). MTSS provides a framework for schools to create an integrated system which is based on valid and reliable high-quality assessments that are appropriate for all students (including English language learners and students with

disabilities) and are predictive of future reading, math and behavioral success, research based curriculum and instruction provided with fidelity and problem solving to customize instruction when necessary to ensure that all students are learning and will be successful. In efforts to bring MTSS to scale in schools across Kansas, the KSDE has supported the creation of both materials and a statewide training network to provide support to school districts. The supports currently address literacy, mathematics and behavior k-12 and are being expanded to include pre-k. The support system for schools consists of 24 facilitators located in 12 education agencies across the state as well as a state team of 12 individuals to support the facilitators and the creation of additional training and support materials. Schools implementing MTSS are seeing significant improvement in student learning, both academically and socially. Results have been demonstrated at all levels from elementary through high school on a variety of measures from early literacy to the Kansas State Assessments. Efforts of MTSS and the KLN have generated improved student literacy and mathematic skills that can lead to future success and achievement of rigorous college and career-ready standards.

### **Longitudinal Data System**

In the past few years the KSDE has made great strides in the implementation of a statewide longitudinal data system to inform education. The major accomplishments include the following projects: **Unique Student Identifiers; Longitudinal Student Data; Enterprise Data System** initiative, funded at by the state legislature, which is integrating data from existing source collection systems (e.g., the KIDS, Organization, Assessment, Title Programs, Special Education, Technical Education, Educator Licensure, Staff Assignment, and Finance systems) into an Enterprise Data Warehouse; **P-20 Data Connection**, A National Governors Association (NGA) grant, awarded in 2006, which made it possible for the state to begin investigation of connecting education data between KSDE and KBOR; **Direct Certification**, a collaborative effort of the KSDE and the department of Social and Rehabilitation Services to develop and implement a process for providing information to districts regarding student qualification status for free and reduced lunch; **Kansas Course Codes**, resulting from a 2007 federal grant to work with Kansas schools and districts to establish and implement standard state course codes; establishment of the **Data Quality Certification Program, Data Governance, and Master Data Management System.**

**(A)(3)(ii). Improvement in Kansas student outcomes overall and by student subgroup since 2003 and connections between the data and the actions that have contributed to improvement.**

**(a). ESEA Statewide Assessments.**

Overall State Mathematics Assessment data for 2003 through 2009 for percentage of students scoring at or above proficient, as well as disaggregated data by gender, major racial/ethnic groups in the State, free and reduced lunch eligibility (F & R), students with disabilities (SD), and English Language Learners (ELL), is provided in Table (A)(3)(ii-1) for 4<sup>th</sup>, 7<sup>th</sup>, and high school students. For all grade levels, continuous improvement for all students is evidenced over time, with the exception of 2006 when new Kansas State Assessments were introduced, along with new and higher cut scores. In 2003, 72.4% of 4<sup>th</sup> grade students scored at or above the proficient level in math compared with 86.6% in 2009. For 7<sup>th</sup> graders, 58.3% scored at or above the proficient level in math compared with 79.8% in 2009. For high school students, 43.5% of students scored at or above the proficient level in math compared with 78.2% in 2009. Students overall are well on their way to meeting the AYP goal of 100% proficiency by 2014.

State Reading Assessment data for 2003 through 2009 is provided in Table (A)(3)(ii-2) for 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades. Continuous improvement for all students is again evidenced over time. In 2003, 67.4% of 5<sup>th</sup> graders scored at or above the proficient level in reading compared with 84.4% in 2009. For 8<sup>th</sup> graders, 68.4% scored at or above the proficient level compared with 84.6% in 2009. For 11<sup>th</sup> grade students, 58.7% scored at or above the proficient level in 2003 compared with 84.2% in 2009.

In terms of eligibility for free or reduced price lunch, the achievement gap for 4<sup>th</sup> grade math students was 20.4 in 2003 and reduced to 13.1 by 2009; for 5<sup>th</sup> grade reading students, the 22.1 gap in 2003 was reduced to 15.9 in 2009. See Table (A)(3)(ii-3) and Table (A)(3)(ii-4). The 29.2 achievement gap for 7<sup>th</sup> grade math students was reduced to 20.4 by 2009 and the 22.8 gap for 8<sup>th</sup> grade reading students was reduced to 19.0 by 2009. The math achievement gap for high school students was similarly reduced from a 26.3 gap in 2003 to 20.4 in 2009, and from 22.8 to 17.2 in reading.

The gap analysis for math students with disabilities revealed a 2003 gap of 17.5 for 4<sup>th</sup> graders, 28.1 for 7<sup>th</sup> graders, and 26.1 for 10<sup>th</sup> graders. The gap was slightly reduced to 16.4 for 4<sup>th</sup> graders, 25.2 for 7<sup>th</sup> graders, and varied by year for 10<sup>th</sup> graders but

remained the same for 10<sup>th</sup> graders in 2003 and 2009. For reading students with disabilities, the 22.3 gap for 5<sup>th</sup> graders was reduced to 16.3 by 2009, the 34.3 gap for 8<sup>th</sup> graders was annually reduced to 22.5, and the 34.4 gap for 11<sup>th</sup> graders was reduced to 23.0.

The gap analysis for math ELL students revealed a 25.7 gap for 4<sup>th</sup> graders in 2003 that was consistently reduced over time to a 12.6 gap in 2009. For 7<sup>th</sup> graders, a 39.4 math gap in 2003 diminished over time to a 25.6 gap in 2009. For 10<sup>th</sup> graders, a 32.7 gap diminished to 26.1 by 2009. The ELL gap in reading demonstrated the profound impact of a changed assessment and cut scores on this population. Comparatively small reading gaps existed in 2003, where a gap of 19.7 was found for 5<sup>th</sup> graders, 17.6 for 8<sup>th</sup> graders, and 10.4 for 11<sup>th</sup> graders. The gap widened considerably in 2006, with a gap of 33.5 for 5<sup>th</sup> graders, 41.9 for 8<sup>th</sup> graders, and 49.1 for 11<sup>th</sup> graders. Further gap reductions are noted after this new baseline in 2006, with the 5<sup>th</sup> grade reading gap for ELL students diminishing to 22.9 in 2009, the 8<sup>th</sup> grade gap at 35.0, and the 11<sup>th</sup> grade gap at 43.6.

In the following section we discuss NAEP results for 2003-2008/2009 for the sample of students who were administered these tests (approximately 3000 students).

**NAEP Results.** NAEP results substantiate that Kansas has made considerable and consistent improvement in student outcomes from 2003 to 2008/2009, but the scale and magnitude of the change differs for the NAEP assessment. The overall percentage of tested students scoring or above the proficient level for 2003 through 2009 in mathematics and for 2003 through 2008 for reading for 4<sup>th</sup> and 8<sup>th</sup> graders, as well as disaggregated data, is provided in Table (A)(3)(ii-5).

In 2003, 41% of Kansas 4<sup>th</sup> graders scored at or above the proficient level on the NAEP mathematics tests compared with 31% of students who tested at these levels nationally. Fourth graders overall and every 4<sup>th</sup> grade subgroup demonstrated increased mathematics performance from 2003-2009, but the largest increases were experienced by students with disabilities (10 point increase). Eighth graders overall and every subgroup similarly demonstrated increased mathematics performance from 2003 to 2009.

Between 2003 and 2007, the performance of Kansas students overall on NAEP reading tests increased 3 percentage points for

4<sup>th</sup> graders. The performance of 8<sup>th</sup> graders did not change between 2003 and 2007; scores nationally had declined in 2007. Every 4<sup>th</sup> grade subgroup demonstrated increased reading performance (except Hispanic students who demonstrated no improvement), but the 8<sup>th</sup> graders demonstrated variable small gains/losses for disaggregated groups.

A trend analysis of achievement gaps on NAEP assessments in 4<sup>th</sup> and 8<sup>th</sup> grade mathematics and reading is provided in Table (A)(3)(ii-6). This table provides NAEP gaps for disaggregated groups and, for 2009 data, provides the gap as identified with State Assessment data in parentheses for comparison purposes. For 4<sup>th</sup> grade mathematics, the gaps for disaggregated groups as measured by the State Assessment data are roughly half the size of gaps as measured by NAEP results. For 8<sup>th</sup> grade mathematics, the NAEP gaps are consistently greater, but not remarkably so. For instance, the White/Black gap for 8<sup>th</sup> grade math is 30 for NAEP results and 24 for State Assessment results; the White/Hispanic gap is 23 for NAEP results and 22 for State Assessment results. For the 4<sup>th</sup> and 8<sup>th</sup> grade reading students, differences between NAEP and State Assessment results vary.

Table (A)(3)(ii-7) and Table (A)(3)(ii-8) provide NAEP data using the Average Scale Score rather than the percentage at or above the proficient level as the measure of achievement. The gap analysis using average scale scores yields results that are more consistent with State Assessment data on the size of achievement gaps for all groups except students with disabilities.

Thus, while Kansas has demonstrated considerable progress toward student proficiency for all students by 2014, the future will focus on greater use of growth models and longitudinal data to made determinations of student achievement and proficiency, teacher effectiveness, and principal effectiveness, as well as the extent to which high poverty and high minority schools are disproportionately served by the newly defined "highly effective" teacher and principal.

**(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.<sup>2</sup>

*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*

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<sup>2</sup>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.

*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.
- 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*

(Enter text here.)

The KSDE has made significant progress and continues its plans for developing and adopting common standards. The KSDE is committed to participating in the development and adoption of a common core of standards that, while respecting the traditional role of district decision-making in developing local curriculum and adopting local textbooks, are internationally benchmarked, aligned with work and post-secondary education, inclusive of higher order skills, based on research and evidence, and inclusive of rigorous content and skills. Kansas' former Commissioner of Education, Alexa Posny (now Assistant Secretary for the Office of Special Education and Rehabilitative Services at the U.S. Department of Education), participated in a meeting of State Chiefs and/or Governor's Office representatives on April 17, 2009 to discuss whether there was interest in developing a common core set of standards. Based on overwhelming support for common core standards, the CCSSO and NGA's Center for Best Practices developed

a Memorandum of Understanding. Commissioner Posny and Governor Mark Parkinson signed the MOU on May 5, 2009, thereby joining the Common Core Standards State Consortium, comprised of virtually all states and several territories, in the process of developing a common core of standards. A copy of the signed MOA and the states and territories participating in this consortium is contained in the Appendix on page B-1. Documentation that the consortium's common core standards will be internationally benchmarked is provided on page B-4 in the Appendix.

The KSDE has made significant progress in aligning K-12 standards with higher education and, as part of the Governor's P20 Council, partnered with Achieve, Inc. to conduct a gap analysis between proficiency as identified by the K-12 levels and college readiness as identified by the postsecondary level. Kansas is considering joining American Diploma Project Network to align high school standards with the demand of postsecondary education and the workplace, require students to complete a college- and career-ready curriculum to earn a high school diploma, build college- and career-ready measures into statewide high school assessment systems, and hold high schools and postsecondary institutions accountable for student preparation and success. The KSDE has established a Common Core Standards Adoption Committee comprised of the executive director of the Kansas Association of School Administrators and representatives of the Kansas Association of Secondary School Principals, the Kansas Association of Elementary School Principals, the Kansas Association of School Administrators, the Kansas Association of Middle School Administrators, the Kansas Association for Supervision and Curriculum Development, the Kansas Association of Special Education Administrators, the Kansas Council of Career & Technical Education Administrators, the Kansas North Central Association, the Kansas Association of School Boards, and the Kansas National Education Association. The Committee is completed with content experts for each level of education—elementary, middle and secondary—and includes content area experts from Institutions of Higher Education.

The development/adoption of a common core of internationally benchmarked standards that build toward college and career readiness by the time of high school graduation for Kansas is facilitated by the fact that (1) the current Kansas standards are already based on national standards developed by reputable professional organizations such as the National Council of Teachers of

Mathematics, the International Reading Association, the National Council of Teachers of English, and the National Science Foundation; (2) the KSDE has a well-established and comprehensive process for engaging LEAs and key stakeholders in the adoption of standards; (3) a streamlined process for adoption exists that is completed with an action of the State Board of Education. Approval by the State Board is anticipated by August 2, 2010. Statutory references to standards are provided in Figure B-1 on page B-6 of the Appendix.

**(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*

(Enter text here.)

The KSDE has entered into three Memoranda of Agreement to work toward jointly developing and implementing common, high-quality assessments aligned with the consortium's common set of K-12 standards. Two of the MOUs are discussed in this section: (1) the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER), a consortium currently comprised of 11 states that include Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin, Wyoming and Kansas (see page B-7 in the Appendix); and (2) a State Consortium Developing Balanced Assessments of the Common Core Standards, a consortium of 36 states (see page B-9 in the Appendix).

The SMARTER consortium will develop a high quality summative assessment system that is aligned to the Common Core Standards to be adopted by Consortium states. This system will use online adaptive tests, innovative item design, and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards. If funded, the assessment system will be governed by staff from states that are members of the Consortium and will be guided by selected technical experts. States in the Consortium will use the summative assessment system to measure district and school effectiveness in meeting federal accountability requirements. The design of the assessments will be based on principles of Universal Design and will be consistent with professional standards as described by the APA/AERA/NCME *Standards for Educational and Psychological Testing*. The Consortium will coordinate with the MOSAIC consortium (see B3.4 below) as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system. States in the Consortium will work with their institutions of higher education and teacher preparation institutions to ensure teachers are prepared to use and contribute to the summative assessment system.

Kansas also entered into an MOU with the Balanced Assessment Consortium, a multi-state consortium seeking to implement an approved Standards and Assessment Section of a Race to the Top grant. The use of school-based, curriculum-embedded assessments provides teachers with models of good curriculum and assessment practice, enhances curriculum equity within and

across schools, and allows teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions. This Consortium will undertake a number of tasks, including support for the development of curriculum frameworks, creation of a Digital Curriculum and Assessment Library, and development of a State and Local Assessment based on a common reference examination. The examination will include selected-response, constructed response and performance components aimed at higher-order skills and linked to the Common Core standards for grades 3-8, similar to the NECAP assessment recently developed by a set of New England states. This assessment would be designed to incorporate more rigorous and analytic multiple-choice and open-ended items than many tests currently include and would include strategically selected curriculum-embedded performance assessments at the classroom level that can be part of the summative evaluation, while also providing formative information.

### **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*

(Enter text here.)

The KSDE has developed 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 tied to these standards. Looking beyond academic standards, the KSBE has additionally outlined goals which incorporate 21<sup>st</sup> century teaching and learning. Accelerating technological advances, a rapidly changing knowledge base, an interconnected workforce, and an increasingly global society have all combined to make 21<sup>st</sup> century skills essential for every student's success.

The KSDE plans to develop a unified standards database that dynamically connects common core academic standards, career and technical education clusters, and 21<sup>st</sup> century learner profiles. The KSDE plans to construct a cohesive assessment program intended to reduce the "footprint" of assessments on students and instructional time by creating a flexible system that continually improves and adapts rather than reinvents itself every few years. It is designed to provide data that is integrated with multiple areas of accountability, including career and technical education, 21<sup>st</sup> century skills, academic standards, special education, and English Language Learners. The KSDE vision for a balanced and coherent system of standards and assessments includes a unified standards database, enhanced formative and interim assessment tools, blended career and academic assessments, student-specific reporting applications, use of data for instructional decision making, linked instructional resources, and professional development. Various levels of educators—from superintendents to classroom teachers—will be able to access and process data and reports for instructional decision making and for dissemination to a wide audience of stakeholders.

**B3.1. Develop and implement a plan for meeting the needs of all high risk students, Early Childhood and ELLs.**

In order to create an equitable system that can (1) provide student achievement information to educators that actually helps them

make appropriate instructional and program decisions and (2) still meet federal and state accountability requirements, KSDE will implement a formative assessment system. Formative assessments will be administered online and, to the greatest extent possible, utilize “opportunity to learn” and adaptive technologies. These formative assessments and instructional reports will be made available to all districts along with predictive summative assessment performance level reports that include such things as student growth trajectories.

The KSDE assessment systems will also integrate early childhood formative assessment. Preschool children who take part in any KSDE program are assigned a unique statewide student identification number (SSID), which follows the child throughout his/her education career in Kansas. However, very little information about preschool children or the services they receive is collected or included in the Education Data Warehouse (EDW). In addition, very little outcome data are included for students in the primary grades. Currently, the Kansas Early Learning Inventory (KELI), an observation assessment that measures early learning standards, is being used for Four-Year-Old At-Risk students, but only a sample of children in the program are assessed, and data are gathered through paper forms and kept in a standalone database. Variables collected for preschool children who receive special education services are not the same ones collected for children from the Four-Year-Old-At-Risk program. Children of parents in the very popular Parents As Teachers program are not assigned SSIDs; and none of the data collected on the children are currently included in the EDW. Moreover, although the majority of Kansas schools use the same screening and diagnostic assessments in grades K-2, these data, while collected by the state, are usually not integrated with other student data at the district level. Therefore, student outcome data in the state and most district longitudinal data systems begin at the 3<sup>rd</sup> grade level. Collecting more robust assessment data at the state level for these early grades could improve instruction for young children; and including the data in the EDW would allow progress monitoring through all grades. Therefore, KSDE funded preschool and primary grade data, as well as data specific to ELL students, will be captured and integrated with other outcome data to enable districts and the state to make informed decisions about early childhood and ELL program effectiveness and to provide student interventions at the earliest indication of need.

### **B3.2 Align high school exit criteria and college entrance requirements with the new standards and assessments.**

Under the direction of the P20 Council, KSDE, and KBOR, a statewide team of educators and business representatives is currently conducting a gap analysis of the Kansas Curricular Standards in mathematics and reading relative to the Common Core Standards and the postsecondary college readiness standards. Assisting the Kansas team in this endeavor is a representative from Achieve, Inc., who will review and integrate findings from similar work in other states. The gap analysis project is scheduled for completion in the late spring or early summer of 2010 and will provide information relevant to the development of a Unified Standards Database.

### **B3.3 Develop a Unified and Integrated Standards Database.**

Well before the Race to the Top initiative, curriculum and assessment experts at the KSDE began planning for an assessment system that:

- integrated academic, career and technical education, 21<sup>st</sup> century, national and international standards;
- facilitated the assessment of higher-order thinking and problem-solving;
- reduced redundancy in assessments and reduced the classroom time spent on assessments;
- was more flexible and adaptable to changing skill demands;
- facilitated discovery, diagnosis, and feedback to teachers about the specific academic and behavioral strengths and weakness of individual students; and
- facilitated program evaluation and the identification of specific professional development needs as indicated by student deficits and needs.

The overarching goal is to increase student engagement by integrating assessments with continuously improving instructional practices.

In response to these newly identified goals, KSDE first integrated its academic standards and assessment team with its career and technical education team. It created standards workgroups which began identifying where academic, career and technical education,

and 21<sup>st</sup>-century standards overlap, and it contracted with WestEd to facilitate the mapping of these overlapping standards. Two large scale mapping sessions with teachers from the field have already been completed. At the same time, to make this new information available to assessment designers and to teachers in the field, KSDE also began planning, designing and constructing an integrated set of databases and web-based tools to facilitate large-scale dissemination and resource development with teachers and administrators. It developed a charter for the Kansas Standards Integration Project (KSIP) and began work on its Unified Standards Management and Reporting System (USMRS). A team with members from the Career, Standards and Assessment Services team and the Information Technology team is already at work on this important project (see page B-16 in the Appendix for Unified and Integrated Standards Database supporting documents).

This work gives Kansas advantages over other states. KSIP and USMRS have already done some of the important initial planning and development of the infrastructure demanded by the RTT and the implementation of the national common core. Because Kansas has a long history of designing and developing its own standards and assessments through its close working relationship with the University of Kansas's Center for Educational Testing and Evaluation, rather than simply contracting the work with testing companies, KSDE has a deeper understanding of the work required for true integration of common core, state, career and technical education, and 21<sup>st</sup> century standards. The KSIP project includes transition tools that will map current Kansas standards to the common core and 21<sup>st</sup> century standards. This will facilitate the transition from state to national standards and reduce confusion in the classroom. Because KSDE is already involved in the planning, design and construction of this new system, the KSIP team is aware of some of the particular threats to the system—for example, the need for tools that can find near-duplicate standards and indicators, and the need for tools that facilitate field participation in developing teacher resources for specific standards. It also is planning for important additions—for example, diagnostic tools that will support more accurate Response-to-Intervention diagnostics and program evaluation.

#### **B3.4 Develop Enhanced Formative and Interim Assessment Tools**

The KSDE plans to enhance formative, interim and summative assessment tools to achieve a coherent approach to instructional

decisions and support for multiple initiatives for school improvement. The goal is to make assessment more of a process and less of an event, creating an environment of greater student engagement in the learning and assessment process and greater support for teachers in changing and adapting instructional practice.

The formative assessments will be at the indicator level, similar to the current configuration. Sufficient numbers of assessment items for each assessed instructional indicator will populate the system to allow teachers to create customized assessments. A linkage will be created between the formative system to assist educators in creating user defined assessments and/or targeted reports for immediate student and teacher feedback. Additional applications will be developed to automate and enhance the application and scoring of performance activities. With the participation of some districts, this work has already begun.

Interim assessments will be developed that directly link to the summative assessment and can be used to create additional instructional reports at the student-indicator level. These assessments will provide predictive performance levels in an adaptive format and will enable a growth trajectory calculation.

Summative assessments will continue to focus on instructional indicators and reporting will be at the benchmark level. Additional instructional reports will be created by the combination of assessment information from multiple sources. Each cluster/content area will identify approximately five benchmarks for assessment; each benchmark will be limited to approximately three indicators. Each grade, content and cluster assessment will consist of 20-30 questions clustered around 5 benchmarks with 4-6 questions per benchmark. The KSDE will create instructional reports and other database resources to link formative, interim, and summative benchmark assessments with classroom instruction.

Kansas has demonstrated its commitment to improving the quality of its assessments by entering into a Memorandum of Understanding with the lead states of Nebraska and Wisconsin to establish a framework of collaboration and to articulate tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant (see page B-19 in the Appendix). This consortium of states proposes to build a balanced assessment system of formative and benchmark assessments in a Race to the Top grant application. The name of the system to be built is Multiple Options (for) Student

Assessment (and) Instruction Consortium (MOSAIC). Kansas will play a key role in the all tasks and activities of the consortium and will specifically provide the Computerized Assessments and Learning (CAL) computerized engine and will make it available to districts in all of the states. The following activities are among those that comprise the scope of MOSAIC work:

*PROFESSIONAL DEVELOPMENT—CURRICULAR INTEGRATION:* The consortium states will develop and build professional development materials around the instructional integration of Common Core standards. This will include curricular frameworks aligned to the Common Core, defining learning progressions within content areas, materials on instructional strategies, and suggested interventions. All materials will be disseminated across the states within the consortium and made available in a web-banked system.

*INSTRUCTIONAL SUPPORT SYSTEM:* The consortium states will have access to a computerized system that will provide opportunities for districts to load the system with formative/local assessment tasks, items, and instructional materials, including performance assessments. These can be shared across states, and customized for local use. All will be aligned with the Common Core and will be available electronically to students and teachers with timely data turn-around.

*REPORT DEVELOPMENT:* Each state will contribute to the development of district, school, and student-level performance reports on the Common Core. Reports will be generated in parent-friendly and teacher-friendly formats to track progress on the Common Core standards. Emphasis will be placed upon growth and improvement over time, with customized feedback about suggested next-steps based on the student's performance.

*BENCHMARK ASSESSMENT SYSTEM:* Each state will contribute to the development of a benchmark assessment item bank with the capabilities for adaptive testing. From this item bank, common diagnostic/benchmark tests will be developed across the “total package” consortia states through a consortia bid process to a single vendor. Each state will contribute field-tested items to the bank. This bank will be used to diagnose student strengths and deficiencies and serve as an “early warning” system. Common performance standards and cut scores for these diagnostic/benchmark tests will be set across the consortium of states. The common tests will be loaded into the computerized system for immediate data turn around. The common tests will be available to

districts/schools within each state as defined by that state – varying levels of participation will require different costs to each state to implement, most likely on a per-pupil basis.

*PROFESSIONAL DEVELOPMENT—USING DATA TO IMPROVE INSTRUCTION:* Each state will contribute to the development of hands-on training and workshop modules for educators that focus on user-friendly strategies to make data-informed instructional decisions based upon formative, benchmark, and summative assessment results. All materials will be disseminated across the collaborating states.

### **B3.5 Develop Blended Career and Academic Assessments.**

The KSDE is a forerunner in integrating career and academic standards and assessments within a framework of 21<sup>st</sup> century skills. (See page B-22 for a summary of Board Motions for Career and Technical Education Policy Initiatives).

- The KSDE will utilize the 21<sup>st</sup> Century Learner Profiles to connect higher order constructs among academic content areas and career cluster using an identical format.
- Standards, benchmarks, indicators/competencies will be vertically articulated across grades and horizontally articulated through the career clusters.
- At the high school level, students will take blended assessments at the summative level that meet portions of the NCLB, Kansas Quality Performance Assessment accountability requirements, and industry recognized credentialing requirements.
- Students will receive a performance level judgment and certification in five tested content areas and one career cluster.
- The primary item format will be selected response, but depending on the learner or the assessed construct, the item type may vary.
- Additional components—performance items, portfolios, project-based scoring rubrics, or work-based experiences (e.g., internships, apprenticeships)—may be required.
- The assessments will primarily be online, utilizing opportunity to learn and adaptive technologies.

As previously discussed, the KSDE is in the process of integrating academic standards, technical education standards, and 21<sup>st</sup>

century learner standards through the Kansas Standards Integration Project (KSIP). This integration of data from existing source collection systems will link the standards to databases that will include student achievement data, instructional resources and student demographics. Meetings with stakeholders have initially assisted KSDE in identifying linkages among academic standards, CTE pathways, and 21<sup>st</sup> century learner profiles to be captured in this database. The KSIP will result in a system designed not only to be balanced between various assessment tools and responsibilities, but also coherent in its approach to instructional decisions and its support for multiple initiatives targeting school improvement. In order to create a system that provides student achievement information to educators that will enable them to make appropriate decisions at the instructional and program levels, while continuing to meet requirements of federal and state accountability systems, KSDE needs to implement initiatives designed to deliver dynamic student data and targeted instructional resources to Kansas educators. The goal of KSIP is to develop efficiencies and connections that reduce the focus on accountability, where the assessment is less an event and more part of the process. The broader goal is to create an environment of increased student engagement in the learning process with greater support for teachers in changing instructional practices.

### **B3.6 Develop, acquire, disseminate, and implement high-quality instructional resources and assessments.**

The Multi-Tier System of Support (MTSS) that operates in Kansas districts and schools encourages a coherent continuum of evidence based, system-wide practices to support a rapid response to student academic and behavioral needs. In the ideal MTSS environment, the leadership team regularly engages in formal problem solving, using district/building site level data which is supported by a data/software system providing frequent and up-to-date reports that allow data-based decision making to occur; data are shared with the district, building, and community; the leadership team clearly identifies and implements multiple indicators of academic and behavioral success and formally communicates those indicators as measures to learning; and the assessment system includes universal screening, diagnostic, behavioral, progress monitoring, and outcomes assessment. Towards this end, the Unified Standards Database will dynamically link the standards to databases that include student achievement data, student demographics, and student program participation data. KSDE libraries of instructional resources will then be linked to the Unified Standards

Database and student data. Communities of practice for each academic and career area will be created to provide additional depth of support to users that will promote continual development and sharing of instructional resources. For schools on improvement, The Kansas Learning Network additionally contributes to the development and use of high-quality instructional resources.

**B3.7 Develop, acquire, and deliver high-quality professional development to support the transition.**

**Train educators to use the Collaborative Workspace.**

The Multi-Tier System of Supports (MTSS) describes a decision making process used by Kansas schools to provide supports to enable each child to be successful. MTSS encourages a coherent continuum of evidence based, system-wide practices to support a rapid response to student academic and behavioral needs. In the ideal MTSS environment, the leadership team regularly engages in formal problem solving, using district/building site level data which is supported by an agile data/software system providing frequent and up-to-date reports that allow data-based decision making to occur; data are shared with district, building, and community; the leadership team clearly identifies and implements multiple indicators of academic and behavioral success and formally communicates those indicators as measures to learning; and the assessment system includes universal screening, diagnostic, behavioral, progress monitoring, and outcomes assessment. The Collaborative Workspace planned as an Outcome of this grant will provide the data needed for the MTSS decision making process, but, as suggested by the process description, providing data is not enough to bring about change.

- Training will be designed to encompass both how to use the technical components of the system as well as how to effectively use the data and reports available via the Collaborative Workspace to positively impact the learning of each student. The training strategy will be integrated with the objectives of MTSS.
- Since not all individuals learn in the same way, multiple training modes will be offered, including online, train-the-trainer, and remote delivery.
- Regular evaluations will inform needed enhancements to the modules. Evaluation activities will include reviewing and summarizing feedback collected as part of each module as well as through surveys of instructional staff using the Collaborative

Workspace.

**B3.8 Develop strategies for translating standards and information from assessments into classroom practices for all students, including high needs students.**

The KSDE strategy for translating standards and information from assessments into classroom practices for all students, including high needs students, is the Collaborative Workspace, described in detail in Data Quality section (C)(3)(i), Using data to improve instruction. The Collaborative Workspace and reporting system will enable educators to access, analyze, and use integrated data to support targeted student instruction, for school improvement, and to easily generate reports for parents and other stakeholders groups. While one of the most daunting challenges that educators face is mastering the ability to deliver high quality and engaging 21<sup>st</sup> century instruction to every student, the task is greatly facilitated by easy access to instructionally sensitive assessments, timely assessment results, and teaching resources that are aligned with academic standards and student proficiency levels.

The KSDE will translate standards and information from assessments into classroom practices through its multi-faceted and comprehensive approach to professional development, which will include technology-based tools that will be developed as one goal of this grant, collaborative professional development activities developed under the MOU with the National Staff Development Council and implemented through its networked local affiliate, professional development offered by IHEs in advancing STEM learning, and continuously improving pathways of support provided to persistently low performing and turnaround schools.

**B3.9 Develop means for sharing strategies and effective materials and processes nationwide.**

The KSDE will pursue a four-prong approach to share our efforts, which include the following:

- Dissemination to national organizations in which Kansas holds membership, including the Council for Chief State School Officers (CCSSO), the Education Information Management Advisory Consortium (EIMAC), Assessing Special Education Students (ASES), Technical Issues in Large Scale Assessments (TILAS), Survey of Enacted Curriculum (SEC) , and Accountability Systems and Reporting ASR.

- Presentations at national events
- State to State collaboration (open invitation to other states to visit or go to consult)
- Web presence available to peers and stakeholders.

More detailed information on the timelines and persons responsible for these goals and activities is provided in the Budget Narrative for each project/activity.

End of SY 2013-2014 End of SY 2012-2013 End of SY 2011-2012 End of SY 2010-2011 Actual Data: Baseline (Current school year or most recent)					
<b>Performance Measures</b> 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.					
(Enter measures here, if any.)					

**(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*

(Enter text here.)

As described below, the KSDE's data system meets 10 of the 12 Required Elements specified by the America Competes Act, and is currently working to meet the final two. The State's progress is described by the following:

1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system:  
**Completed** for PK-12 in Spring 2005, through development of KIDS Assignment System. System uses eScholar's UniqID<sup>®</sup> system for ID assignment and tracking. A student locator framework using SIF standards was added through 2007 SLDS grant funds. Postsecondary and P-12 student data are linked and identifiers are stored in the Enterprise Data Warehouse along with an Anonymous ID for each student. The P-20 Data Mart includes longitudinally linked student data identified by Anonymous IDs.  
**Will transition** postsecondary and adult education from Social Security Numbers to same ID Assignment System through this grant.

2. Student-level enrollment, demographic, and program participation information: **Completed** for K-12 in 2005-2006 SY, through development of KIDS Collection System and for postsecondary, through KHEDS, 2 years earlier. **Will be enhanced** through this grant by adding preschool education program data, school engagement and behavior data, and data from private postsecondary institutions.
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs: **Completed** for PK-20 through development of KIDS and KHEDS Collection Systems. **Will be enhanced** through this grant through collection of K-20 information about students who transfer to schools out of state (MEIC multi-state SLF and NSC projects) or transfer to private postsecondary institutions in state.
4. The capacity to communicate with higher education data systems: **Completed** in 2007-2008 SY through implementation of a matching process made possible by 2007 SLDS grant. **Will be enhanced** through this grant by transitioning postsecondary institutions to KIDS ID Assignment System.
5. A State data audit system assessing data quality, validity, and reliability: **Completed** numerous validity and edit checks, master data management, tools that allow schools to review their data, specific "how to check data" guidance, a DQC program for multiple data roles, and development of a data governance process for PK-12 through state and 2007 SLDS grant dollars. **Are enhancing** data audits and DQC Program, including addition of a postsecondary DQC Program, through 2009 SLDS grant.
6. Yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA of 1965: **Completed** through the KIDS Collection System 'TEST' collection, which ties assessment information to student IDs. Longitudinal test data are loaded into the EDW with relevant student program and demographic information.
7. Information on students not tested, by grade and subject: **Completed** through the KIDS Collection System 'TEST' collection, which ties test information—including information on students not tested—to student IDs.
8. A teacher identifier system with the ability to match teachers to students: **Under development** through a 2007 SLDS grant. Educator IDs (EID) replaced Social Security Numbers in the Teacher Licensure and Assignment Systems and the state moved to

state course codes. Development of the process for collection of student course completion data is under development, enabling the link between student and teacher to be established via course information.

9. Student-level transcript information, including information on courses completed and grades earned: **Under development** through a 2009 SLDS grant. Standard state course codes have been established and districts have mapped to them. A contract with Docufide is in place and requirements are being gathered for the student transcripts and course completion collection, which will be a KIDS collection. The process will be piloted in Spring 2010 and will be required for all districts for the 2010-2011 school year.
10. Student-level college readiness test scores: **Completed** through a 2009 SLDS grant. A process for matching KIDS records to ACT records has been developed and the student level ACT data , linked to the KIDS ID, are loaded in the EDW.
11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework: **Completed** through a 2009 SLDS grant, for transitions to Kansas public postsecondary institutions. Data will be made available through the P20 data mart. **Will be enhanced** through this grant to use data from the National Student Clearinghouse in order to provide information about transitions to out-of-state and private postsecondary institutions, and to provide high school feedback reports regarding this information via the P-20 data.
12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education: **Completed** through 2007 and 2009 SLDS grants. The system includes the ability to enable and support students of PK-20 data including secondary to postsecondary transition, through linking PK-12 and Postsecondary student level data and providing the information in the P20 data mart; and through implementation and support of the Kansas Education Data Users Consortium, a partnership with Kansas Board of Regents, University of Kansas, and Kansas State University to support and encourage education research. **To be developed** under this grant, inclusion of workforce, financial aid, enhanced postsecondary retention/completion and school engagement data for all students who attend postsecondary

institutions. The information will be provided to appropriate education stakeholders through the P20 data mart and high school feedback reports.

Further demonstrations of the progress of the KSDE in fully implementing a longitudinal data system is reflected in its progress in meeting the Seven Required Data System Capabilities (see Figure (C)(1) on Page C-1 in the Appendix).

## 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.<sup>3</sup>

*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*

(Enter text here.)

One goal of the KSDE plan to fully implement a statewide longitudinal data system is to *expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies*. The KSDE and Kansas Board of Regents (KBOR) realize the importance of informing important questions related to policy and practice by data that is integrated across

<sup>3</sup> 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.

agencies. Progress toward this goal will be attained by completing the **Activity to enhance data system connections between agencies and organizations**, as outlined below:

- Both KSDE and KBOR have data systems that include unique student identifiers, but to establish the P20 connection, core data elements must be manually matched and the linked IDs stored, a time-consuming process that results in approximately a 70% match rate. Currently, KBOR's adult basic education data system (PABLO) does not use the KSDE or KBOR student IDs, so there is no good way to link those data with P20 data. KBOR will adopt KSDE's KIDS Assignment system for KHEDS and PABLO so that one identifier follows the student throughout his/her education career, reducing the effort required for, and increasing the accuracy of, cross-agency links. Completion of this activity will streamline tracking of student progress, from preschool through postsecondary school and/or adult basic education.
- The KIDS/KHEDS link enables identification of students who transition from Kansas PK-12 schools to Kansas postsecondary institutions. In order to establish a more complete picture of how well students transition into postsecondary institutions, and to meet the metrics established for SFSF, high school graduates who transition into postsecondary institutions outside of Kansas will be tracked as well. In addition, postsecondary dropouts will be tracked to determine if they are continuing their education in another state. The National Student Clearinghouse (NSC) provides data and processes for tracking students who attend out-of-state postsecondary institutions. KSDE will contract with NSC to obtain an annual data load of Kansas' students who attend postsecondary institutions outside of Kansas, and these data will be included in the EDW and in KHEDS and made available via the P20 data mart.
- Employment data are key to understanding the level of alignment of education programs, resources, and incentives with workforce demands. Through an agreement with KDOL, KBOR obtains employment information for graduates of the postsecondary data system. The data are from the unemployment insurance system and include employment status, salary range, and the North American Industry Classification System (NAICS) code. Students who move directly from high school into the workforce without attending postsecondary institutions, adult education students, and students who leave postsecondary education before graduation

are not included in the file sent to KDOL. KBOR will work with KDOL and KSDE to develop a process for tracking all students who move from education to work and make the data available via the P20 data mart. KBOR, KSDE, and KDOL will enhance their current agreements and governance structures to address data sharing, confidentiality, and ownership issues.

- Studies have shown that student engagement in school is critical to academic success. These data are not currently in the EDW, but some engagement data are available from the student survey section of the ACT. Therefore, KSDE will include ACT survey items that measure student engagement in the EDW and make them available through the P20 data mart.
- The existing P20 data mart has the basic framework for providing cross-agency data to educators and policy makers, but it lacks employment, engagement, and financial aid data, all important to making good program and policy decisions. The P20 data mart will be expanded to include data needed to support metrics required by the SFSF and needed to better inform policy and program decisions.
- Early childhood education data are collected by a number of state agencies in Kansas, including KSDE, SRS, and KDHE. Data collected by the various agencies differ in level of detail and data elements collected. Even when agencies report they collect the same data element, the data often vary in definition and format. Because it is important to understand an individual's experiences throughout his/her education career, KSDE will work with the Early Childhood Data Group, a subgroup of the State Early Childhood Advisory Committee, to understand the various early childhood data systems within the state, identify data elements that are important to share, and outline a process for enabling such data sharing.
- Currently, limited data sharing agreements/arrangements exist between KSDE and SRS, the Kansas Bureau of Investigation (KBI), and KBOR; and between KBOR and KDOL. Each agreement is for a specific purpose (e.g., the KSDE/SRS agreement qualifies students for the free/reduced lunch program and the KSDE/KBI agreement helps locate missing children) and would need to be expanded for the activities proposed in this grant. KSDE and KBOR will work with other agencies to enhance interagency agreements and governance processes that address data sharing, confidentiality, and data ownership issues.

- An additional activity to meet this goal is to **expand the scope of the postsecondary education data system**. KBOR leaders are building a public agenda for higher education based on five strategic questions: Are our educational systems aligned? Are we satisfied with the level of participation in Kansas higher education? Are we satisfied with our institutional retention and completion rates? Are we satisfied that those who complete our educational programs have obtained the cross-cutting competencies and skills necessary for success in work and in life? Are we aligned with the Kansas economy? With 2009 IES grant funds, Kansas is implementing a K-12 to K-12 and high school to college eTranscript initiative. The eTranscript initiative has generated interest in college to college electronic transcripts among Kansas postsecondary institutions, which could make exchange of course information more accurate and consistent. The contract with Docufide, Inc. will be expanded to include college to college eTranscripts, and the Steering & Advisory Committees will expand the scope of their work to include college to college eTranscript transfer.

Policy makers want to know such things as how much students pay for education, how much debt students have when they leave school, and the impact of education costs and debt on persistence in education and employment choices. KHEDS does not contain all data needed to answer these questions. However, all postsecondary institutions that participate in the federal student financial assistance program are required to report financial data to the Integrated Postsecondary Education Data System (IPEDS)-broken down into categories like state and local appropriations and tuition and fees--that can help answer policy questions. To streamline data reporting and reduce burden on reporting organizations, KBOR will enhance KHEDS by linking and downloading IPEDS surveys. KBOR will integrate data from its own student financial aid data collection with the IPEDS data for reporting purposes, and the integrated data will be available for inclusion in the P20 data mart.

Licensure/credentialing exams are designed to measure students' readiness to move from education to employment in their chosen fields; and to allow intra- and inter-state comparisons that can be used to evaluate preparation program quality. These data are currently not included in KHEDS. If program completion and licensure/credentialing data for such fields as nursing, engineering, social work, cosmetology, welding, and teaching were included in KHEDS and linked to workforce data, the state

could both use the data for program improvement efforts and to determine how well a given exam predicts success in the chosen occupation. Therefore, KBOR will work with postsecondary institutions to develop a process for obtaining program completion data and work with licensure/credentialing agencies to obtain exam data for program completers, and the integrated data will be available for inclusion in the P20 data mart.

While KBOR currently collects data from all public postsecondary institutions in Kansas, data on students attending independent or private colleges are not captured. Capturing these data would allow the state to more accurately track all students throughout the P-20 system. Because it does not have governance rights over private or independents, KBOR will develop a modified submission system to capture key data on students in these institutions and will build support for the system by offering the private/independent institutions reports and data access that proves the value of participation.

<b>Performance Measures</b> 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.	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
(Enter measures here, if any.)					

**(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*

- (Enter text here.) The goals, activities, timelines and responsible parties are summarized in Table (C) on page C-3 of the Appendix. (C)(3)(i). To increase the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, overall effectiveness, and continuous improvement processes within the Kansas Systemic Reform model, educators require data to identify effective practices, inform instructional decision making, and evaluate the effect of their decisions on student learning. Currently, educators look up and enter data on paper or electronic spreadsheets to identify needs, search for effective practices and/or

programs to meet the needs, determine and provide needed professional development, and develop local systems for evaluating the practices and/or programs. A process for summarizing data and results across schools and districts for use by policy makers, using the model as the framework, does not exist. State agencies, particularly KSDE and KBOR, have data that could be extremely valuable to schools as they implement the Kansas Education Improvement Process; and additional data collections are planned under this grant. Activities supported by this grant will develop and implement an organizing framework for the data and will integrate and unify the data interface for educators and policy makers.

- To meet the goal to *ensure that data can be accessed, analyzed and used, and communicated to all stakeholders to promote continuous improvement*, the KSDE will complete the activity to **implement a Collaborative Workspace and reporting system** designed to enable educators to deliver high-quality, challenging, engaging 21st century instruction to every student through the use of instructionally sensitive assessments, timely assessment results, and teaching resources that are aligned with academic standards and student proficiency levels. The KSDE proposes to develop a Unified Standards Management and Reporting System (USMRS)—to link the State standards (reading, mathematics, writing, science, and history/government), the Career and Technical Education career clusters, and the Kansas 21st Century Learner Profiles. USMRS will provide KSDE program staff an easy interface for adding new standards in all categories, documenting attributes of each of the standards (such as grade level and effective date), and managing links between the various standards. In addition, it will include a flexible reporting system, which will allow program staff, teachers, and other education stakeholders to search for specific standards and to generate on-demand, cross-referenced information regarding the standards.
- In 2005, KSDE developed and implemented the Kansas Educators Resource Center (KERC), a web-based application that provides teachers with a library of instructional materials linked to Kansas academic content standards. Additionally, the KSDE has libraries of instructional resources that are located on its website under multiple programs and content areas instead of within KERC. KSDE will integrate the existing KERC resource library with the unified standards in the USMRS; and will include functionality for dynamic linking of additional instructional resources to the USMRS. The USMRS will also include functionality to allow educators

to submit their own lesson plans and resources online, which can then be reviewed, approved, linked, and added to the USMRS resource library.

- Although unification of standards and the linking of standards to instructional resources can be very helpful to educators, continuous improvement requires a solution that facilitates the integration of standards, behavior data, assessment data, and instructional resources. KSDE has developed a student operational data store (ODS) that contains student data from KIDS, including demographic, program participation, and historical state assessment data. The ODS will also soon include course completion data. To meet the instructional decision making needs of educators, KSDE will enhance the student ODS with additional data as it becomes available and will design and develop a Collaborative Workspace for educators that will deliver on demand, multiple-format, cross-referenced information. The interface to the workspace will provide authenticated access for a classroom instructor to data for students in his/her classroom, linked to instructional resources and standards available through the USMRS. In the initial phase of the Collaborative Workspace, the student level data will include the KIDS demographic data as well as each individual student's history of results on state assessments – all currently stored in the student ODS. The system will be designed to accommodate future expansion to include student behavior data, formative assessment results, ACT engagement data, and local district data. As data are included in the student ODS, it will be made available to the students' teachers through multiple iterations of the Collaborative Workspace.
- In 2007 KSDE developed and implemented a discipline incident data collection system (KAN-DIS) which is available free of charge to all schools and includes incident-level data for individual students. With funds from this grant, the KAN-DIS system will be enhanced to collect additional student behavior data. However, looking at behavior and discipline data in isolation of achievement and other data (e.g., engagement in schooling) is of limited value when developing educational plans for students. In iteration 2 of the Collaborative Workspace, behavior data will be loaded from KAN-DIS into the student ODS and made available via the Collaborative Workspace so that it can be analyzed with demographic, program participation, and state assessment data.
- While longitudinal results of state assessment data provide educators point-in-time student results, they additionally need

instructionally sensitive and current assessment data as well as data about programs and courses their students have completed. The third iteration of the Collaborative Workspace will include information about courses most recently completed, ACT school engagement data, and results from the Formative Assessment System.

- In previous iterations of the Collaborative Workspace, all data have come from the student ODS at KSDE. Local districts have a wealth of additional data which can create a more complete picture of the student and inform the teacher's instructional decisions. KSDE will collaborate with SIS vendors, school administrators, and teachers to identify and standardize data elements and formats for integrating local student data, like daily attendance, into the Collaborative Workspace. Standardization will include using SIF formats wherever possible.
- Integrating data within a Collaborative Workspace does not go far enough in helping educators improve instruction, since few educators have the skill to develop effective metrics and reports from the integrated data. KSDE will enhance the system by including an early warning metric that identifies students who need immediate assistance; teacher and administrator views that make data in the Collaborative Workspace actionable; and teacher and parent report templates.

An additional activity to meet this goal is to **implement a Unified Accountability and Planning (UAP) system** for state and federally-funded programs to help focus district and school improvement efforts.

- Currently, KSDE's accountability planning systems for LEAs participating in state and federal programs (e.g., Quality Performance Accreditation, Title I, Title II, Title III, career and technical education, and IDEA) are not integrated and require redundant, disjointed planning and reporting on the part of districts and schools. These organizations must develop multiple plans without a coherent roadmap for designing or completing the various components of each of the plans. This is very inefficient and confusing and almost always results in plans that are developed just to address accountability requirements rather than to guide what the staff is doing in the schools and districts. KSDE will identify the required components of each accountability system and identify redundancies and conflicting requirements. It will take much planning and collaboration to implement a Unified Accountability and Planning (UAP) system that is acceptable to each program affected, even though an integrated accountability model for school

improvement planning will minimize confusion and maximize focus. KSDE leadership will use the documentation of redundancies and conflicting requirements as it works with program staff to develop the UAP. The UAP will be designed to allow districts to easily coordinate current year plans with past years' plans by providing them prior data as they develop their new plan. The UAP will allow educators to be coherent in their approach to instructional decisions and their support for initiatives targeting school improvement; however, it will be a major change for KSDE and district staff and that will be supported by the provision of professional development in many formats to enable the staff to use the system effectively.

**(C)(3)(ii). Activity: Train Educators to Use the Collaborative Workspace.**

To support participating LEAs and schools that are using instructional improvement systems in providing effective professional development to teachers, principals and administrators, the KSDE will train educators on how to use these systems and the resulting data to support continuous instructional improvement. While the Collaborative Workspace will provide the data needed for the Multi-Tier System of Supports (MTSS) instructional decision making process in Kansas, the KSDE recognizes that providing data is not sufficient for change to occur. Thus, training will be designed to encompass both how to use the technical components of the system as well as how to effectively use the data and reports available via the Collaborative Workspace to positively impact the learning of each student. The training strategy will be integrated with the objectives of MTSS. Since not all individuals or educators learn in the same way, multiple training modes will be offered, including online, train-the-trainer, and remote delivery. The KSDE will conduct formative evaluations to continuously assess the effectiveness of its professional development and training opportunities to inform needed enhancements to the modules. Evaluation activities will include reviewing and summarizing feedback collected as part of each module as well as through surveys of instructional staff using the Collaborative Workspace.

**(C)(3)(iii). Support Research and the Use of Research.**

The KSDE will further develop processes and procedures to make the data from instructional improvement systems, 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. The KSDE

and KBOR have a long history of supporting research and the use of research. The development of a high-quality longitudinal database will result in more numerous requests for data from an expanded audience of stakeholders requesting confidential or restricted use data. As an activity of this grant, the state education agencies will develop a curriculum that will be mandatory for researchers wanting access to restricted use data. The agencies will work with researchers and university staff—and they will review similar curricula in other states—to outline the specific objectives and content of this training. Appropriate excerpts and materials from the NCES Forum products regarding metadata and data ethics will be included. The training will be offered online and a minimum threshold of competency will be established before access to restricted use data is provided.

The State of Kansas encourages researchers to use its longitudinal education data to conduct research that is meaningful to practitioners and policymakers. Research is directly supported through the Kansas Education Data Users Consortium (KEDUC), which was established with an SLDS grant to accomplish a state research agenda, and is indirectly supported through a data request process. Kansas is also exploring avenues for working with the Kansas City Area Research Consortium (KC-ARC), which is patterned after the Consortium on Chicago School Research (CCSR), to further enhance the culture of research in education. Like CCSR, the goals of KC-ARC and KEDUC are to use university researchers from multiple disciplines to conduct research that speaks to the central problems with which practitioners and the broader community are grappling; and to help practitioners use research to manage school improvement efforts. The KSDE proposes to use the expertise of KEDUC and KC-ARC researchers to help ensure the success of SLDS work by offering competitive stipends to KEDUC and KC-ARC researchers for the purpose of conducting formative evaluations of three outcomes and presenting back actionable information about outcome progress. The outcomes to be evaluated were selected because they are likely to have the most impact: (1) to implement a collaborative workspace and reporting system to enable educators to access, analyze, and use integrated data to support targeted student instruction for school improvement and to easily generate reports for parents and other stakeholder groups; (2) to implement a unified accountability and planning system for state and federally-funded programs to help focus district and school improvement efforts; and (3) to streamline data access regarding educator preparation programs and implement an educator career pathway performance and planning system (see Goal (D)(1)(iii) Great

Teachers and Leaders section for activities supporting this outcome).

More detailed information on the timelines and persons responsible for these goals and activities is provided in the Budget Narrative for each project/activity.

<b>Performance Measures</b> 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.	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
(Enter measures here, if any.)					

**(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*

(Enter text here.)

**Evidence for (D)(1)(i). Legal, statutory, or regulatory provisions that allow alternative routes to certification.**

See page D-1 in the Appendix.

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

Kansas has developed over time a strong restricted pathway to licensure. The Professional Standards Board recommended adoption of the restricted license as part of the new performance-based licensing system in Kansas. Kansas' Restricted Teaching License Alternative Pathway is intended to respond to school districts' needs in hiring qualified, licensed teachers. The restricted license allows immediate access to practice for any individual who has completed a minimum of a bachelor's degree, who has a set grade point average (minimum GPA of 2.5), and who wishes to become a teacher. The regulation allows for school districts to hire this individual, while partnering with an institution of higher education that has an approved program for delivery of the professional education sequence. Restricted licensed candidates are middle level, secondary, all levels of foreign language, art, music and physical education. Candidates are required to hold a minimum of a bachelor's degree in the content area.

The Kansas Transition to Teaching (T2T) five-year grant program developed a plan of operation to implement the restricted license alternative route to licensure. Involving key stakeholders from the education community in the development of the plan was a critical component of the project and provided another step toward ensuring the quality of teachers. Membership included representatives from the Kansas National Education Association, United School Administrators, and the Council of Education Deans of the Board of Regents institutions, the Kansas Association of Private Colleges of Teacher Education, the Kansas Association of School Boards, the Kansas Parent-Teacher Association, the Kansas Association of Non-Public Schools and the Kansas Vocational Association. The comprehensive nature of this group provided a strong basis for sharing information, identifying needs, and developing a collaborative agenda for the project, which is being refined through the establishment of the Restricted Pathway Advisory Board. Data benchmarks are being developed by the advisory group, which consists of representatives from all stakeholder groups.

The central strategy was the development and implementation of the Kansas Center for Recruitment and Educator Development Online (CREDO). CREDO was designed to generate continuous improvements in teacher quality rather than an emergency supply of teachers for the short term. This was accomplished by facilitating the development of partnerships between high need local school districts, teacher preparation institutions, and mid-career professionals or recent college graduates. The primary outcome was to increase the number of teachers available while maintaining high teacher quality standards. During the five years of the project, 200 newly certified teachers were prepared for teaching using a “shared responsibility” on-line teacher preparation program with 12 participating institutions of higher education. Candidates were provided supervised, school-based experiences and a LEA assigned mentor; the university provided a supervisor. Annual progress reports were provided. Candidates were given up to three years to complete the program, were provided ample options for evening and summer courses, and were provided course options that were campus based, internet based, or a combination. Candidates were required to pass content and pedagogy tests. Candidates are awarded the same level of certification that traditional preparation programs award upon completion.

The eight-member Advisory Board established a curriculum/technology subcommittee to develop an online professional education curriculum that would meet the Kansas Professional Education Standards. This committee of professional educators developed the online curriculum, which was subsequently approved by a panel of master teachers and teacher educators. CREDO designed and implemented a recruitment plan for the restricted license (alternate route) program, which included recruitment materials for Local Education Agencies (LEAs) and IHEs, a website, and a Transition to Teaching Handbook. The creation of this Center provided the infrastructure required to support high needs districts and institutions of higher education in the recruitment, placement, and preparation of T2T candidates. All of the above-mentioned practices currently continue as KSDE, in cooperation with the higher education community, monitors progress. Candidates not making progress are not allowed to continue in the program.

Thus, Kansas has supported the development of an on-line alternative curriculum used collaboratively to assure an accessible and quality preparation program regardless of geographic challenges. The State has monitored and evaluated the academic progress for

alternative candidates to ensure quality indicators were met. It has designed and implemented statewide licensure fairs to ensure access and opportunity for candidates; included ample encouragement for local community members, representing numerous racial/ethnic and cultural groups, to attend. Since its inception, 829 teacher/leaders have been certified through this alternative route and the number of participating institutions has expanded. In 2008-09, 124 teachers were certified through this alternative process compared with 1730 teachers/leaders certified through traditional routes.

The Restricted program is based on the data which informs teacher shortage areas. Kansas currently has over 8,000 fully licensed principals who choose to fulfill teacher roles; therefore, an abundance of principals indicates that an alternative route is not necessary at this time. Kansas offers the Restricted Program to the USED-supported Troops to Teachers, which provides on-line coursework utilized by troops who are deployed in both Iraq and Afghanistan. With the support of KSDE, qualified spouses are candidates as well. Another opportunity is provided by the KNOtT program, a consortium consisting of institutions of higher education in Kansas, Ohio, Nevada and Texas. ([www.KNOtT.org](http://www.KNOtT.org)). This program evolved as a result of relationships developed with other quality alternative programs that were being developed among the states' IHEs. Because of the success of KNOtT leadership and success in alternative licensure programs, national standards for alternative programs are being written and have been shared with the USED. This organization is responsible for the thousands of successful teacher and principal candidates who chose the field of education and received exemplary training.

The KSDE is committed to continuing to work within the above mentioned programs in expanding alternative licensure opportunities in Kansas. The KSDE proposes to fund faculty at the ten IHEs participating in the Restricted Teaching License Alternative Pathway to provide orientation and training to the faculty about the program, to increase capacity to provide individual student mentoring and field experiences, and to provide diversity to the faculty that mirrors the student body served. KSDE also proposes to plan, develop and implement Alternate Teacher Preparation Programs, which will provide greater access for troops and their spouses. In an effort to sustain the focus on improving alternative pathways to licensure, the KSDE will establish an Alternative Advisory Committee to maintain contact with stakeholders, review alternative licensing policies, create a positive image

for alternative licensure programs, communicate and clarify state regulations for stakeholders, and recommend updated policies to the KSBE. The KSDE will also establish a chapter of a nationally recognized association for alternative licensure.

**(D)(1)(iii). The KSDE has instituted 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.**

To meet the State's objective of providing an effective educator in each classroom and an effective leader in each school, the KSDE formed two separate Commissions: The Teaching in Kansas Commission (TKC) and the Kansas Educational Leadership Commission (KELC). The TKC was formed at the desire of former Commissioner of Education Alexa Posny to study and make recommendations concerning recruitment and retention of the educator workforce. A group of over 200 stakeholders, including policymakers, met over a one-year period. Five subcommittees were formed—teacher preparation, salary/benefits, working conditions, regulation, and image and promotion—to make recommendations to the KSBE. Thirty-eight tiered goals were accepted by the State Board (see page D-2 in the Appendix for a summary of goals). The first TKC goal for Teacher Leadership has been accomplished, which makes Kansas one of the first states to add a professional standard addressing teacher leadership to its Kansas Professional Education Standards. RTTT funding would allow the KSDE to expedite attainment of these goals, beginning with the establishment of a Teacher Leader Advisory Committee comprised of members from private and public institutions of higher education and teacher leaders representing all regions and district sizes across the state.

The Kansas Educational Leadership Commission was formed to study and make recommendations about the critical role leadership plays in the success of student learning and achievement. The Commission made 12 strategic recommendations to the KSBE related to leadership in Kansas schools. (See page D-6 in the Appendix). KELC recommendations were structured around areas of Teacher Leadership, Preparation Programs, Leader Evaluation, Professional Development, Administrator Induction, and Conditions of Work. Through KELC, the state is now having initial conversations with selected LEAs to examine instruments that are currently being used in the state in an effort to move toward a formalized evaluation design group; experts from the Educational Testing Service (ETS) are guiding the evaluation efforts. Kansas is currently, and has been for the past eight years, an ETS state

using the School Leadership Licensure Assessment (SLLA) to license building principals as well as a district leadership assessment.

The KSDE was one of six states (Florida, Indiana, Kansas, Louisiana, Rhode Island and Tennessee) successful in their application to gain membership in the National Governor’s Association’s Center for Best Practices Policy Academy on Creating New Models of Teacher Compensation That Enhance Teacher Effectiveness. States were selected to be part of the Center and to develop an educator career performance and planning system because they are positioned to undertake this task and have the leadership necessary to make it happen. The states are interested in the project because they do not currently have systems that allow comparisons of their preservice education programs or that provide an understanding of the supports given to novice teachers and the impact of those supports. KSDE will develop its Educator career Pathway Performance and Planning (E3P) system framework using input from districts, preservice institutions, and the partner states. Through this membership, KSDE has engaged stakeholders across the state and nation in planning a new model of teacher compensation to recruit new talent to the teaching profession, to retain existing talent, to provide incentives for teachers to work in hard-to-fill content areas and geographical locations, and to pay teachers for their contributions to improved student achievement. The work of the policy academy panel is now focused on the white paper, “Supplemental Report to the Kansas Teaching Commission,” which was developed by the salary benefits subcommittee. After both local and national conversations, the NGA Policy Academy is committed to the following recommendations:

1. The NGA Policy Academy recommends that teacher salaries in Kansas be raised to the national average
2. That all teachers have the opportunity to attain “professional” status within 10 years of beginning their career.
3. That additional compensation be available to accomplished educators, including:
  - serving in teacher leadership roles,
  - providing professional development for colleagues,
  - working on projects beyond standard expectations for teachers,
  - serving in specialized teacher roles,

- coordinating specialized programs or projects,
  - attaining National Board Certification,
  - demonstrating specialized skills, and
  - engaging in community outreach.
4. That additional compensation is available to teachers for achieving school/department/grade-level student achievement.
5. That best practice in developing teacher compensation systems is used, including:
- guaranteed stable, adequate state funding;
  - commitment to and stability of local funding;
  - an infrastructure to support all aspects of a new compensation system;
  - acceptance for a change in the compensation system;
  - a phased-in plan for the transition to the new compensation system;
  - compensation that is sufficiently large enough to justify the time, effort and risks involved in pursuing the elements of the new compensation system;
  - choices about which aspects of the new compensation system teachers wish to pursue;
  - professional development;
  - a simple compensation system that is easy for all to understand; and
  - an avenue for appeals.

The state leadership team is considering the items listed above. KSDE's continued participation in the NGA Policy Academy will support the development of pilot programs and implementation in districts.

## 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*

(Enter text here.)

**(D)(2)(i). The KSDE will establish clear approaches to measuring student growth and measure it for each individual student.**

KSDE intends to use a growth model based on student learning, which will be designed by stakeholders and supported by research from Linda Darling-Hammond and John Bransford , Charlotte Danielson, Laura Goe, Larry Lezotte, Robert Marzano, Michael Fullan and Douglas Reeves. Data derived from the growth model will be housed and maintained in the KSDE's longitudinal data base and made available to stakeholders. See section (C)(2) for further description of the longitudinal data system.

**(D)(2)(ii). The KSDE will 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 a significant factor, and (b) are designed and developed with teacher and principal involvement.**

To accomplish this goal, KSDE will enter into a Memorandum of Understanding with the Educational Testing Service (ETS) to strengthen its existing principal and teacher evaluation requirements and processes (see pages D-13 and D-20 in Appendix for MOU). KSDE will work with this experienced evaluation vendor and key stakeholders to bring a level of standardization to the processes now used for annual principal and teacher evaluation. By standardizing these processes, the State will have an exemplary pilot model by which teacher and principal effectiveness can be measured. KSDE recognizes that, to date, there has been inconsistent standardization, rigor, or meaningful results for teachers or their students that emerge through existing teacher evaluation instruments. KSDE proposes to work with educators through professional organization nominations to design, develop and implement a standardized means of evaluating teachers and principals, and to identify effective teaching in order to inform decisions regarding employment, compensation, professional growth, and other factors. This evaluation process will include a scoring system that differentiates

teacher and principal effectiveness using multiple rating categories and rewards principals and teachers who comply with the process.

KSDE will form Evaluation Design Teams (EDT) who will work on the design and development of the principal evaluation system and a team for the development of the teacher evaluation system in the first two years of the grant. In every step of the process—from development, to piloting, to implementation—Kansas educators will work with assessment and psychometric specialists to make critical decisions. The EDT will consist of representative stakeholders who reflect all relevant professional populations for this evaluation, including but not limited to: practicing teachers, practicing principals, practicing superintendents, faculty from approved teacher/principal preparation programs, and members of local Boards of Education who employ principals. In addition, in recruiting for EDT membership, diversity will be assured through (1) recruitment from stakeholder groups that include teachers, school and district administrators; (2) statewide geographic representation; (3) inclusion of small and large districts; (4) representation of all levels (elementary, middle and secondary) and content areas taught; and (5) representation on demographic characteristics that include gender, race/ethnicity, and years of experience.

The EDT will be responsible for agreeing on a set of frameworks or standards on which the assessment will be based, determining how to group the standards for measurement in the evaluation instrument, designing/identifying the best set of instruments to work with as “multiple measures,” trying out the evaluation, assisting in recruitment for the piloting of the instrument, formatively scoring the pilot responses, refining the final evaluation iteration, and designing feedback reports to teachers, schools, and districts. Types of evidence that will be included in the teacher evaluation system are:

- Student achievement data
- Classroom observation,
- Teacher planning, instructional and assessment artifacts,
- Student work,
- Teacher and student reflection, and

- Other possible measures, such as student survey data, pedagogical content knowledge exercises, evaluation of teacher assignments and assessments, and documentation of teacher contributions not covered by other instruments.

Student achievement data employed in the teacher evaluation system will utilize growth models based on state assessment results for those teachers teaching in grades and subjects assessed. Current and planned end-of-course assessment data will be employed for high school teachers in courses covered by such assessments. For those teachers outside grades and subjects covered by state assessments or end-of-course assessments, several possibilities will be explored. These include newly developed assessments used in common courses within districts, regions or states; or a protocol that requires teachers to submit in portfolio-type style their course objectives tied to the assessment framework for one or more courses a year and student achievement evidence that shows mastery of the course objectives.

For principals, multiple measures over time will be included in the evaluation system, including job-embedded performance activities, school progress on the state assessments, and principal interaction with individual teachers with whom the principal has elected to work during the course of the year for teacher professional growth.

A major effort in years 2 and 3 will revolve around piloting the instruments and processes. The system will be piloted in a variety of settings selected by measurement experts using a solid sampling plan and selection process. Piloting will be completed within a year after the design and development are completed. KSDE will seek as many districts as feasible in an effort to simultaneously field test and inform the education community about the system and to encourage them to participate in the testing and refinement of the system prior to full implementation. A standard setting study will be conducted for both principal and teacher evaluation systems to determine levels of proficiency and a passing standard for teachers and principals and to determine pay-for-performance criteria.

In years 3 and 4 of the grant, the KSDE will work with the assessment vendor to design the processes that will support the strong use of the evaluation instrument. Rigor will be established by enforcing evaluator qualifications, training the evaluators, and ensuring that evaluators stay calibrated to the scoring rubrics. Scorers will be trained on the use of scoring protocols, bias

awareness, the evaluation component they are scoring, the rubric for that component, taking good notes, and assigning scores. The first cadre of or scorers as well as annual new scorers will be trained in person. Subsequently, all scorers will participate in annual virtual training sessions.

**(D)(2)(iii). The KSDE will develop an annual evaluation system for teachers and principals that includes timely and constructive feedback; as part of such evaluations, teachers and principals will be provided with data on student growth for their students, classes, and schools.**

KSDE is committed to developing, with guidance from experts at ETS, a state evaluation instrument for both teachers and principals to be piloted during the 2013 school year. The instrument will be a research-based tool designed on the elements agreed upon by a representative stakeholder group selected by each professional organization. The research-validated evaluation instruments designed, developed or modified in the first two years of the grant, evaluator training procedures, and evaluation processes will be widely piloted in representative districts. A key outcome of the evaluation system will be providing actionable feedback for (1) educators who are evaluated, (2) schools and (3) districts. Teachers and principals will be provided with both written and verbal feedback on their strengths and on areas where improvement is needed. Teachers will use that feedback to plan professional growth experiences directly targeted to the needs of their students and their own professional needs. Teachers and principals will also be provided a tool that helps them reflect on their professional careers and can be used to develop future plans.

The KSDE's Educator career Pathway Performance and Planning (E3P) system will give teachers access to their preparation, licensure, assignment, evaluation, and survey histories (in phases 1 and 2). In phase 3, teachers will be allowed to customize their E3P views by adding information about professional development activities and work samples, and by creating personal portfolios that can be shared with potential employers. (Data added to E3P by teachers will not be accessible to other audiences without teacher permission). The evaluation will also provide teachers with information to help guide them into possible leadership opportunities.

The evaluation system for principals will begin in summer months with the completion of a Needs Analysis. Together with

his/her supervisor, the principal will develop a long-term professional growth plan and will formulate an Action Plan for the ensuing year. The Action Plan will directly address school or teacher needs for which the principal is responsible. Principals will be either encouraged or required to work with a Professional Growth Team (PGT) consisting of the supervisor, a colleague, and a teacher. The PGT will serve as an advisory group to the principal throughout the year as the principal enacts his/her Action Plan.

As the Action Plan is carried out, the principal will collect evidence of what he/she has done to address its key points. This evidence will be collected through documentation, input from staff and colleagues, and supervisor observation. Documentation may include assessments, assessment data, teacher retention data, attendance data, disciplinary data, community interactions, and financial data. The evidence will be submitted electronically on an ongoing basis as components of the Action Plan are completed. Through this process, the principal will be targeting need areas for his/her own practice and for his/her school and addressing those needs. The principal will grow as a result of this process and will improve the school at the same time.

In addition to providing feedback on teacher and principal strengths and needs, educators will be provided data on student growth for their classes, schools, and district. In order to implement and maintain an evaluation system of this magnitude, a number of services are required of the KSDE's Information Technology team. These include website maintenance, a platform for submission of evidence, a platform for inputting scores, a platform for reporting scores, a data tool, creation and updating of all documentation, and data analysis capabilities. Additional online assistance will be provided for virtual scorer training, the use of scoring protocols, and scoring monitoring. The KSDE IT team will develop software, provide the server, and enable online data collection efforts to support the implementation of a common statewide teacher evaluation system.

The KSDE will be able to view individual teacher and principal results as well as aggregated reports, including reports that provide disaggregated data through various demographic factors.

**(D)(2)(iv). Use these evaluations to inform decisions.**

Under NCLB, participating LEAs have gained knowledge and expertise in data-driven decision-making. These skills will serve them well in using data generated by an improved teacher and principal evaluation system. In the piloting of the evaluation system,

LEAs will produce scenarios of data that generated recommendations for principals or teachers to receive coaching, assistance in their early years of teaching and leading, or other professional development to improve their content or teaching expertise. These scenarios will be shared with other LEAs as they begin implementation of the evaluation system and using the data generated to inform decision-making.

Contiguous with recommendations of the Teaching in Kansas Commission, LEAs will be provided with models that use evaluation data to compensate, promote or retain teachers and principals. Options for incentives for highly effective teachers to gain additional compensation and additional responsibilities will be provided. Data generated by the evaluation system can be used to inform tenure, certification, and dismissal decisions. The evaluation system will include fair and transparent processes for data use and decision-making that LEAs will assist in defining. The National Governors Association's group is also working at this time on an incentive structure that this grant will take to an implementation level.

<b>Performance Measures</b> Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(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
<b>Criteria</b>	<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).					
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.					

(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.					
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	<ul style="list-style-type: none"> <li>Developing teachers and principals.</li> </ul>					
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Compensating teachers and principals.</li> </ul>					
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Promoting teachers and principals.</li> </ul>					
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Retaining effective teachers and principals.</li> </ul>					
(D)(2)(iv)(c)	<ul style="list-style-type: none"> <li>Granting tenure and/or full certification (where applicable) to teachers and principals.</li> </ul>					
(D)(2)(iv)(d)	<ul style="list-style-type: none"> <li>Removing ineffective tenured and untenured teachers and principals.</li> </ul>					
[Optional: Enter text here to clarify or explain any of the data]						
<b>General data to be provided at time of application:</b>						
Total number of participating LEAs.		268				
Total number of principals in participating LEAs.		2,487				
Total number of teachers in participating LEAs.		42,872				
[Optional: Enter text here to clarify or explain any of the data]						
<b>Criterion</b>	<b>Data to be requested of grantees in the future:</b>					

(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.
(D)(2)(iii) <sup>4</sup>	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.

<sup>4</sup> Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

**(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*

(Enter text here.)

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

Multiple groups within the KSDE are working to ensure an equitable distribution of principals and teachers to ensure that poor and minority students are served by highly qualified principals and teachers at the same rate as are all students. The KSDE is in the process of reviewing the distribution of minority students in schools across the state and selecting a cut point that meaningfully defines "high-minority" for purposes of enacting its Teacher Equity Plan, a work-in-progress that is expected to be modified and completed by June 2010.

**(D)(3)(i). The KSDE will ensure the equitable distribution of teachers and principals by developing and implementing a plan.**

Kansas, like many other states, has been working with local districts, teacher unions, teachers, colleges, and universities to disseminate information about Highly Qualified teachers as defined under NCLB and to identify whether students in high poverty and high minority schools have equitable access to highly qualified teachers. Data from the 2008-09 school year, for example, indicate that some inequities—though not large—continue to exist. For example while 9.5% of teachers in high poverty elementary schools (> 63.5% eligible for free/reduced price lunch) were not highly qualified, 6.3% of teachers in low poverty elementary schools (< 33% eligible) were not highly qualified. (The percentage for all elementary schools is 8.2%.) Inequities are larger for the core content classes, with the largest discrepancy in elementary math, which finds 34.4% of teachers not highly qualified in high poverty schools compared with 5.7% of such teachers in low poverty schools. Inequities between high poverty and low poverty schools at the secondary levels are somewhat larger than those found for elementary students in core content classes. Overall at the secondary level, 70.8 % of teachers at high poverty secondary schools are highly qualified compared with 87.2% of teachers at low poverty secondary schools. As data increasingly reflects the changing definitions of "highly effective teachers" to include measures of student achievement, measured inequities for high-poverty, high-minority schools could increase.

To ensure that students in high-poverty and/or high-minority Kansas schools have equitable access to highly effective teachers and principals, the KSDE has developed a plan centered on four goals: (1) to develop a cohesive data reporting system that provides measures for the qualifications, assignments, performance in the classroom, and distribution of teachers throughout the

state; (2) to improve the system of human capital and revise it as a mechanism to ensure a highly qualified, highly effective teacher in each classroom; (3) to increase specialized knowledge skills to ensure teachers are more effective with the populations of students typically served in high-poverty, high minority, and low-performing schools and that those skills are linked to teacher compensation; and (4) to improve teacher working conditions. Combined, these goals address both the need (*i.*) to ensure the equitable distribution of teachers and principals and (*ii.*) to increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas. Specific strategies for accomplishing each goal are outlined below; the responsible party is contained in parenthesis.

Goal 1: Develop a cohesive data reporting system that provides measures for the qualifications, assignments, performance in the classroom, and distribution of teachers throughout the state.

- Continue the collection of data on HQT in core content classes and the number of resignations, transfers, lay-offs and retirements in high and low poverty and high minority schools. (KSDE, LEAs)
- Produce an annual report of teacher “school to school” mobility, including identification of schools on school improvement status, to identify teachers leaving high poverty/minority schools to go to lower poverty/minority schools. (KSDE)
- Produce an annual report on October vacancies, including identification of school on improvement. (LEAs)
- Work with the T Q Center to identify districts that have high equitable distribution and low equitable distribution of teachers across the state based on years of experience, school poverty level, high minority level, and school improvement status. (KSDE)

Goal 2: Improve the system of human capital and revise it as a mechanism to ensure a highly qualified, highly effective teacher in each classroom

- Analyze hiring policies of districts with a school improvement status, including vacancy notification requirements. (KSDE)
- Analyze the cost effectiveness of current policies on financial incentives for teaching in a high needs schools. (KSDE)
- Define teacher effectiveness in Kansas. (KSDE, various committees)
- Revise the evaluation systems for measuring teacher effectiveness and improving teacher performance. (KSDE)

**(D)(3) (ii). Increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas.**

The Teaching in Kansas Commission found that:

- 42% of Kansas teachers leave the field after seven years,
- 36% of Kansas teachers can retire within the next 5 years,
- 25% fewer students entered the teaching profession over the past six years,
- An 86% decrease in Kansas teacher biology licenses will occur within 6 years,
- A 50% decrease in chemistry licenses will occur within 6 years, and
- A 67% decrease in physics licenses will occur within 6 years.

To address STEM teacher shortage concerns, the KSDE proposes to contract for services with the University of Kansas Center for Science Education (CSE), whose mission is to provide leadership in science, technology, engineering and mathematics (STEM) education by:

1. Promoting and improving K-12, undergraduate, and graduate STEM education to enhance the quality of all Kansas learners,
2. Improving STEM teacher development, including recruitment, pre-service development, induction period support and in-service development,
3. Improving informal education and public outreach, and
4. Developing and expanding innovative, interdisciplinary STEM education research that addresses the initiatives of the CSE.

The primary activity of the CSE is the UKanTeach <http://UKanTeach.ku.edu>, UKanTeach is a program of the KU Center for Science Education resulting from a new partnership between the KU College of Liberal Arts and Sciences, the KU School of Education and Kansas school districts to develop the next generation of science and mathematics teachers. As part of this four-year program of study, students complete their B.S. or B.A. in mathematics and/or science and the UKanTeach coursework to obtain a secondary teaching license. UKanTeach is dramatically increasing the number of math and science teachers graduating from KU, resulting in over 100 new, highly qualified science and math teachers each year. This dramatic increase of graduates is resulting

from this new way of doing business—mathematics and science teachers are being prepared to teach in significantly new and effective ways. This dramatic expansion is rapidly overwhelming the existing infrastructure. With funding, the University of Kansas Center for Science Education will expand the existing program and will provide support to other IHEs in the state to implement a similar STEM teacher preparation program.

In addition, the UKanTeach induction program will increase the retention of newly licensed middle and high school science and math teachers, by moving them along the continuum from novice to expert teacher. The experiences provided by the UKanTeach New Teacher Success project enhance the teachers' content background, increase the use of research-based pedagogy, and provide the emotional support desperately needed by many new teachers.

Additionally, Goal 3—to increase specialized knowledge skills to ensure teachers are more effective with the populations of students typically served in high-poverty, high minority, and low-performing schools and that those skills are linked to teacher compensation—will be addressed by the following. The KSDE will:

- Analyze field placements to ensure teacher candidates are exposed to working with a variety of populations. (KSDE, LEAs)
- Identify master teachers and train them as high priority coaches to mentor and co-teach with their peers in failing schools. (KSDE, LEAs)
- Redesign teacher professional development to ensure learning opportunities are job embedded, collaborative, data-driven, and focused on student instructional needs. (KBOR)
- Provide specific online professional development modules for educators in high needs schools (KSDE, LEAs)
- Evaluate steps to connect teacher and student learning-data to move beyond proxy measures for quality (KSDE, LEAs)

Goal 4: Improve teacher working conditions

- Provide an in-depth rigorous induction and mentoring program for all new teachers in high-poverty, high needs schools (KSDE, LEAs)
- Strengthen leadership in low-performing schools and leadership preparation programs

- Support LEAs in exploring and implementing merit pay that awards effective teachers for improving student achievement.

<b>Performance Measures for (D)(3)(i)</b>  <i>Note: All information below is requested for Participating LEAs.</i>	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
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
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).					
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).					
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.					
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.					
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).					
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).					
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.					
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.					
[Optional: Enter text here to clarify or explain any of the data] The KSDE will collect baseline data with new definitions of high-minority and highly effective teachers. Current data reflects definitions of highly qualified under NCLB.					

<b>General data to be provided at time of application:</b>		
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).		
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).		
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).		
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).		
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).		
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).		
[Optional: Enter text here to clarify or explain any of the data] Baseline data will be collected when "high-minority" is defined in early 2010.		
<b>Data to be requested of grantees in the future:</b>		
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.		

<b>Performance Measures for (D)(3)(ii)</b>  <i>Note: All information below is requested for Participating LEAs.</i>	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
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of mathematics teachers who were evaluated as effective or better.					
Percentage of science teachers who were evaluated as effective or better.					
Percentage of special education teachers who were evaluated as effective or better.					
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.					
[Optional: Enter text here to clarify or explain any of the data] Baseline data will be collected with the RTTT definition of "effective." The KSDE has been using the definition of highly effective defined under NCLB.					
<b>General data to be provided at time of application:</b>					
Total number of mathematics teachers.	2739				
Total number of science teachers.	2308				
Total number of special education teachers.	3937				
Total number of teachers in language instruction educational programs.	807				
[Optional: Enter text here to clarify or explain any of the data] Language instruction teachers was interpreted to mean foreign language teachers					
<b>Data to be requested of grantees in the future:</b>					
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*

(Enter text here.)

**(i) The KSDE will link student achievement and student growth data to the students’ teachers and principals, link this information to the in-State programs where those teachers and principals were prepared for credentialing, and publicly report the data for each credentialing program in the State.**

The KSDE has the capability to link student achievement and student growth data to students' teachers and principals. Currently,

Kansas (as are all states) is required via the reauthorization of the Title II Higher Education Act to collect a number of data points concerning teacher preparation programs that result in licensure. While individual institutions may collect some of this information about their graduates, sharing of information across the state is limited. The KSDE will establish a statewide data collection effort that will link teacher and principal preparation data to student achievement and student growth data. Because there can be multiple preparation program types within one institution, this linkage will require more information than simply identifying the teacher preparation institution. KSDE will work with IHEs to identify and establish common data elements for preservice programs so that outcome data can be disaggregated by program type and can inform institutions and policy makers about the success of various preservice programs in preparing teacher candidates for their first assignments and in examining teacher effectiveness over time. The KSDE will develop reports that can be widely and publicly shared to help districts, schools, parents, and prospective teachers identify highly effective teacher education programs.

**(ii) The KSDE will expand preparation and credentialing options and programs that are successful at producing effective teachers and principals.**

Recognizing that the teacher is the greatest contributing factor to student achievement, a group of states determined that there is power in collaborative problem-solving; these six states—Arkansas, Kansas, Missouri, South Dakota, Utah and West Virginia—have joined together to envision a new system of educator recruitment, preparation, development, and empowerment to transform today’s traditional schools into tomorrow’s dynamic learning environments. Faced with similar challenges in recruiting and retaining highly skilled teachers, this consortium has focused on strengthening teacher practice as the means for effecting this transformation. Starting with available research, the consortium members have examined factors contributing to teacher retention, satisfaction, and success and have drafted an agenda for change. Key foci of their collaborative work include the recruitment and retention of teachers, job-related interests and behaviors of Generation Y teachers, 21<sup>st</sup> century teaching and learning skills, career continuum blueprints, and educator assessment instruments.

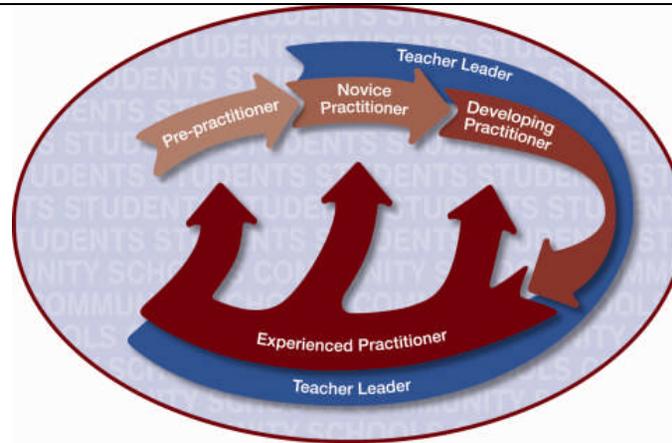
After its initial exploration of current research and practice, the six states identified areas on which to focus in moving toward

transformative change. These steps include the need to:

- Define a working model of a continuum of practice;
- Identify characteristics of practice for each component of practice;
- Envision how each level of practice might be changed with innovative, 21<sup>st</sup> century thinking;
- Develop and promote policies that need to be enacted to support these changes;
- Design structures which redefine and support teacher preparation programs and identify districts with the initiative to implement change;
- Implement a pilot of this model across the six states; and
- Evaluate project outcomes.

As one of its first steps, the states defined four levels of educator development: Pre-practitioner, Novice practitioner, Developing practitioner, and Experienced practitioner. These four levels are based, not in years, but in terms of actual development and growth to effectively enhance student learning. In the consortium's conception, to move from one level to the next, educators have to demonstrate proficiency of knowledge and skills and ongoing professional growth appropriate to the next level.

To guide thinking about the stages of effective instructional practice, the group defined a continuum of educator support and development. While this continuum is under development, an initial visual that resonated with the members is provided below. It is fashioned to show the progression of educator growth across the continuum of practice, always with students as the primary focus, with experienced teachers impacting and supporting colleagues at the other stages.



Across these four stages of practice, the consortium members are building a vision of what changes will be embraced in educator recruitment, preparation, professional learning, and demonstration of practice. A continuum outlining components of practice carried across the four stages is being constructed. This continuum will define what practice looks like at each of these four stages.

In building out this continuum, the group is keeping the following goals in mind:

- To revitalize teacher preparation models;
- To integrate 21<sup>st</sup> century skills and learning into the P-20 learning process;
- To prepare teachers for a virtual learning environment;
- To establish systemic support for learning teams;
- To partner P12 educators and higher education faculty;
- To engage community partners in classroom practice;
- To differentiate staffing models, with structured roles for teacher leaders; and
- To implement meaningful assessments of proficiency, with targeted feedback, to determine readiness to progress to the next stage.

The consortium will be working closely with identified Institutions of Higher Education and school districts within each state to further develop and to implement its vision.

The KSDE proposes to establish a Kansas Teacher Residency Program and a long-term pilot of revised teacher preparation programs, professional learning, and performance assessment at Emporia State University in Emporia, Kansas. As described by Secretary of Education Arne Duncan, Emporia State is the home of the National Teachers Hall of Fame and "the Teachers College is the crown jewel of the school." He highlighted the fact that "roughly 80 percent of students are supervised by full-time education faculty instead of adjuncts—and all elementary education professors are in the public schools every day. Senior year is a 100 percent field-based program in Emporia's public schools, where student teachers do everything from assisting with grading to sitting in on parent-teacher conferences." The KSDE believes Emporia State University will provide a rich context for piloting these ambitious efforts that could benefit the nation.

KSDE has developed a schedule to revise all teacher preparation programs over the next three years. Together with IHEs and representative Kansas educators, teacher preparation, professional education, and content standards will be revised. This project will include researching and integrating existing National Specialized Professional Associations (SPA) standards, common core standards, Kansas educator preparation standards, and the National Educational Technology Standards for Teachers (NETS-T). This effort will accomplish for teacher preparation programs what the standards integration in Section B will accomplish for teachers, schools, and students. Through the efforts of the TKC, IHEs have requested acceptance of the ISTE/NETS standards as well as Professional Development School standards, and are cooperatively engaging in reform efforts.

The KSDE is beginning to collect teaching performance information for preservice education students through the Kansas Performance Teaching Portfolio (KPTP). KPTP collects information about the preservice teacher's ability to plan instruction, including differentiated instruction; assess their students' learning; reflect on the effectiveness of their instruction; and modify instruction as needed. Data from the KPTP will be powerful in determining the readiness of preservice teachers for the classroom and for evaluating preservice programs. The KSDE will enhance the Educator Data System to include preservice program type,

KPTP results, and data collected by the statewide teacher evaluation system.

<b>Performance Measures</b>	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
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
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				
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				
[Optional: Enter text here to clarify or explain any of the data]					
<b>General data to be provided at time of application:</b>					
Total number of teacher credentialing programs in the State.	432				
Total number of principal credentialing programs in the State.	11				
Total number of teachers in the State.	37,392				
Total number of principals in the State.	1,401				
[Optional: Enter text here to clarify or explain any of the data]					
Number of teachers is classroom teachers only—no support staff or school specialists are included. If assistant principals and other building level administrators are included, N = 2.027					
<b>Data to be requested of grantees in the future:</b>					

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*

(Enter text here.)

**D)(5)(i). The KSDE will provide effective support to teachers and principals.**

Kansas is currently conducting two pilot mentoring programs for selected LEAs. Programs were customized for Kansas by both organizations—Greenlights’ Pathwise (based on Charlotte Danielson’s framework) and the Santa Cruz New Teacher Center. The Pathwise Framework Induction Program, developed by ETS, and the Santa Cruz New Teacher Center both provide a comprehensive professional development program for teacher mentors, using research-based training and materials to support beginning teachers as they transition from the university or other environments to classroom practice. Mentors participate in interactive professional development and use a set of materials to guide beginning teachers in their first years of teaching. The KSDE will utilize both the trainers and materials to develop teacher induction mentors statewide.

Effective support will also be provided to administrators via mentoring programs that have been piloted in Kansas and include the Santa Cruz New Teacher Leadership, the Southern Regional Education Board’s Program, and the New York Leadership Mentoring Program. Thirty-five educators will participate in professional development provided by these three programs to become highly-qualified mentors of first- or second-year principals. Superintendents will participate in the Harvard Executive Leadership Program. Performance data is being collected to measure success within each program and to inform plans to provide induction support, coaching, or professional development for teachers and leaders.

The KSDE will also enter into a Memorandum of Understanding with the National Staff Development Council (NSDC) to provide continuous professional learning for all educators that supports career growth and development, effective mentoring and induction, retention, and student success. (see MOU from NSDC on page D-26 in the Appendix). NSDC has the sole capability to support KSDE’s development of a strategy and resources to support implementation by service centers, districts, and schools of continuous, career-long professional learning for educators that impacts student success in accordance with Kansas statutes and regulations and federal policies specified in Race to the Top and Elementary and Secondary Education Act.

NSDC is a private, non-profit, 501(c)(3) organization with a membership of 13,000 primarily from the United States who represents every position in the education field including teacher leaders, principals, staff developers, central office administrators, superintendents, regional and state-level technical assistance providers, and professors. It is the only education organization focused solely on increasing the quality, intensity, frequency, and effectiveness of professional development for educators employed by K-12 public schools.

The work of NSDC is guided by a single purpose: *Every educator engages in effective professional learning every day so every student achieves*. The Council seeks to achieve this goal by organizing its work around five priorities: Affecting the Policy Context, Documenting the Impact, Narrowing the Achievement Gap, Developing School Leaders, and Engaging Thoughtful leaders. NSDC believes that to raise levels of student performance, it is necessary to raise the performance levels of educators. Experienced and new teachers currently staffing our public schools depend on high-quality professional development for the knowledge and skills necessary to increase student achievement.

NSDC is the nation's leader in the field of professional learning. Its *Standards for Staff Development* have been adopted or adapted for use in more than half of the states, including Kansas. NSDC has a long successful history of partnering with state, regional, and local education agencies and private foundations to support professional development efforts. NSDC Custom-Designed Services Division handles over one million dollars of contracts annually with more than 50 organizations.

NSDC proposes to partner with KSDE to create a comprehensive human capital and professional development system that incorporates the four specific RTTT requirements:

- I. Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy; Specifically by B)(3) Supporting the transition to enhanced standards and high-quality assessments: including developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments;
- II. Building data systems that measure student growth and success, and inform teachers and principals about how they can

improve instruction; Specifically by (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;

III. Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; Specifically by i) Providing 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; and

IV. Turning around our lowest-achieving schools. Specifically under option 4 by (iv) Providing staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Specifically, NSDC proposes the following strategy to ensure that state policy, practices, and services meet standards of high-quality professional development and successfully contribute to improved teaching and student learning. Either as individual services or combined into a comprehensive program of support, NSDC is committed to providing planning, research, evaluation, and direct services to ensure that KSDE meets rigorous professional development standards and supports schools and districts in ensuring that *every educators engage in effective professional learning every day so that every student achieves*.

### **Capacity Building**

Goal: Implement statewide system of capacity building for implementation of NSDC's new definition of professional learning, revised Kansas statutes and regulations, and RTTT/KSDE priority areas.

Description: NSDC will develop a strategy to implement NSDC's definition of professional development as introduced in SB1979 (2008) and soon to be introduced both House and Senate. The definition provides the foundation for ensuring consistent and effective professional learning across the state in all four priority areas. NSDC begins by developing a statewide capacity building

strategy that addresses the development of expertise in ten regions of the state in order that expertise and assistance is easily accessible to LEAs. Lead trainers and facilitators will contribute to the development, piloting, and implementation of a professional learning agenda as well as practical tools that will provide the support LEAs will require during transition to the new definition. A combination of face-to-face training, online follow-up support, and online tools will support statewide implementation. The tool kits are available for use online, accessible via a secured portal or in print and CD version. Tool kits typically include readings; tools for planning, implementing, and evaluating professional learning; and support documents that provide background and research summaries. Tool kits use many of NSDC's highly reliable resources as well as original materials developed according to the state needs. The following describes the tasks NSDC will complete and the level of educator that will be targeted:

Task 1. Develop virtual tool kit to guide the implementation of the effective professional learning at the team, school, and system levels. Deliverables: Virtual tool kit accessible to Kansas licensed educators.

Task 2. Develop training and training-of-trainers program for state, service center, district, and school staff who will prepare

Level 1: supervisors of professional learning including superintendents and central office staff

Level 2: supervisors at the school site who will support collaborative professional learning teams including principals and assistant principals.

Level 3: teacher leaders and school administrators who will facilitate team learning at their schools or in their districts

Level 4: teachers who will participate in collaborative professional learning teams. Deliverables: Five NSDC-facilitated sessions for each level; Facilitation leaders program for those who will facilitate the leveled session on an ongoing basis; Annual update session for facilitation leaders.

Task 3. Provide technical assistance in the development of additional evaluation tools associated with RTTT priorities including (1) professional development to support new standards and assessments; (2) professional development to support data driven decision making; (3) professional development to support increasing numbers of effective teachers and principals in high poverty schools; and (4) professional development to support turnaround schools. Deliverables: Professional development planning documents for

each program component; selected materials developed and incorporated into statewide capacity building strategy; and documents describing the linkages between RTTT, KSDE policies, and LEA policies and practices.

The KSDE has a long-history of working with the NSDC and was one of the first states to adopt official standards for professional development. Kansas was one of the first states to require districts to develop results-based professional development plans and to introduce strategies that shifted attention from seat time to professional development that leads to improvement in teacher practice and student learning.

**(D)(5)(ii). Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement.**

Together with NSDC, the KSDE will develop a framework for evaluating the effectiveness of professional learning that reflects the state reform and RTTT goals; implement the NSDC Standards Assessment Inventory (SAI) statewide; develop support documents to ensure effective use of SAI results that align with state statutes, regulations, and guidance; develop a tool kit to guide the implementation of effective professional learning at the team, school, and system levels; provide a training of trainers program for state, service center, district and school staffs; provide technical assistance in the development of additional evaluation tools; and provide professional learning for professional learning program directors on effective processes for measuring the impact of professional learning on practice and student learning.

**Policy Audit**

Goal: Facilitate state policy audit to ensure that effective, school-based, collaborative professional learning designed to support the career continuum and student learning is institutionalized in state policies and develop a local school education agency policy audit process to assist local school boards in reviewing and revising professional learning policies

Description: A policy audit includes an analysis of current state legislation and other policy or administrative guidelines related to various aspects of professional learning including recertification/relic ensure, mentoring and induction, time, fiscal resources, decision making processes, role of teachers, role of administrators, role of districts, professional development planning, etc., in light

of current research and NSDC standards for staff development. The end result of the policy audit is a comprehensive report that includes recommendations for leveraging existing policies to produce greater results, for policy revision, and compares the state's policies against other leading states' policy landscape.

Task 1. Facilitate a state task force to review existing state policies and recommend changes effective, school-based, collaborative professional learning designed to support the educator career continuum and student learning is institutionalized in state policies and develop a local school education agency policy audit process to assist local school boards in reviewing and revising professional learning policies. Deliverables: Recommendations from task force for changes in statute, regulations, and guidance documents.

Task 2. Provide ongoing technical assistance to the KSDE as it implements the recommendations from the policy audit.

Deliverables: Regular memos summarizing meeting outcomes and resources that support implementation of improvements.

The KSDE will provide further support to Kansas teachers by establishing a system of professional learning in collaboration with regional service centers and districts. Based on findings from the statewide administration of the SAI, the standards that are identified as most in need of assistance will become the focus of this targeted assistance, which will utilize the MTSS model as well as effective adult learner strategies to implement the integrated standards that will be developed in Section B of this proposal.

NSDC will provide research, professional development, and web-based learning support for this effort.

School administrators will be provided support through the School Administration Manager Program (SAM). Initiated through funding provided by the Wallace Foundation and the Kansas Health Foundation, the project involves nine other states. SAM is a strategy designed to change the role of the principal from a managerial leader to an instructional leader. In the districts where SAM has been piloted, principals have dramatically changed their leadership. A variety of SAM models allows the school administrator to select the one most appropriate to their position. A project team comprised of two experienced educators will provide oversight for all leadership and mentoring projects.

<b>Performance Measures</b> 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.	End of SY 2013-2014	End of SY 2012-2013	End of SY 2011-2012	End of SY 2010-2011	Actual Data: Baseline (Current school year or most recent)
(Enter measures here, if any.)					

**(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*

(Enter text here.)

**(E)(1).** Evidence of the State’s legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status is provided in Figure (E)(1) on page E-1 in the Appendix.

The Kansas State Department of Education (KSDE) created the Kansas System of School and District Support to provide assistance to schools and districts that failed to meet the State’s academic performance expectations for two consecutive years for AYP. KSDE designed the Kansas Learning Network (KLN), a network comprised of the KSDE, Cross & Jofus, LLC and five districts (Kansas City, Topeka, Turner, Wichita, and Garden City) that were identified for corrective action and had schools on improvement. These districts represented 20% of all students in Kansas, 50% of minority students in Kansas, 41% of all ELL students in Kansas, and 33% of all low SES students in Kansas—a network that holds great promise for effecting changes in school

turnaround and in improved student performance statewide. KLN currently consists of three cohorts comprised of 18 districts statewide which are on improvement, in corrective action, or have schools that are so designated. Key stakeholders are represented on the cohorts, including the Kansas National Educational Association, (KNEA), the North Central Accreditation (NCA), Kansas Association of School Boards (KASB) and Educational Service Centers across Kansas.

The KSDE also developed and implemented the Kansas System of District and School Support Framework for districts with schools that are actively engaged in continuous school improvement. The framework is based on research and best practice and develops transparent policy and agency procedures that can be used to drive improvement across the state. It provides strategies that leverage resources and consequences to allow districts to act independently to make improvement prior to state intervention to restructure. Again, KSDE has partnered with Educational Service Centers across Kansas to deliver the support to schools and districts before they are placed on improvement. This includes utilizing the Kansas School Improvement Notebook, a resource guide for improvement, and improvement templates, which assist the districts in writing a plan around key components of school improvement. KSDE provides resources to district and schools, including the Title I On Improvement Handbook, Title I On Corrective Action Handbook, and Title I Restructuring School Handbook. KSDE staff has provided both technical and compliance assistance to schools and districts as they develop their improvement plans.

In 2008-09, KSDE piloted the Kansas Learning Network (KLN) with the five districts having schools on improvement, corrective action or restructuring. These districts contained the largest percentages of students that experienced an achievement gap – high poverty, racial/and ethnic minority, and English Language Learners (ELL) students. KLN encouraged structural reform in districts in order to support true school improvement. The network provided each district with a district appraisal that focused on curriculum and assessment, instruction and professional development, leadership, and culture and human capital. Each district was provided with a thorough report, a district facilitator (or critical friend) and focused technical assistance based on the appraisal. KLN network meetings and an opportunity for each district to participate in each other’s appraisal enabled a collaborative approach to school improvement. KSDE also participated in an agency appraisal to promote continuous improvement within the agency.

The KLN was expanded in the 2009-10 school year and KSDE mandated participation of the 18 districts that are on improvement, in corrective action, or have schools so designated. KLN was designed to develop regional and collaborative structural reform structures. The goal is to create expertise within the KLN Network and share resources and expand capacity to scale up effective practices and strategies.

The KSDE provided staff development for root cause analysis to inform the school improvement process and assigned Implementation Coaches with extensive experience in school improvement, school turnaround, and school leadership coaching for each identified building. A website was created for sharing information school resources. KLN helps districts and schools identify their challenges and then provide the technical support that leads them to structural reform.

### **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*

(Enter text here.)

**(E)(2)(i). Identify the persistently lowest-achieving schools**

The KSDE has positioned itself to effectively implement the U.S. Department of Education new school improvement regulations. KSDE has identified the persistently lowest-achieving Title I schools and the non-Title I eligible secondary schools that would be considered presently lowest-achieving schools. At their December, 2009 meeting, KSDE’s Accountability Governance Board decided on the following method and calculations to identify the lowest achieving schools and determine which buildings would be eligible for funding. KSDE began by defining a “secondary school” as a building in which the lowest grade is no less than grade 9 and could include grades 10, 11, and/or 12—but excludes 7-9 grade schools. It was then decided that three years would be used to define “number of years” for determining whether a high school has a graduation rate less than 60% and to determine “lack of progress” on the State’s assessments.

Kansas has a relatively low number of schools and districts on improvement and will use 5% or 5 to identify lowest-achieving schools, depending on which is largest. The KSDE decided to use the single percentage method, as described in the guidance, to calculate English/language arts and mathematics proficiency rates for each school. The KSDE also decided to use the Lowest Achieving Over Multiple Years Method, as described in the guidance, for determining “lack of progress” by the “all students group” on the State’s assessments. Evidence from two of the past three years will provide the basis for determination.

The KSDE also decided to weight equally the academic achievement of the “all students” group and lack of progress on the

State’s assessments rather than assigning different weights. The KSDE Governance Advisory Board determined that elementary schools and secondary schools would not be weighted differently when ranking schools. Figure (E)(2)(i) on page E-3 of the Appendix provides further explanation of this process.

**ii) The KSDE will support its LEAs in turning around these schools by implementing one of the four school intervention models.**

Kansas has been both successful in its proactive work with schools to help them avoid being identified as a school or district on school improvement and in its work with the district and school once they have entered the process. A collaborative approach—the Kansas System of District and School Support, which includes the Kansas Learning Network (KLN)—has been central to this success and will continue to provide the framework for school turnaround. The options for school improvement approaches described in the Kansas System of District and School Support Framework will be provided to each district and school. KSDE has also developed an extensive handbook to describe expectations for Title I Schools and District On Improvement, Title I School and District In Corrective Action, and Title I Restructuring Handbook. All four School Intervention Models are described as options for school improvement within the framework and have been used in Kansas for schools that were required to restructure. KSDE is currently working on updating resources to reflect changes in guidance. KSDE has an integrated accountability system that includes data collection, verification, and communication to the districts regarding performance on student outcomes. The KSDE has plans to update to a Unified Accountability and Planning (UAP) system which will integrate all school improvement plans to help focus district and school improvement efforts.

The activities, timelines, and responsible parties to accomplish this goal are summarized in Figure (E)(2)(ii-1) on page E-5 in the Appendix.

**(1) Transformational Model:** KSDE has developed a true transformational model and encourages districts and schools to adopt this model. The Kansas Multi Tier System of Supports (MTSS) is a coherent continuum of evidence based, system-wide practices

to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making. KSDE identified schools in the lowest 5% to adopt this model. MTSS provides a framework and support for instructional reform for districts and schools. KSDE believes that MTSS has been a transformational model that has significantly improved student achievement in Kansas. The Core Beliefs of MTSS are:

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the learning community continues to grow, learn and reflect
- Every leader at all levels is responsible for every child
- Change is intentional, coherent and dynamic

The KSDE and its partners in delivering MTSS then assist schools in how to achieve these core beliefs by providing that:

- Every child will be provided a rigorous and research-based curriculum
- Every child will be provided effective and relentless teaching
- Interventions will be provided at the earliest identification of need
- Policy will be based on evidence based practice
- Every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice
- Resources will be intentionally designed and redesigned to match student needs
- Every leader will be responsible for planning, implementing and evaluating
- Academic and behavioral data will be used to inform instructional decisions.

There are many key components that a school or district must consider when implementing the MTSS Transformational Model. These components include Models for Leadership; Professional Development; Empowering Culture; and Curriculum, Instruction and Assessment. The MTSS Transformational Model, which is a comprehensive approach Pre-K through high school, also includes best practices that are identified in Reading, Math, Behavior and Character, and Early Childhood Education. MTSS is using STEM

resources when designing best practices in math.

Once a district or school has decided to implement the MTSS Transformational Model, they begin by completing many structuring tasks. All of these areas have been embedded in the Kansas School Improvement Template, Kansas Corrective Action Template, and the Restructuring Handbook and Portfolio.

*LEADERSHIP:* The district or school implementation begins by identifying a leadership team to make decisions on how they will “come to consensus”. For purposes of reaching meaningful consensus, examples and non-examples of each belief statement will be provided to clarify meaning, discussion will pursue, and the Leadership Team must adopt the MTSS belief statements. The Leadership team will then determine indicators of success for screening and benchmark assessments, outcomes assessments and other indicators. The leadership team will develop activities to improve staff and student engagement in the process and will develop a detailed communication plan about the implementation of MTSS transformational model.

*DATA-BASED DECISION MAKING:* Districts and schools also spend a considerable amount of time using data for decision making in the MTSS Transformational Model. This data is used to inform instruction and includes determining how groups that will conduct data-based decision making will be formed, defining roles and responsibilities for each team, scheduling system level data-based decision making at least three times per year. Districts and school are encouraged to develop a formal schedule to review progress of students receiving supplemental and intensive support at least every six weeks. They develop procedures to allow collaborative time for ongoing data-based decision making for individual students when decision rules indicate need. Formally scheduled time for system level data-based decision making that is specific to the function of the system takes place at least once a year. Professional development is embedded in the curriculum work of the MTSS model.

*ASSESSMENT, INSTRUCTION, AND CURRICULUM:* The MTSS Transformational Model places much attention on the areas of assessment, instruction, and curriculum. Screening, diagnostic, progress monitoring and outcomes based assessments are selected by the Leadership Team after input from staff. An assessment calendar is developed and decision rules are decided for determining access to supports, changing supports, intensifying supports and exiting supports. Professional development and a

system to monitor fidelity of implementation of the new assessment system. There is also a plan developed to communicate about the assessment system and results with all stakeholders.

The next task is for the staff to identify evidence-based instructional practices to be used at each grade level for core instruction, supplemental instruction, and intensive instruction. A master schedule is developed that includes a planned intervention time of sufficient duration for both supplemental and intensive support. Extended time and extended learning opportunities are a specific focus of improving instructional time. MTSS is a strengths-based rather than deficiencies-based model, so the use or development of curriculum with advanced and higher order thinking and learning is incorporated. Instructional needs for students that are ELL are addressed in the framework.

The curriculum is also a component of the MTSS Transformational model. It includes selecting a core curriculum with an expectation that at least 80% of the students will achieve mastery, with supplemental and intensive curriculums for students that need additional instruction. Professional development is also a focus of the curriculum work in the MTSS Transformational Model. KSDE is in the planning phase to develop a Pre-K through 12 Kansas Learning Project. This project will include a state literacy and numeracy plan with the goal to improve student achievement in reading and math. Outcomes will include (1) continuation of the implementation of the K-3 Reading and Numeracy Framework, (2) development of a Pre-K component of Reading and Numeracy Framework; (3) development of an Adolescent Literacy and Numeracy Framework; (4) provision of support for districts to adopt the state model through regional support areas; and (5) the establishment of demonstrations sites where research-based instructional strategies to increase student learning are fully implemented. Components of the Pre-K through 12 Kansas Learning Project plan will include collaborative leadership, assessment, professional development, accelerated and tiered intervention, and strategic teaching.

To address STEM issues in turnaround schools, the KSDE will engage the University of Kansas' Center for Science Education and its Middle School Science Academy in an effort piloted with the Topeka Public Schools and other area teachers from low performing schools to gain in-depth understanding of science concepts aligned with their curricula and state standards. The in-

service teachers will learn and practice effective instructional techniques and inquiry-based laboratory activities appropriate for their students. In a research extension to this program, teachers in low-performing schools may be provided an in-depth research experience in KU natural science research laboratories and, based on this experience, develop programs to engage their student in an appropriate standards based science process.

KSDE will also expand the MTSS Transformational Model to support college preparation and career pathways. The emphasis of this work will be to increase graduation rates and reduce drop-out rates by meeting the instructional needs and structural barriers of students and implementing a relevant curriculum for all students. The career technical academic standards developed by KSDE will provide the focus for this work.

*EMPOWERING CULTURE:* A key component of MTSS Transformational Model as an instructional reform model is to promote positive school climate, increase instructional time, and create community-oriented schools. This will be accomplished by developing partnerships in the community to deliver supplemental and intensive interventions and by including parents in the communication about MTSS implementation. KSDE has partnered with the Kansas Parent Information Resource Center and Families Together, INC to develop parent training materials for the MTSS Transformational Model.

*PROFESSIONAL DEVELOPMENT:* The KSDE training system for MTSS has the goal of making quality training and facilitation accessible to every district implementing MTSS, especially schools on improvement, in corrective action, or restructuring. It has been proven to be effective in both rural and urban settings, which is especially important to Kansas' demographics. This model is being delivered through a unique partnership with many education agencies across the state with support from the KSDE to create a statewide network of recognized facilitators. Kansas has also identified over 30 partners that can assist districts with implementation issues.

An important part of the MTSS Transformational Model is the focus on integration and sustainability. KSDE will work closely with districts to encourage blended funding to sustain the model. This includes combining IDEA funds and Schoolwide Title I funds to enhance delivery of the model. Leadership teams will be encouraged to monitor whether structures are operating

efficiently and effectively and teams are fulfilling roles and responsibilities and communicating information across teams. They will be encouraged to monitor fidelity of implementation of the multi-tier system as designed and to review current policies and procedures to determine if any could potentially inhibit MTSS implementation within the district or building. A self-correcting feedback loop that looks at improving instruction, improving building systems, and improving district systems is a critical component of sustainability of the model. KSDE provides support to schools and district for instructional reform through the Technical Assistance Support Network (TASN) and for structural reform through the KLN.

**Changes to the current Transformation Model:** The KSDE will ensure that districts implementing the Transformation Model in any of their identified Tier 1 and Tier 2 schools will adhere to the requirements as outlined in the *Guidance on School Improvement Grants* issued December 18, 2009. The five requirements include the following:

1. Replacing the principal
2. Using rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement. (Note: These districts will be involved in the pilots and processes as outlined in Part (D) Great Teachers and Leaders of the Race to the Top application.)
3. Identifying and rewarding school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who have not done so
4. Providing staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies
5. Implementing strategies such as financial incentives, opportunities for promotion and career growth and more flexible working conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in a transformation model.

**(2) Turnaround Model:** KSDE has worked with districts and schools to implement a Turnaround Model during the Restructuring

Planning Year. KSDE has created a Title I School Restructuring Handbook to serve as a resource for schools that are planning for restructuring. One option has always been for them to replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP and to take a comprehensive approach to substantially improving student outcomes.

The process begins with developing a vision to turnaround a school. District and school staff, parents, students, and community members begin by having conversations about what the restructured school will look like. The conversation provides the opportunity to develop the vision for how the school will be different in terms of curriculum, instruction, assessment, culture, use of data, the teaching staff, professional development and leadership; to identify the operational flexibility that will be granted to the principal in order to improve instruction, such as staffing, calendar/time, and budgeting; to clarify expected results and define what success will look like; to identify what changes need to be made in instructional practices, staff, technology, career planning, professional development, leadership, equity, assessment facilities, relationship building, rigor and relevance and student and teacher engagement; and to identify what changes will be made to the delivery model for special populations, such as ELL or special education. A district and school then begins the process of identifying actions that need to take place in order to reach the vision for the turnaround model.

KSDE has worked and will continue to work with districts to clearly define the Turnaround Process through a year of planning. Strict timelines have been created for districts to work through the various stages of the Turnaround Process and for KSDE to follow-through with districts. It has been expected that districts and schools not only write a plan but also include a portfolio with documentation of the process that was used to redesign the school. Evidence collected in the portfolio is provided in Figure (E)(2)(ii-2) on page E-8 of the Appendix. KSDE has worked closely with districts and schools that are utilizing the Turnaround Model to be in compliance with their negotiated agreement to meet deadlines dealing with termination of staff or transferring of staff. The KSDE has developed an equity plan to assist schools in placing the most highly qualified teachers are teaching in the most at-risk buildings. This document has provided support to districts and schools as they make difficult decisions about

eliminating and reassigning staff.

**Changes to the current Turnaround Model:** The KSDE will ensure that any districts implementing the turnaround model in their identified Tier I and Tier II schools will adhere to the required elements as identified in the *Guidance on School Improvement*.

These elements include the following:

1. Replace the principal and grant the principal sufficient operational flexibility to implement fully a comprehensive approach to improving student achievement outcomes and increase high school graduation rates;
2. Measure the effectiveness of staff who can work within the turnaround environment by screening all existing staff and rehiring no more than 50 percent and selecting new staff;
3. Implement strategies such as financial incentives, opportunities for promotion and career growth and more flexible working conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in a turnaround model;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
7. Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and implement strategies that provide increased learning time; and
9. Provide appropriate social-emotional and community-oriented services and supports for students.

**(3) School Closure:** The Title I Restructuring Handbook produced by the KSDE has allowed districts and schools to consider the

option of closing the school or district. There are three examples where schools in Kansas have chosen or are choosing this as an option as a School Intervention Model. KSDE, with assistance from the KLN, is working with a small district that is on improvement that will be closed within the next year. KSDE approached the process by doing a district-wide intense needs analysis through the KLN. A data review and a root cause analysis were conducted on all aspects of the district. The needs analysis reaffirmed that the district needed to be dissolved and the students assigned to another district. Technical assistance is being provided by the KLN and KSDE to both the district that will be closed and to the district that will be receiving a majority of the students during the upcoming year.

KSDE also had a situation where two schools in an urban district resulted in the creation of two new schools. The district believed that the best option was to close the two schools, redistrict the area, and bring in a proven school reform model to serve the new schools. Both schools were significantly reconfigured to serve different students and different grades. Both schools met the Kansas definition of a new school. The KSDE Accountability Governance Board has defined what constitutes a new school or district in making decisions about closing a school and opening a new school in its place (see Figure (E)(2)(ii-3) on page E-9 in the Appendix.

KLN provides the structural support to make the decision to close a school or district. The process includes an extensive needs analysis involving all stakeholders, a decision making process, technical assistance to the closing school or district, and technical assistance to the receiving school or district. KSDE works closely with the district and school and KLN to monitor the change process when closing a school.

**Restart Model:** KSDE also fosters an option for a school to open as a public charter school as part of the restructuring process in a restart model. In the Title I Restructuring Handbook, another option has been for a district to close the school and reopen it as a charter school. Districts are encouraged to review data and make a determination of how adequately it describes their school's situation. The district is asked to work through a process where they review multiple measures of data, including the needs assessment; input from staff, teachers, parents, and the community; and student achievement data.

The local board of education must approve the opening of a charter school according to Kansas law. In the process they are asked to consider (1) what are identified needs that could best be addressed by a charter school, (2) what evidence exists to support the conclusion that the current system of school operation is not conducive to student success, and (3) what evidence supports the conclusion that to improve the level of academic success, autonomy from state and district constraints is required.

KSDE has purposefully become more active in making districts and schools aware of the charter school option. Charter schools that organize around STEM best practices will be highly encouraged when thinking about reform models. The Charter Advisory Committee was recently revamped and will be involved in helping KSDE create the review process when schools are considering charters as an option for a School Intervention Model. KSDE is also actively pursuing federal charter school opportunities. The KSDE Charter webpage has recently been redesigned and information is being posted about Charter opportunities in Kansas. Additional information on Charter Schools in Kansas is provided in the (VI)(F) General section on Charter Schools.

KSDE has also developed a process working with the KLN on an appraisal of a Charter Virtual School that has not made AYP. We have conducted a needs analysis, a data review, and a root cause analysis and have conducted school, community, and parent focus groups. An extensive report and technical assistance will be offered to the school and district. A comprehensive process was used in determining what needs to be embedded in their school improvement plan. KSDE, through this process, has learned a lot about the challenges facing a charter/virtual school and how those lessons can be applied to other schools on improvement that will be helpful in refining the process to make the Restart Model a viable School Intervention Model. Currently, Kansas has not had any districts or schools that have chosen the Restart Model, but the KSDE is well-equipped to making this a viable option for schools on improvement.

**Changes to the current Restart Model:** The KSDE will work with districts implementing the Restart Model in Tier I and II schools to ensure that these schools, within the grades it serves, enroll any former student who wishes to attend the school. KSDE will also have districts include in its contracts or agreements terms and provisions to hold the charter school operator, charter management organization (CMO) or an education management organization (EMO) accountable for complying with the final

requirements as specified in the *Guidance on School Improvement Grants*. KSDE will develop a rigorous review process in order to assist districts and schools identify a charter school operator, a charter management organization, or an education management organization.

**Evidence**

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
Transformational Model	6	Of the six schools using the transformational model, one school is now off improvement. One is on delay and will go off this year if they make AYP. We learned that contracting with outside support through focused improvement based on a reform model can make significant improvement.
Turn-Around	3	A turnaround vision must be clearly articulated. We learned we needed to work with the districts and their negotiated agreement to support staff movement. Timelines had to be adjusted to hiring and reassigning. The state assessment calendar also impacted decisions that were delayed by districts not to disrupt testing. These three stages are following the plan and beginning to see student growth but are currently on improvement.
Restart Model	0	Kansas has not had any school opt for the Restart model at this time.
School Closure	3	The two schools that were closed redesigned and reconfigured their grade levels. They are not on improvement at this time. There is a plan to close a small district that is on improvement in Kansas and consolidate with a neighboring district. The KLN needs appraisal and technical assistance support has made this the transition smooth.

(Enter text here.)

Kansas has been very successful in being proactive on reducing districts on school improvement with fewer and fewer districts

being identified each year.

- In 2009-2010 there were 16 Title I districts identified for improvement.
- In 2008-2009 there were 17 Title I Districts identified for improvement.
- In 2007-2008 there were 25 Title I Districts identified for improvement.
- In 2006-2007 there were 11 Title I Districts identified for improvement.
- In 2005-2006 there were 7 Title I Districts identified for improvement.
- In 2004-2005 there were 7 Title I Districts identified for improvement.

Kansas has been very successful in being proactive on reducing schools on school improvement with fewer and fewer schools being identified each year.

- In 2009-2010 there were 32 Title I schools identified for improvement.
- In 2008-2009 there were 33 Title I schools identified for improvement.
- In 2007-2008 there were 35 Title I schools identified for improvement.
- In 2006-2007 there were 25 Title I schools identified for improvement.
- In 2005-2006 there were 15 Title I schools identified for improvement.
- In 2004-2005 there were 21 Title I Districts identified for improvement.

Performance Measures	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
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	10	10	10	10	10
<p>[Optional: Enter text here to clarify or explain any of the data]</p> <p>KSDE is estimating that we will have 10 Tier 1 schools and 10 Tier II schools each year using our calculation. We estimate 50% will be transformational, 30% will be turnaround, 10% restart, and 10% closure.</p>					

**(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*

(Enter text here.)

**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 increased, decreased, or remained the same.**

Shown below are the actual expenditures from the state general fund to support elementary, secondary and higher education in comparison to actual revenues available to the state for fiscal years 2008 and 2009. Although state revenues declined due to a struggling economy, the Governor and Legislature maintained their commitment to public education. The increase in expenditures for education is due primarily to a multi-year school finance plan enacted by the 2006 Legislature to ensure that the state provides adequate funding for the education of all students.

	Revenues Available	Expenditures for Education	Percentage of Expenditures for Education Compared to Revenues Available
FY 2008	\$6,628,400,000	\$3,920,332,689	59.1 Percent
FY 2009	\$6,064,400,000	\$3,961,575,226	64.8 Percent

**(F)(I)(ii): The State’s policies lead to equitable funding (a) between high-need LEAs and other LEAs, and (b) within LEAs, between high-poverty schools and other schools.**

To fund the general operations of schools, the state’s school finance formula provides a base state aid per pupil amount for each full-time student enrolled in a school district. During FY 2009, the base state aid per pupil was \$4,400. In addition to the regular full-time equivalent enrollment, enrollment adjustments are provided to reflect additional costs associated with serving certain pupil populations including at-risk and bilingual students, transporting pupils, operating smaller and larger enrollment school districts and operating new school facilities. In addition to receiving base state aid, school districts during FY 2009 received an additional \$400 million through the school finance formula to provide supplemental education services to at-risk and bilingual education students and \$428 million to provide special education services to students with disabilities.

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**(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*

(Enter text here.) ***Evidence for (F)(2)(i):***

There are no limitations on the number of charter schools under state law. For the 2009-10 school year, 35 charter schools were authorized and 34 are in operation. Kansas charter schools may operate within the following type – Charter and/or charter/virtual. Nine charters are operating as charter/virtual schools – 4 charters have a virtual component. The remaining 22 charters operate without a virtual aspect.

Charter schools in Kansas are independent public schools that operate within a school district and are operated by a school district. They are operated free-of-charge to parents and are open to all students. Every charter school in Kansas is subject to the accreditation requirements of the state board of education and must be accredited to maintain its charter. While a charter school is separate and distinct, with its own building number, state assessment scores and demographic information, a charter school may be housed in an existing school facility with another school as long as it is operated separately. Charter schools must meet all standards for student achievement and accountability that other public schools must meet.

Kansas' approach to charter school authorization and accountability begins with the submission of the Intent to Apply for Charter Status due in December. Petitioners complete an application for charter status by February. To aid this process, petitioners are provided resources such as A Framework for Operational Quality, Charter School Leadership, the National Resource Center on Charter School Finance and Governance, the Grant File Requirements Checklist, federal non-regulatory guidance, and technical assistance from KSDE staff. The KSDE website also hosts *iconnectilearn in the 21<sup>st</sup> Century*, a project to connect Kansas Charter Schools. The Charter School Petition provides an outline to comprehensive planning and implementation and outlines the following components: need, mission, purpose, recruitment/enrollment, educational philosophy/utilization of physical space, special student populations served, support for learning, staff, measurable goals and assessment, use and reporting of data, governance, USD sponsor responsibilities, financial management, budget narrative, contracting with Educational Service Provider, and assurances.

Applications are reviewed by a Review Committee using a Charter School Petition Rubric to rate the quality of each component. This rubric is provided on page F1 in the Appendix. Review committee members are comprised of Kansas educators with and without charter experience and represent a variety of educational experiences.

As demonstrated in the following table, over a five-year period of time, almost two-thirds of applications to operate a charter school were approved. Slightly more than one in three applications was denied because they did not meet the minimum rubric score by the petition review committee. Approximately 25% of approved charter schools were closed during this time period, largely due to financial considerations and low enrollment. One school was closed for failure to meet academic requirements.

**Five-Year Summary of Charter School Applications, Approvals, Denials and Closings**

	2004-05	2005-06	2006-07	2007-08	2008-09	Total
No. of Applications	2	2	21	13	4	42
No. Applications Approved	2	2	10	10	3	27
No. Denied and Reasons	0	0	11	3	1	15
No. Closed	2	2	0	2	4	10

***A summary of the State's applicable statutes, regulations, or other relevant legal documents:***

- K.S.A. 72-1903 et seq. sets out criteria and procedures for the establishment and accountability for charter schools in Kansas. These laws do not restrict the total number of charter schools or the percentage of charter schools to traditional schools in Kansas.
- K.S.A. 2008 Supp. 72-1907 requires renewal of approved charters after 5 school years (3 school years if approved prior to July 1, 2004), providing sufficient time for a charter school to meet the 3 year operation criteria of a “high performing charter school” as defined in this notice.

- Kansas’ charter school laws do not place state limits or restrictions on student enrollment in charter schools. K.S.A. 2008 Supp. 72-1906(c)(8) does require individual charter school petitions to include information regarding the procedures to be used in the event the individual charter school’s enrollment capacity is exceeded; specifically, the petition must include “criteria for admission of pupils, including a description of the lottery method to be used if too many pupils seek enrollment in the school.” Further, K.S.A. 2008 Supp. 72-1906(d)(2) requires pupils in attendance at a charter school “be reasonably reflective of the racial and socio-economic composition of the school district as a whole.”
- K.S.A. 2008 Supp. 72-1906(c)(3) requires the petition for a charter to include program goals with measurable student outcomes and a plan for monitoring the performance of student achievement outcomes. K.S.A. 2008 Supp. 72-1907(b) specifies the standards for renewal, including “demonstrated progress in achieving the program goals.” K.S.A. 2008 Supp. 72-1907(c) outlines the procedures and standards for revocation, including revocation for failure to “make progress in achieving the program goals.”
- K.S.A. 72-1903(a) evidences the nature of the charter school as an independent school—“It is the intention . . . to provide an alternative means within the public school system for ensuring accomplishment of the necessary outcomes of education by offering opportunities . . . to establish and maintain charter schools that operate within a school district structure, but independently from other schools of the district.” Further, the definition of a charter school, as set out in K.S.A. 72-1903(b), describes a charter school as a “separate and distinct.”
- Per K.S.A. 72-1904 (c) and (e), the school board of any school district is authorized to establish a charter school as a way to provide “(c) creative and unconventional instructional techniques and structures” and “(e) freedom from conventional program constraints and mandates.” K.S.A. 2008 Supp. 72-1906(c)(14) requires that a charter identify “. . . school district policies and state board of education rules and regulations from which waiver is sought . . .” K.S.A. 2008 Supp. 72-1906(h) specifies the procedures for a local school board to request state board of education approval of waivers on behalf of local

charters.

- K.S.A. 72-1903(b) requires that all charter schools be subject to state board of education accreditation requirements.
- The state’s charter school statutes do not specify separate funding provisions or exceptions for charter schools. K.S.A. 72-1903 et seq.

\*All references to statutes and regulations refer to the latest version of the statute or regulation.

***Evidence for (F)(2)(iii): The State’s charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.***

*Description of the State’s applicable statutes, regulations, or other relevant legal documents:*

The state’s charter school statutes do not specify separate funding provisions or exceptions for charter schools. Districts operating charter schools are subject to the same state funding laws and regulations to which any district/LEA in Kansas is subject.

***Evidence for (F)(2)(iv): The State provides charter schools with funding for facilities, 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.***

The state’s charter school statutes do not specify separate facilities funding provisions or exceptions for charter schools. Districts operating charter schools have available the same state facilities funding laws and regulations as any district/LEA in Kansas has.

***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.***

- K.S.A. 72-1903(a) evidences the nature of the charter school as an independent school—“It is the intention . . . to provide an

alternative means within the public school system for ensuring accomplishment of the necessary outcomes of education by offering opportunities . . . to establish and maintain charter schools that operate within a school district structure, but independently from other schools of the district.” Further, the definition of a charter school, as set out in K.S.A. 72-1903(b), describes a charter school as a “separate and distinct.”

- Per K.S.A. 72-1904 (c) and (e), the school board of any school district is authorized to establish a charter school as a way to provide “(c) creative and unconventional instructional techniques and structures” and “(e) freedom from conventional program constraints and mandates.”
- K.S.A. 2008 Supp. 72-1906(c)(14) requires that a charter identify “. . . school district policies and state board of education rules and regulations from which waiver is sought . . .”
- K.S.A. 2008 Supp. 72-1906(h) specifies the procedures for a local school board to request state board of education approval of waivers on behalf of local charters.
- K.S.A. 72-1903(b) requires that all charter schools be subject to state board of education accreditation requirements.

\*All references to statutes and regulations refer to the latest version of the statute or regulation.

**(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*

(Enter text here.) Kansas assessment results in both reading and math show an increase for the ninth year in a row despite increasing targets as required under the No Child Left Behind Act. We believe this increase is attributable, in part, to the improved school funding conditions resulting from a series of legislative actions beginning in 2005 Kansas Legislative Session. House Bill No. 2247 coupled with Senate Bill 3 modified the school finance formula resulting in significant increases in the amount of base state aid per pupil, at-risk and bilingual weightings, local option budget authority, and funding for special education, all totaling an increase in school funding of approximately 289 million. (2005 H.B. 2247 [L.2005, ch. 152], modified by 2005 S.B. 43 [L.2005, ch. 194] [collectively referred to as H.B. 2247]; S.B. 3 [L.2005 Special Session, ch. 2].) These amendments also resulted in two Legislative Post Audit Committee studies on the cost of inputs and the cost of meeting outcomes requirements of the Kansas State Board of Education. In 2006, the Kansas Legislature considered these cost studies in making additional changes to the school finance laws that together with the 2005 amendments meant an annual increase in funding by 2008-09 of approximately 755 million over what was provided in the 2004-05 school year. (S.B. 549 [L.2006, ch. 197]; *Montoy v State*, 282 Kan. 9, 138 P.3d 755 [2006].) These important changes to the condition of school funding in Kansas have contributed to the continued increased student achievement in Kansas. The 2006 Kansas Legislative Post Audit outcomes based cost study found, “A 1.0% increase in district performance was associated with a 0.83% increase in spending – almost a one-to-one relationship. This means that all other things being equal, districts that spend more had better student performance....we can be more than 99% confident there is a relationship between spending and outcomes.”

Evidence referenced:

- Kansas School District Finance and Quality Performance Act (SDFQPA), K.S.A. 72-6405 *et seq.*
- 2005 H.B. 2247 [L.2005, ch. 152], modified by 2005 S.B. 43 [L.2005, ch. 194] [collectively referred to as H.B. 2247]; S.B.

3 [L.2005 Special Session, ch. 2]

- S.B. 549 [L.2006, ch. 197]
- *Montoy v. State*, 282 Kan. 9, 138 P.3d 755(2006)
- Legislative Division of Post Audit, *COST STUDY ANALYSIS: Elementary and Secondary Education in Kansas: Estimating the Costs of K-12 Education Using Two Approaches*, January 2006.

## II. COMPETITION PRIORITIES

### **Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform**

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

*The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.*

### **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*

(Enter text here.)

The KSDE will include the STEM focus in its work to integrate common core standards in reading and mathematics, all Kansas academic standards (including science), Career and Technical Education Standards, and 21<sup>st</sup> century learner profiles. Combined with the expertise provided by its award-winning IT and Data Quality Team, the KSDE intends to develop a Unified Standards Management and Reporting System. This system will assist educators in integrating STEM content across grades and disciplines, identifying effective and relevant STEM instruction, and offering students applied STEM learning opportunities.

To address STEM teacher shortages, the KSDE will provide further support to UKanTeach, a pathway to secondary mathematics and science teacher licensure at The University of Kansas. In this four year program, students complete a BS or BA degree and the UKanTeach coursework to obtain a secondary

teaching license in mathematics or natural science. Approved as an innovative program for licensure by the Kansas State Department of Education, the program has experienced remarkable interest and growth in the effort to fill the critical need for highly qualified mathematics and science teachers in the region. Demand for the program continues to exceed current program capabilities, which will be enhanced by an RTTT grant.

Professional development opportunities to increase STEM knowledge and effective teaching strategies for inservice teachers will be expanded, including staff development efforts associated with turning around the lowest-achieving schools.

**Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes**

*(not scored)*

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful 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, if any: Two pages*

(Enter text here.)

**Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems** *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State’s statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful 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, if any: Two pages*

(Enter text here.)

The KSDE has made great strides in its efforts to build a comprehensive longitudinal data base that is useful to a wide audience of decision-makers in Kansas. With additional funding, the KSDE is positioned to enhance its existing K-12 data warehouse, student operational data store, P20 data mart, KAN-DIS discipline data collection

system, postsecondary data system, teacher resource libraries, and Educator Data System, all of which are designed to accomplish the vision of a unified P-20 system with linkages to workforce data and other data systems that can be accessed by multiple audiences and can inform policy and practice.

In 2006, the Kansas state legislature awarded \$2.4 million to KSDE for a 3-year initiative to develop an Enterprise Data System (EDS). Master data management processes were implemented to ensure consistency of key data across operational systems, facilitating successful and complete reporting of ED Facts data; a longitudinal connection of data through time and across programs by integrating data from existing source collection systems (e.g., KIDS, Organization, Assessment, Accountability, Migrant, Special Education, Career and Technical Education, Educator, and Finance systems) into an Enterprise Data Warehouse (EDW). This initiative was completed in September 2009. The EDS provides a solid foundation for continuous expansion and enhancements to Kansas education data. With funds from a 2007 IES SLDS grant, KSDE has implemented and provided access to data marts for several education stakeholder groups. Organization and Accountability data marts provide historical information for KSDE staff; and a de-identified longitudinal student data mart fulfills data and research requests by internal and external stakeholders. In addition the SEEK (System for Education Enterprise in Kansas) is being rolled out to school and district administrators, providing a flexible graphical presentation of important key performance indicators and the capability to drill down to individual student data.

The Kansas Board of Regent's (KBOR) unit record database, the Kansas Postsecondary Database (KSPSD), is supported by statutory mandate and was first implemented during the 2003-2004 academic year. KSPSD supports data driven policy decisions by Board members and provides staff with data for policy development and implementation. Goals of the system include developing and enhancing analytical and research capabilities for KBOR and conducting longitudinal studies about how state policies affect postsecondary education and about how

Kansas economic and demographic trends impact accessibility and affordability of postsecondary education. The system includes student-specific demographic variables, enrollment patterns, performance and accountability measures, and programs of study. As data enhancements have been made at KBOR, KSPSD has been rolled into the Kansas Higher Education Data System (KHEDS).

Using funding from the 2009 IES SLDS grant, KSDE linked ACT data to SSIDs and loaded this student level college readiness data into the EDW. In addition, KSDE and KBOR established the capacity to link their individual student data systems by implementing a process for matching postsecondary student IDs with K-12 SSIDs and storing those matches in the EDW, linked with anonymous IDs. These linked data stored in the EDW enabled implementation of the P20 data mart, including (anonymous) longitudinal student data linked from PK through postsecondary education. The P20 data include such things as state assessment results, ACT results, postsecondary education remediation needs, student demographics, high school from which student received diploma, type of diploma received, and year of high school graduation. In addition, the P20 data mart enables the study of alignment of K-12 education with expectations of postsecondary institution faculty and will provide required information for reporting progress on the metrics established for the SFSF.

The Midwestern Education Information Consortium (MEIC)—Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota—has a long history of working collaboratively to extend and enhance member states' longitudinal data systems. At its July 2009 meeting, the MEIC agreed to develop a student locator project, enabled by the common usage across states of the eScholar UniqID product. Over the past seven years, these states have assigned student identifiers to all their K-12 students, none of which are duplicated within or between the states that use the eScholar product. The four states will work with each other and with eScholar to define the procedures and develop the format for accessing partner states' student identifier databases to locate their “lost” students. The

long term goal is to track all students who move between states to provide a longitudinal inter-state education record.

**Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment**

*(not scored)*

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful 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, if any: Two pages*

(Enter text here.)

**Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning** *(not scored)*

The Secretary is particularly interested in applications in which the State’s participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);
- (iii) Controlling the school’s budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to high-need students (as defined in this notice) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful 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, if any: Two pages*

(Enter text here.)

**Budget Part I: Budget Summary Table**

**Kansas State Department of Education**

<b>Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))</b>					
<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Total</b>
1. Personnel	\$2,513,218	\$2,862,847	\$2,854,338	\$2,338,160	\$10,568,563
2. Fringe Benefits	\$728,833	\$830,223	\$827,758	\$678,065	\$3,064,879
3. Travel	\$1,732,879	\$1,724,207	\$1,724,707	\$1,706,707	\$6,888,500
4. Equipment	\$209,750	\$29,500	\$20,000	\$15,000	\$274,250
5. Supplies	\$224,350	\$201,200	\$201,780	\$178,120	\$805,450
6. Contractual	\$9,608,793	\$13,060,656	\$12,736,060	\$12,981,060	\$48,386,569
7. Training Stipends	\$156,000	\$196,000	\$171,000	\$131,000	\$654,000
8. Other	\$120,828	\$270,750	\$347,000	\$251,500	\$990,078
9. Total Direct Costs (lines 1-8)	\$15,294,651	\$19,175,383	\$18,882,643	\$18,279,612	\$71,632,289
10. Indirect Costs*	\$1,223,576	\$1,534,036	\$1,510,615	\$1,462,373	\$5,730,600
11. Funding for Involved LEAs	\$1,525,000	\$1,525,000	\$1,525,000	\$1,525,000	\$6,100,000
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$18,043,227	\$22,234,419	\$21,918,258	\$21,266,985	\$83,462,889
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	\$18,043,227	\$22,234,419	\$21,918,258	\$21,266,985	\$83,462,889
15. Total Budget (lines 13-14)	\$36,086,454	\$44,468,838	\$43,836,516	\$42,533,970	166,925,778
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.            Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.            Column (e): Show the total amount requested for all project years.            *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.            Note that indirect costs are not allocated to lines 11-12.</p>					

## Budget Summary Narrative

Kansas acknowledges enthusiastically that Race-to-the-Top (RTTT) does, indeed, provide an unprecedented opportunity to reform our schools and challenge our educational status quo. We believe that Kansas is a strong contender for the RTTT funds based on our history of success in addressing the needs of our schools and students, and we are excited about working with the projects which we have outlined in the four core reform areas which include:

### **Projects (as proposed in application)**

*Section B – Adopting standards and assessments that prepare students to succeed in college and the workforce and to compete in the global economy*

1. Adopt common core standards
2. Align high school exit criteria and college entrance requirements
3. Blend CTE standards and assessments
4. Develop enhanced formative and interim assessment tools
5. Develop college and career-readiness assessments
6. Implement unified standards database
7. Deliver high-quality professional learning

*Section C – Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction*

1. Enhance data system connections between agencies and across organizations
2. Expand the scope of the postsecondary education data systems
3. Implement a collaborative workspace and reporting system
4. Implement a unified accountability and planning (UAP) system
5. Train educators to use the collaborative workspace
6. Support research and the use of research

*Section D – Recruiting, developing, rewarding and retaining effective teachers and principals, especially where they are needed the most*

1. Increase alternative faculty additions
2. Enhance troops/spouses to teacher program
3. Develop alternative advisory committee and state organization

4. Establish a teacher leader advisory committee
5. National Governor's Association Policy Academy
6. Develop a performance-based evaluation instrument for principals
7. Develop a performance-based teacher evaluation instrument
8. Initiate Kansas teacher preparation residency program
9. Revise teacher preparation programs
10. Continue Pathwise teacher mentoring
11. Continue Santa Cruz New Teacher Center mentoring for teachers
12. Establish leadership mentoring-Santa Cruz, SREB and New York
13. Operationalize the NSDC professional learning audit
14. Operationalize statewide instructional coaching academy
15. Establish regional professional learning institutes for teachers and principals
16. Develop LEA supported professional learning
17. Continue School Administration Manager (SAM) program
18. Oversight of leadership programs

*Section E – Turning around our lowest-achieving schools*

1. Program name: Implementing Reform Models in Low Performing Schools

Each of the above projects has its own Project-Level Budget Table and Project-Level Budget Narrative which details the funding needs of each. Race To The Top funding will significantly impact Kansas' ability to bring about statewide education reform. Kansas will use the Race To The Top funding, along with state, local and other federal funds, to bring our dreams, represented by these projects, to reality. As evidenced by the overwhelming support for the projects by our local school districts (over 90% of the MOU's returned with all three signatures), Kansas schools are ready to begin a new chapter in our quest to be the number one education state in the nation.

In summary, Race To The Top funding will be used by Kansas to address the changes that are needed to ensure the greater effectiveness of our schools. The funds will provide the means for our districts to create conditions for large-scale, system-changing reforms. Race To The Top represents a very welcome, once-in-a-lifetime opportunity to improve our schools and accelerate student achievement. With funding from a Race To The Top grant, Kansas will be poised to

reap the benefits of its past accomplishments and move forward significantly with future improvements. Thank you for the opportunity!

**Budget Part II: Project-Level Budget Table**  
**Project Name:** Adopting Common Core Standards  
**Associated with Criteria: Standards and Assessments**  
**(B)(1)(i)(a))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$100,000	\$103,000	\$106,090	\$109,272	\$ 418,362
2. Fringe Benefits	\$ 29,000	\$ 29,870	\$ 30,766	\$ 31,689	\$ 121,325
3. Travel	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000
4. Equipment	\$ 5,600	0	0	0	\$ 5,600
5. Supplies	\$ 5,000	\$ 2,500	\$ 2,500	\$ 2,500	\$ 12,500
6. Contractual	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 280,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$239,600	\$235,370	\$239,356	\$243,461	\$ 957,787
10. Indirect Costs*	\$ 19,168	\$ 18,830	\$ 19,148	\$ 19,477	\$ 76,623
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$258,768	\$254,200	\$258,504	\$262,938	\$1,034,410

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**Project (B) (1): Developing and Adopting Common Standards:** This project work will include participation in the development and adoption of a common core of standards that are internationally benchmarked, aligned with work and post-secondary education, inclusive of higher order skills, based on research and evidence, and inclusive of rigorous content and skills. Implementation of the common core standards will occur in years 2-4. Implementation consists of the development of resource materials for the field, documents that will assist in the instructional use of the standards, aligned lesson plans, flipcharts, and training modules. A process and timeline for implementation of the common core standards will be developed to ensure the outcomes.

<b>TOTAL Projected Costs</b>	<b>In Kind</b>	<b>\$253,943</b>	<b>Budget Request</b>	<b>\$1,034,410</b>
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**1. Personnel**

Year 1 Total In Kind	\$46,683	Budget Request	\$100,000
Year 2 Total In Kind	\$48,084	Budget Request	\$103,000
Year 3 Total In Kind	\$49,526	Budget Request	\$106,090
Year 4 Total In Kind	\$51,012	Budget Request	\$109,272

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Project Director: Tom Foster, Director of Careers, Standards and Assessments, KSDE

Yr 1: 0.1 FTE	In Kind	\$ 9,893
Yr 2: 0.1 FTE	In Kind	\$10,190
Yr 3: 0.1 FTE	In Kind	\$10,496
Yr 4: 0.1 FTE	In Kind	\$10,811

The Project Director will have oversight of the progress of the initiatives of this project, will provide direction, and will oversee the functionality and reporting requirements. He is accountable for resolving issues identified by the Project Coordinator or other staff as well as making all major project decisions. He will approve project charters, project documents, and timelines for the Activities of this Project. Decisions will be based on research evidence, existing knowledge, and recommendations of staff.

The Project Director will share responsibility with the Project Coordinator for advocating program priorities to the Board of Education, agency staff, leadership, and districts regarding this project initiative. The Project Director is responsible for summarizing and reporting to the grant director, for reporting progress to KSDE executive leadership, and for working with other KSDE leadership to ensure adequate staffing for initiatives.

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Project Coordinator: Jeannette Nobo, Assistant Director, Careers, Standards and Assessments, KSDE

Yr 1: 0.2 FTE	In Kind	\$14,471
Yr 2: 0.2 FTE	In Kind	\$14,905
Yr 3: 0.2 FTE	In Kind	\$15,352
Yr 4: 0.2 FTE	In Kind	\$15,813

The Project Director will provide direction and will oversee the functionality and reporting requirements for the project to develop the USMRS; he will lead the steering committee to develop and implement the Collaborative Workspace through all iterations as outlined in the goals and activities of this project. He will approve project charters, project documents, and timelines for the activities of this project, and will communicate with education stakeholder groups, agency staff, and district personnel regarding the systems and will address issues presented by the Project Coordinator.

The Project Coordinator is responsible for project management activities regarding development and implementation of the adoption and implementation of the Common Core Standards. This includes activities for developing and implementing the Common Core Standards and supporting, disseminating to the field, and developing instructional resources in Years 2 - 4 of the grant. Instructional resources will be aligned with the standards; activities for the implementation of the standards in classroom settings will be accomplished through training and professional development. In addition, the Project Coordinator will assist in the establishment of project charters, project plans, and other project documents; managing the plans and coordinating activities of the projects; and monitoring project tasks to ensure they are on schedule. In addition the Project Coordinator is responsible for communicating status and presenting issues to the Project Director.

Careers, Standards & Assessment Consultants: Open Positions, Education Program Consultant, KSDE

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Yr 1: 2.0 FTE	Budget Request \$100,000
Yr 2: 2.0 FTE	Budget Request \$103,000
Yr 3: 2.0 FTE	Budget Request \$106,090
Yr 4: 2.0 FTE	Budget Request \$109,272

The Careers, Standards and Assessment Consultants will be the lead consultants responsible for the development and implementation of the Common Core Standards. This includes organizing committees comprised of educators from the field to review and develop the Common Core Standards. They will work with teachers to develop resource documents that can be used by teachers in their classroom to support teaching and learning. In addition, the Careers, Standards and Assessment consultants will assist with documentation of progress, participate in meetings with educators, serve as liaisons to higher education in the development of on-line training of the Common Core Standards, and develop and provide field trainings on the Common Core Standards showing the integration and alignment of the Common Core Standards with previous existing standards.

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Careers, Standards & Assessment Consultants: David Barnes, Education Program Consultant, KSDE

Yr 1: 0.1 FTE	In Kind	\$ 4,965
Yr 2: 0.1 FTE	In Kind	\$ 5,114
Yr 3: 0.1 FTE	In Kind	\$ 5,267
Yr 4: 0.1 FTE	In Kind	\$ 5,425

Careers, Standards & Assessment Consultants: Kris Shaw, Education Program Consultant, KSDE

Yr 1: 0.1 FTE	In Kind	\$ 5,092
Yr 2: 0.1 FTE	In Kind	\$ 5,245
Yr 3: 0.1 FTE	In Kind	\$ 5,402
Yr 4: 0.1 FTE	In Kind	\$ 5,564

The Standards and Assessment Consultants are existing members of KSDE’s Careers, Standards and Assessments Services team and they are responsible for assisting with the development and implementation of instructional support for educators in Kansas. They will provide support to the lead consultants to the project by assisting with review meetings, logistical support, and development of instructional support documents and trainings. They will also assist with necessary contracts and State Board presentations.

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**Administrative Assistants:** Various, KSDE

Yr 1: 0.5 FTE	In Kind	\$12,262
Yr 2: 0.5 FTE	In Kind	\$12,630
Yr 3: 0.5 FTE	In Kind	\$13,009
Yr 4: 0.5 FTE	In Kind	\$13,399

The Administrative Assistants will perform clerical duties for the staff of this Project including record keeping, mailings, meeting scheduling, travel scheduling, phone support, training materials production support, and other tasks as requested by project team members. Current Administrative Assistants time will be distributed to the two new consultants for a maximum of 50% time.

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**2. Fringe Benefits**

On behalf of its employees, each Agency contributes funds for staff for such things as retirement, social security, workers compensation, unemployment insurance and health insurance. The calculations are as follows:

Yr 1: Total	In Kind \$13,538	Budget Request \$29,000
Yr 2: Total	In Kind \$13,944	Budget Request \$29,870
Yr 3: Total	In Kind \$14,363	Budget Request \$30,766
Yr 4: Total	In Kind \$14,793	Budget Request \$31,689

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**3. Travel**

In-state travel to meet with standards development and review committees, public hearings related to adoption of Common Core Standards, meetings for training development and resource

development, travel to meetings on standards, and travel to deliver training across the state. Some of this travel requires multiple day stays.

Two persons in-state travel to 20 days of meetings, trainings, conference events (includes travel related expenses i.e., lodging, per diem, turnpike, mileage, registration fees), and 2 persons out-of-state travel to 2 meetings or conferences related to standards development and/or implementation and integration (includes travel related expenses i.e., registration fees, airfare, ground transportation and/or mileage, turnpike, lodging, and per diem).

Yr 1: (in-state travel-40@ \$500; out-of-state travel-4@2,500)	Budget Request
\$30,000	
Yr 2: (in-state travel-40@ \$500; out-of-state travel-4@2,500)	Budget Request
\$30,000	
Yr 3: (in-state travel-40@ \$500; out-of-state travel-4@2,500)	Budget Request
\$30,000	
Yr 4: (in-state travel-40@ \$500; out-of-state travel-4@2,500)	Budget Request
\$30,000	

#### 4. Equipment

Desktop Computers and System software as well as PDA for staff assigned to meet the objectives of this grant. Calculated @ \$2,500 per computer and \$300 per PDA.

Yr 1:	Budget Request \$ 5,600
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#### 5. Supplies

General office supplies- include paper, pens, file folders, and other desk supplies that will be utilized by project team members in performance of their responsibilities, as well as copy and postage costs associated with instructional resources and training flyers including documentation and development and production of training materials. Amounts are estimated yearly costs.

Yr 1: In Kind \$ 500	Budget Request \$ 5,000
Yr 2: In Kind \$ 500	Budget Request \$ 2,500
Yr 3: In Kind \$ 500	Budget Request \$ 2,500
Yr 4: In Kind \$ 500	Budget Request \$ 2,500

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**6. Contractual**

Service Centers – KSDE will negotiate a contract with 7 service centers to provide regional trainings to their member districts on integration of standards and instructional strategies for student learning. KSDE will provide Service Centers with the training and materials that could be used by their staff. Each Service Center will be provided \$10,000 for the purpose of defraying costs associated with these trainings.

Yr 1 (7@\$10,000)	Budget Request \$ 70,000
Yr 2 (7@\$10,000)	Budget Request \$ 70,000
Yr 3 (7@\$10,000)	Budget Request \$ 70,000
Yr 4 (7@\$10,000)	Budget Request \$ 70,000

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**7. Training Stipends**

None required for this Project.

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**8. Other**

None required for this Project.

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**9. Direct Costs (sum of items 1-8, specified by year)**

Year 1:	In Kind	\$60,721	Budget Request	\$239,600
Year 2:	In Kind	\$62,528	Budget Request	\$235,370
Year 3:	In Kind	\$64,389	Budget Request	\$239,356
Year 4:	In Kind	\$66,305	Budget Request	\$243,461

<b>Project B1: Total Direct Costs In Kind</b>	<b>\$253,943</b>	<b>Budget Request</b>	<b>\$957,787</b>
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**10. Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

Year 1:	Budget Request	\$19,168
Year 2:	Budget Request	\$18,830
Year 3:	Budget Request	\$19,148
Year 4:	Budget Request	\$19,477

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**11. Funding for Involved LEAs**

None for this Project.

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**12. Supplemental funding for participating LEAs**

None for this Project.

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**13. Total Costs (lines 9-12)**

Year 1:	In Kind	\$60,721	Budget Request	\$258,768
Year 2:	In Kind	\$62,528	Budget Request	\$254,200
Year 3:	In Kind	\$64,389	Budget Request	\$258,504
Year 4:	In Kind	\$66,305	Budget Request	\$262,938

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<b>Budget Part II: Project-Level Budget Table</b>					
<b>Project Name: Align high school exit criteria and college entrance requirements</b>					
<b>Associated with Criteria: Standards and Assessments</b>					
<b>(B)(3.2)</b>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$125,000				\$125,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$125,000				\$125,000
10. Indirect Costs*	\$10,000				\$10,000
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$135,000				\$135,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

**Project B3.2: Aligning High School Exit Criteria and College Entrance Requirement.**

Under the direction of the KSDE, a statewide team of educators and business representatives is currently conducting a gap analysis of the Kansas Curricular Standards in mathematics and reading relative to the Common Core Standards and the postsecondary college readiness standards. Assisting the Kansas team in this endeavor is a representative from Achieve, Inc., who will review and integrate findings from similar work in other states. The gap analysis project is scheduled for completion in the late spring or early summer of 2010 and will provide information relevant to the development of a Unified Standards Database.

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**1. Personnel**

Year 1 Total	In Kind	35,571
Year 1 Total	In Kind	36,639
Year 1 Total	In Kind	37,737
Year 1 Total	In Kind	38,870

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**Project Director: Tom Foster, Director of Standards and Assessments, KSDE**

Yr 1: 0.1 FTE	In Kind	\$ 9,787
Yr 2: 0.1 FTE	In Kind	\$ 10,081
Yr 3: 0.1 FTE	In Kind	\$ 10,383
Yr 4: 0.1 FTE	In Kind	\$ 10,695

The Project Director will provide direction and will oversee the functionality and reporting requirements for the project to develop the project; and he will lead the steering committee to develop and implement the use of the gap analysis in the functionality of the Unified Standards Database through all iterations. He will approve project documents, timelines and will communicate with education stakeholder groups, agency staff, and district personnel regarding the impact of the studies.

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**Careers Standards & Assessment Services Consultant: Mat Copeland, Education Program Consultant, KSDE**

Yr 1: 0.5 FTE	In Kind	\$ 25,784
Yr 2: 0.5 FTE	In Kind	\$ 26,558
Yr 3: 0.5 FTE	In Kind	\$ 27,354
Yr 4: 0.5 FTE	In Kind	\$ 28,175

The Careers, Standards and Assessment Services Consultant is an existing member of KSDE's Careers, Standards and Assessments Services team and is responsible for assisting with documentation and implementation of the results of the study as it impacts the Standards

work. This includes participating with the various academic and Career and Technical education content consultants.

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**2. Fringe**

On behalf of its employees, the Agency contributes funds for staff for such things as retirement, social security, workers compensation, unemployment insurance and health insurance. The calculations are as follows:

Yr 1 Total	In Kind	\$ 10,316
Yr 2 Total	In Kind	\$ 10,625
Yr 3 Total	In Kind	\$ 10,944
Yr 4 Total	In Kind	\$ 11,272

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**3. Travel - None**

**4. Equipment - None**

**5. Supplies - None**

**6. Contractual**

Contract with Achieve INC. and the Center for Educational Testing and Evaluation for studies designed to provide understanding of the gap in expectations between high school graduates and incoming college and career students.

Year 1	Budget Request	125,000
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**7. Training Stipends - None**

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**8. Other - None**

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**9. Direct Costs (sum of items 1-8)**

<b>In Kind</b>	<b>\$191,974</b>	<b>Budget Request</b>	<b>\$125,000</b>
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**10. Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs. **\$10,000**

**11. Funding for Involved LEAs - None**

**12. Supplemental funding for participating LEAs - None**

**13. Total Costs**

**Budget Request \$135,000**

**Budget Part II: Project-Level Budget Table**  
**Project Name: Unified Standards Database**  
**Associated with Criteria: Standards and Assessments**  
**(B)(3.3)**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	178,500	183,855	189,370	195,050	746,775
2. Fringe Benefits	51,765	53,317	54,917	56,564	216,563
3. Travel	26,500	26,500	26,500	26,500	106,000
4. Equipment	10,000	0	0	0	10,000
5. Supplies	8,750	8,750	8,750	8,750	35,000
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	275,515	272,422	279,537	286,864	1,114,338
10. Indirect Costs*	22,041	21,793	22,362	22,949	89,145
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$297,556	\$294,215	\$301,899	\$309,813	\$1,203,483

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**Project B3.3 Develop a Unified Standards Database (USD).**

This project complements the Multi Tier System of Supports (MTSS), the Collaborative Workspace and the Unified Standards Management and Reporting System (USMRS) by creating opportunities for educators to integrate academic, career and technical education, 21<sup>st</sup> century, common core and international standards. This will assist educators in creating a flexible, needs oriented response to instructional information. The project includes transition tools that will map

current Kansas standards to the common core and 21<sup>st</sup> century standards. This will facilitate the transition from state to common core standards and reduce confusion in the classroom.

**TOTAL Projected Costs    In Kind - \$ 333,490    Budget Request - \$963,338**

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**1. Personnel**

Year 1 Total In Kind	79,147	Budget Request	230,265
Year 2 Total In Kind	81,909	Budget Request	237,172
Year 3 Total In Kind	84,753	Budget Request	244,287
Year 4 Total In Kind	87,681	Budget Request	251,614

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Project Sponsor: Tom Foster, Director of Standards and Assessments, KSDE

Yr 1: 0.1 FTE	In Kind	\$ 9,787
Yr 2: 0.1 FTE	In Kind	\$ 10,081
Yr 3: 0.1 FTE	In Kind	\$ 10,383
Yr 4: 0.1 FTE	In Kind	\$ 10,694

The Project Director will provide direction and will oversee the functionality and reporting requirements for the project to develop the project; and he will lead the steering committee to develop and implement the Unified and Integrated Standards Database through all iterations. He will approve project charters, project documents, and timelines for the project. He will communicate with education stakeholder groups, agency staff, and district personnel regarding the systems and will address issues presented by the Project Manager.

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Project Manager: OPEN POSITION, KSDE

Yr 1: 1.0 FTE	Budget Request \$ 65,000
Yr 2: 1.0 FTE	Budget Request \$ 66,950
Yr 3: 1.0 FTE	Budget Request \$ 68,958
Yr 4: 1.0 FTE	Budget Request \$ 71,027

The Project Manager is responsible for project management activities regarding development and implementation of the project. This includes activities for developing and implementing the USD and coordinating the implementation of the USMRS and the Collaborative Workspace with the USD. The project includes creating structures to facilitate the collection and development of instructional resources aligned with standards and to gather input from educators for instructional resources linked to student achievement, the Kansas Common Core standards and effective teacher resources. This includes establishing the project charters, project plans, and other project documents, managing the plans and coordinating activities of the projects, and monitoring project tasks to ensure they are on schedule. In addition the Project Coordinator is responsible for communicating status and presenting issues to the Project Director.

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Career, Standards & Assessment Services Consultant: Kelly Spurgeon, Education Program Consultant, KSDE

Yr 1: 0.5 FTE	In Kind \$ 25,784
Yr 2: 0.5 FTE	In Kind \$ 26,558
Yr 3: 0.5 FTE	In Kind \$ 27,354
Yr 4: 0.5 FTE	In Kind \$ 28,175

The Career, Standards and Assessment Consultant is an existing member of KSDE’s Career, Standards and Assessments Services team and is responsible for assisting with documentation of requirements specifications for the Unified Standards Database (USD). This includes participating with the USMRS Project Requirements Analyst in interviewing program staff to determine needed functionality for the standards management interface; as well as interviewing program staff, teachers, and other education stakeholders to document the reporting needs. In addition the Career, Standards and Assessment Consultant will assist with development of user documentation and design, as well as development and delivery of training modules online instruction and professional learning resources for educators.

In addition, this Standards and Assessment Consultant will assist with documentation of requirements specifications for the Collaborative Workspace. This includes participating in meetings with educators in the state to gather ideas and requirements for implementation of early warning reports, parent reports, and other important reports. He will participate in

meetings with teachers, school administrators and parents to identify reports and establish standard definitions and formats for those reports. In addition he will assist with researching data and calculations which can most effectively meet the objectives of early warning reports with indications of targeted resources from the USD utilizing the USMRS and the Collaborative Workspace.

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Educational Program Consultant: English Language Arts (ELA) (OPEN POSITION, KSDE

Yr 1: 1.0 FTE	Budget Request \$ 50,000
Yr 2: 1.0 FTE	Budget Request \$ 51,500
Yr 3: 1.0 FTE	Budget Request \$ 53,045
Yr 4: 1.0 FTE	Budget Request \$ 54,636

The Educational Program Consultant (EPC) for English Language Arts (ELA) is responsible for assisting with documentation of requirements specifications for the Unified Standards Database (USD) in the area of reading, writing, speaking, listening and viewing— together called English Language Arts—and all 21<sup>st</sup> Century Profiles identified by the project as having primary linkage to ELA. This includes participating with the USMRS project for the standards management interface; as well as interviewing program staff, teachers, and other education stakeholders to document instructional needs. In addition the Educational Program Consultant for English Language Arts will assist with development of user documentation and design, as well as development and delivery of training modules online instruction and professional learning resources for educators.

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Educational Program Consultant: Mathematics, OPEN POSITION, KSDE

Yr 1: 1.0 FTE	Budget Request \$ 50,000
Yr 2: 1.0 FTE	Budget Request \$ 51,500
Yr 3: 1.0 FTE	Budget Request \$ 53,045
Yr 4: 1.0 FTE	Budget Request \$ 54,636

The Educational Program Consultant (EPC) for Mathematics is responsible for assisting with documentation of requirements specifications for the Unified Standards Database (USD) in the area of Mathematics, STEM and all 21<sup>st</sup> Century Profiles identified by the project as having primary linkage to Mathematics. This includes participating with the USMRS project for the standards management interface; as well as interviewing program staff, teachers, and other education stakeholders to document instructional needs. In addition the Educational Program Consultant for Mathematics will assist with development of user documentation and design, as well as development and delivery of training modules online instruction and professional learning resources for educators.

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Tester: Tony Moss, Education Program Consultant, KSDE

Yr 1: 0.5 FTE	In Kind \$ 25,784
Yr 2: 0.5 FTE	In Kind \$ 26,558
Yr 3: 0.5 FTE	In Kind \$ 27,354
Yr 4: 0.5 FTE	In Kind \$28,175

The Tester is responsible for quality assurance testing and data validation activities related to the development and implementation of the Unified and Standards Database. This work will include documentation of the testing strategies for the work required in the development of resources and interface activity, development of test cases for the interface with the USMRS and the Collaborative Workspace systems, and completion of application and system testing of each iteration of the system prior to rollout for educators and other stakeholders.

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Administrative Assistant: OPEN POSITION, KSDE

Yr 1: 0.5 FTE	Budget Request \$ 13,500
Yr 2: 0.5 FTE	Budget Request \$ 13,905
Yr 3: 0.5 FTE	Budget Request \$ 14,322
Yr 4: 0.5 FTE	Budget Request \$ 14,751

The .5 FTE Administrative Assistant will perform clerical duties for the project staff of this Project including record keeping, mailings, meeting scheduling, travel scheduling, phone

support, training materials production support, and other tasks as requested by project team members

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## 2. Fringe

On behalf of its employees, the Agency contributes funds for staff for such things as retirement, social security, workers compensation, unemployment insurance and health insurance. The calculations are as follows:

Yr 1 Total	In Kind \$ 17,792	Budget Request \$ 51,765
Yr 2 Total	In Kind \$ 18,327	Budget Request \$ 53,317
Yr 3 Total	In Kind \$ 18,876	Budget Request \$ 54,917
Yr 4 Total	In Kind \$ 19,443	Budget Request \$ 56,564

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## 3. Travel

EPC's will invite representatives from various educator stakeholder groups to meet and provide input into the USD and instructional practices.

3 meetings with 30 individuals for 1 day each (travel and per diem)

Yr 1: 3@30@ \$100	Budget Request	\$	9,000
Yr 2: 3@30@ \$100	Budget Request	\$	9,000
Yr 3: 3@30@ \$100	Budget Request	\$	9,000
Yr 4: 3@30@ \$100	Budget Request	\$	9,000

In-state travel to meet with institutional staff to gather requirements for developing and implementing the USD project.

6 persons travel to 5 meetings (includes travel, lodging, per diem).

Yr 1: (5@ \$1500)	Budget Request	\$	7500
Yr 2: (5@ \$1500)	Budget Request	\$	7500
Yr 3: (5@ \$1500)	Budget Request	\$	7500
Yr 4: (5@ \$1500)	Budget Request	\$	7500

Out of state travel to meet with national and state level staff to gather information and best practices for the USD project and to present and promote the USD project

2 persons travel to 2 meetings (includes travel, lodging, per diem).

Yr 1: (2@ \$5000)	Budget Request	\$ 10,000
Yr 2: (2@ \$5000)	Budget Request	\$ 10,000
Yr 3: (2@ \$5000)	Budget Request	\$ 10,000
Yr 4: (2@ \$5000)	Budget Request	\$ 10,000

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#### 4. Equipment

Desktop Computers and System software for staff assigned to meet the objectives of this project. Calculated @ \$2,500 per computer.

Yr 1: In Kind \$ 7,500	Budget Request \$ 10,000
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#### 5. Supplies

General office supplies- include paper, pens, and other desk supplies and will be utilized by project team members in performance of their responsibilities, including documentation and development and production of training materials. Amounts are based on the FTE at a rate of \$300 per year.

Yr 1: In Kind \$ 2750	Budget Request \$ 8,750
Yr 2: In Kind \$ 2750	Budget Request \$ 8,750
Yr 3: In Kind \$ 2750	Budget Request \$ 8,750
Yr 4: In Kind \$ 2750	Budget Request \$ 8,750

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#### 6. Contractual

None required for this Project.

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**7. Training Stipends**

None required for this Project.

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**8. Other**

License and support for Microsoft Live Meeting (hosting) software to provide capability for project team collaboration and communication with external stakeholders.

Yr 1: In Kind \$ 75

Yr 2: In Kind \$ 75

Yr 3: In Kind \$ 75

Yr 4: In Kind \$ 75

MS Project License and support – for 1 Project Manager.

Yr 1: In Kind \$150

Yr 2: In Kind \$150

Yr 3: In Kind \$150

Yr 4: In Kind \$150

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**9. Direct Costs (sum of items 1-8, specified by year)**

Yr 1:	In Kind	89,622	Budget Request	275,515
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Yr 2:	In Kind	84,499	Budget Request	272,422
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Yr 3:	In Kind	86,942	Budget Request	279,537
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Yr 4:	In Kind	89,462	Budget Request	286,864
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**10. Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs. **\$89,145**

**11. Funding for Involved LEAs**

None for this Project.

**12. Supplemental funding for participating LEAs**

None for this Project.

**13. Total Costs**

**\$1,203,483**

<b>Budget Part I: Summary Budget Table</b>					
<b>Project Name: Developing Enhanced Formative and Interim Assessment Tools</b>					
<b>Associated with Criteria: Standards and Assessments</b>					
<b>(B)(3.4)</b>					
<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Total</b>
1. Personnel	\$50,000	\$51,500	\$53,045	\$54,636	\$209,181
2. Fringe Benefits	\$14,500	\$14,935	\$15,383	\$15,844	\$60,662
3. Travel	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
4. Equipment	\$6,000	N/A	N/A	N/A	\$6,000
5. Supplies	\$300	\$300	\$300	\$300	\$1,200
6. Contractual	\$550,000	\$550,000	\$550,000	\$550,000	2,200,000
7. Training Stipends					
8. Other	N/A	N/A	N/A	N/A	
9. Total Direct Costs (lines 1-8)	640,800	636,735	638,728	640,780	2,557,043
10. Indirect Costs*	\$51,264	\$50,939	\$51,098	\$51,262	\$204,563
11. Funding for Involved LEAs	0	0	0	0	
12. Supplemental Funding for Participating LEAs	0	0	0	0	
13. Total Costs (lines 9-12)	\$692,064	\$687,674	\$689,826	\$692,042	\$2,761,606
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  Column (e): Show the total amount requested for all project years.  *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  Note that indirect costs are not allocated to lines 11-12.</p>					

**Developing Enhanced Formative and Interim Assessment Tools.** This includes development of the system (i.e., development of item types, delivery system, and testing) as well as professional development for district instructional staff regarding how the system can be used in the classroom to enhance individual student instruction. The professional development will be integrated with the objectives of MTSS.

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**1. Personnel**

Year 1 Total In Kind \$	27,200	Budget Request	\$ 50,000
Year 2 Total In Kind \$	28,016	Budget Request	\$ 51,500
Year 3 Total In Kind \$	28,856	Budget Request	\$ 53,045
Year 4 Total In Kind \$	29,721	Budget Request	\$ 54,636

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Project Sponsor: Scott Smith, Assistant Director of Career Standards and Assessment Services, KSDE

Yr 1: 0.2 FTE	In Kind \$ 14,600
Yr 2: 0.2 FTE	In Kind \$ 15,038
Yr 3: 0.2 FTE	In Kind \$ 15,489
Yr 4: 0.2 FTE	In Kind \$ 15,953

The **Project Sponsor** is in charge of coordinating and monitoring all activities associated . He will work directly with assessment contractor personnel to ensure that the training formative and interim assessment tool is integrated into the objectives of MTSS initiative. In addition, he will work directly with testing contractor personnel to communicate with agency staff and district personnel regarding implementation of the formative assessment system.

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Project Coordinator: Cherie Randall, Assessment Coordinator, KSDE

Yr 1: 0.2 FTE	In Kind: \$12,600
Yr 2: 0.2 FTE	In Kind: \$12,978
Yr 3: 0.2 FTE	In Kind: \$13,367
Yr 4: 0.2 FTE	In Kind: \$13,768

The **Project Coordinator** works directly with the assessment contractor in managing the development and implementation of the formative and interim assessment tools. This will include integrating and coordinating development activities in the project plan and other project documents for development and providing status updates to the Project Sponsor. In

addition the Project Coordinator is responsible for presenting issues to the Project Sponsor and the Program Director. At a minimum, this position requires an advanced degree in measurement and psychometrics as well as at least two year's experience in managing and coordinating large-scale assessment systems.

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Trainer: OPEN POSITION, EPC Instruction and Assessments, KSDE

Yr 1: 1.0 FTE	Budget Request: \$50,000
Yr 2: 1.0 FTE	Budget Request \$51,500
Yr 3: 1.0 FTE	Budget Request \$53,045
Yr 4: 1.0 FTE	Budget Request \$54,636

The EPC Assessment Consultant will serve on KSDE's Career Standards and Assessment Team and will serve as KSDE's primary interface between the assessment contractor (i.e., The University of Kansas' Center for Educational Testing and Evaluation) and KSDE. The consultant will serve as the KSDE liaison to district instructional staff in order to facilitate communication as to how the formative and interim assessment tools can be used in the classroom. The consultant will also work with KSDE program staff, including MTSS implementers, to understand the objectives for use of the formative assessment system in enhancing individual student instruction. This consultant will be required to attend all development meetings held at the Center for Educational Testing and Evaluation and will advise KSDE regarding attendance of other EPCs that might be advisable.

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**2. Fringe**

On behalf of its employees, the Agency contributes funds for staff for such things as retirement, social security, workers compensation, unemployment insurance and health insurance. The calculations are as follows:

Yr 1 Total:	Budget Request: \$14,000
Yr 2 Total:	Budget Request \$14,935
Yr 3 Total:	Budget Request \$15,383
Yr 4 Total:	Budget Request \$15,844

---

### 3. Travel

This consultant will be expected to travel to all national conferences addressing interim and formative assessments (accompanying the consultant will be CETE staff). Examples of required travel are conferences and meetings facilitated by AERA, TILSA, CCSSO, EIMAC, and NAEP. This consultant (who will exceed the limit of paid members of groups such as CCSSO) will be required to pay his/her own expenses. In-state travel will also be required in order to maintain communication with educators from each of the Board regions regarding the development of the formative and interim assessment tools:

Yr 1 Total:	Budget Request: \$20,000
Yr 2 Total:	Budget Request: \$20,000
Yr 3 Total:	Budget Request: \$20,000
Yr 4 Total:	Budget Request: \$20,000

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### 4. Equipment

Desktop Computers and System software for staff assigned to meet the objectives of this project. Calculated @ 6,000

Yr 1:	Budget Request \$ 6,000
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### 5. Supplies

General office supplies- include paper, pens, and other desk supplies and will be utilized by project team members in performance of their responsibilities, including documentation and production of materials. Amounts are based on the additional FTE at a rate of \$300 per year.

Yr 1:	Budget Request \$ 300
Yr 2:	Budget Request \$ 300
Yr 3:	Budget Request \$300
Yr 4:	Budget Request \$300

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## 6. Contractual

Yr 1:	Budget Request \$ 550,000
Yr 2:	Budget Request \$550,000
Yr 3:	Budget Request \$550,000
Yr 4:	Budget Request \$550,000

The Center for Educational Testing and Evaluation will engage in the development of formative and interim assessments based on the following rationale: The desire for the information provided by interim assessments is sufficiently high that the majority of Kansas districts purchase third party systems that are not well aligned to Kansas curriculum standards and that adapt to student proficiency levels based on statistics gathered primarily in other states where scope and sequence may be systematically different than Kansas.

In addition, a comprehensive system with formative, interim, and summative components will facilitate all programs evolving in ways that better support instruction and student learning. A two-way transfer among the programs will provide transparency, concrete examples that support better inferences about instructional improvement, and allow for planned improvements with plenty of notice to the field. One direction of transfer will be the annual retirement of one summative form at each grade level, release of those items to provide concrete feedback to teachers, and moving of released items first into the interim assessments and potentially into the formative assessments.

The other direction of transfer will be the inclusion of new item types and variants of existing item types. New item types that are more instructionally relevant (that are similar to activities that master teachers use instructionally) will first be used in the formative assessment. Practicing with such items might be indistinguishable from good learning activities. They would provide students with good models to guide their learning and teachers with good models to guide instruction. After testing out new item types in the formative assessment, students and teachers would be provided with broader experience with new item types through the interim assessment. Only after a few years of low-stakes experience would a new item type be integrated into the summative assessment.

Research is underway to guide the development of the interim assessment system. Intended features include the following.

- In the first phase (to be completed by fall 2011), tests would be available in mathematics at grades 3-8. Reading would follow in the fall of 2012
- Tests would be three stage (or testlet) adaptive.
- Testlets would be about 10 to 15 items long to allow full coverage of the indicators in the first testlet for each test, as well as 1-2 additional items per indicator across the other 2 testlets.
- Total length would be about 32-39 items long (32 for grade 3, 36 for grade 4 and 39 for grades 5 and over) and could be administered to most students in about 35-45 minutes.
- Students could be tested up to three times a year in three windows preceding the operational test administration.
- Total scores would be scaled to the appropriate grade and subject summative score scale.
- Indicator scores would be based on 2-3 items and thus it is desirable for some as of yet unidentified psychometric approach be used to increase their reliability without unduly increasing their intercorrelations (perhaps combining data from previously taken interim forms).
- Some sort of predicted summative score or probability of falling into the different performance categories would be reported based on year-to-date test information.
- Scores would be reported cumulatively within year (including the end-of-year summative test).

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## **7. Training Stipends**

None required for this Project.

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## **8. Other**

None required for the Project.

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**9. Direct Costs (sum of items 1-8, specified by year)**

Yr 1:	Budget Request:	\$640,800
Yr 2:	Budget Request	\$636,735
Yr 3:	Budget Request	\$638,728
Yr 4:	Budget Request	\$640,780

**10. Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**\$204,563**

**11. Funding for Involved LEAs**

None for this Project.

**12. Supplemental funding for participating LEAs**

None for this Project.

**13. Total Costs (Total Budget Request and Total Indirect Cost)**

**\$2,761,606**

**Budget Part II: Project-Level Budget Table**  
**Project Name: Blended CTE Standards & Assessments**  
**Associated with Criteria: Standards and Assessments**  
**(B)(3.4)**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$258,500	\$266,255	\$274,241	\$297,221	\$1,096,217
2. Fringe Benefits	\$74,965	\$77,214	\$79,530	\$86,194	\$317,903
3. Travel	\$28,000	\$28,000	\$28,000	\$28,000	\$112,000
4. Equipment	\$11,250		-	-	\$11,250
5. Supplies	\$1,350	\$1,350	\$1,350	\$1,500	\$5,550
6. Contractual	\$3,000,000	\$3,000,000	\$3,000,000	\$3,500,000	\$12,500,000
7. Training Stipends					
8. Other	\$3,500	\$3,500	\$3,500		\$10,500
9. Total Direct Costs (lines 1-8)	\$3,377,565	\$3,376,319	\$3,386,621	\$3,912,915	\$14,053,420
10. Indirect Costs*	\$270,206	\$270,106	\$270,930	\$313,034	1,124,276
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$3,647,771	\$3,646,425	\$3,657,551	\$4,225,949	\$15,177,696

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**B3.4 Develop Blended Career and Academic Assessments.**

The KSDE is a forerunner in integrating career and academic standards and assessments within a framework of 21<sup>st</sup> century skills. (See page B-20 in the Appendix for a summary of Board Motions for Career and Technical Education Policy Initiatives).

- The KSDE will utilize the 21<sup>st</sup> Century Learner Profiles to connect higher order constructs among academic content areas and career cluster using an identical format.
- Standards, benchmarks, indicators/competencies will be vertically articulated across grades and horizontally articulated through the career clusters.

- At the high school level, students will take blended assessments at the summative level that meet portions of the NCLB and Kansas Quality Performance Assessment accountability requirements and industry recognized credentialing requirements.
- Students will receive a performance level judgment and certification in five tested content areas and one career cluster.
- The primary item format will be selected response, but depending on the learner or the assessed construct, the item type may vary;
- Additional components—performance items, portfolios, project-based scoring rubrics, or work-based experiences (e.g., internships, apprenticeships)—may be required.
- The assessments will primarily be online, utilizing opportunity to learn and adaptive technologies.

As previously discussed, the KSDE is in the process of integrating academic standards, technical education standards, and 21<sup>st</sup> century learner standards through the Kansas Standards Integration Project (KSIP). This integration of data from existing source collection systems will link the standards to databases that will include student achievement data, instructional resources and student demographics. Meetings with stakeholders have initially assisted KSDE in identifying linkages among academic standards, CTE pathways, and 21<sup>st</sup> century learner profiles to be captured in this database. The KSIP will result in a system designed not only to be balanced between various assessment tools and responsibilities, but also coherent in its approach to instructional decisions and its support for multiple initiatives targeting school improvement. In order to create a system that provides student achievement information to educators that will enable them to make appropriate decisions at the instructional and program levels, while continuing to meet requirements of federal and state accountability systems, KSDE needs to implement initiatives designed to deliver dynamic student data and targeted instructional resources to Kansas educators. The goal of KSIP is to develop efficiencies and connections that reduce the focus on accountability, where the assessment is less an event and more part of the process. This goal supports the work of our state’s vision in the development of a unified portal for the KansasWorks system. In partnership with the Kansas State Department of Education, Kansas Board of Regents, Kansas Department of Commerce, and other external stakeholders, is the development of a unified portal for career and workforce development that will allow each learner (5<sup>th</sup> grade through adult) access to career assessments, career inventories, college and

career-readiness assessments, postsecondary coursework and industry-recognized credentialing/certifications available for access for every learner state-wide. The broader goal is to create an environment of increased student engagement in the learning process with greater support for teachers in changing instructional practices.

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**1. Personnel**

Year 1 Total In Kind	\$ 35,571	Budget Request	\$ 258,500
Year 2 Total In Kind	\$ 36,639	Budget Request	\$ 266,255
Year 3 Total In Kind	\$ 37,737	Budget Request	\$ 274,241
Year 4 Total In Kind	\$ 10,695	Budget Request	\$ 297,221

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Project Sponsor: Tom Foster, Director of Standards and Assessments, KSDE

Yr 1: 0.1 FTE	In Kind \$ 9,787
Yr 2: 0.1 FTE	In Kind \$ 10,081
Yr 3: 0.1 FTE	In Kind \$ 10,383
Yr 4: 0.1 FTE	In Kind \$ 10,695

The Project Sponsor will provide direction and will oversee the functionality and reporting requirements for the project to develop the project; and he will lead the steering committee to develop and implement the KSIP and the unified portal for career and workforce development through all iteration. He will approve project charters, project document, and timelines for Project, and will communicate with education stakeholder groups, agency staff, and district personnel regarding the systems and will address issues as escalated by the Project Manager.

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Project Manager: OPEN POSITION, KSDE

Yr 1: 1.0 FTE	Budget Request \$ 65,000
Yr 2: 1.0 FTE	Budget Request \$ 66,950
Yr 3: 1.0 FTE	Budget Request \$ 68,958
Yr 4: 1.0 FTE	Budget Request \$ 71,027

The Project Manager is responsible for project management activities regarding development and implementation of the project. This includes activities for developing and implementing the KSIP. This includes establishing the project charters, project plans, and other project documents, managing the plans and coordinating activities of the projects, and monitoring project tasks to ensure they are on schedule. In addition the Project Coordinator is responsible for communicating status and escalating issues to the Project Sponsor and the Program Director.

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Project Manager: OPEN POSITION, KSDE

Yr 1: 1.0 FTE	Budget Request \$ 65,000
Yr 2: 1.0 FTE	Budget Request \$ 66,950
Yr 3: 1.0 FTE	Budget Request \$ 68,958
Yr 4: 1.0 FTE	Budget Request \$ 71,027

The Project Manager is responsible for project management activities regarding development and implementation of the project. This includes activities for coordinating the implementation of the KSIP with the unified portal for career and workforce development. The project includes facilitating among external stakeholder groups. This includes establishing the project charters, project plans, and other project documents, managing the plans and coordinating activities of the projects, and monitoring project tasks to ensure they are on schedule. In addition the Project Coordinator is responsible for communicating status and escalating issues to the Project Sponsor and the Program Director.

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Project Manager: OPEN POSITION, KSDE

Yr 1: 1.0 FTE	Budget Request \$ 65,000
Yr 2: 1.0 FTE	Budget Request \$ 66,950
Yr 3: 1.0 FTE	Budget Request \$ 68,958
Yr 4: 1.0 FTE	Budget Request \$ 71,027

The Project Manager is responsible for project management activities regarding development and implementation of the project. This includes activities for coordinating the

implementation of the unified portal for career and workforce development. The project includes facilitating among external stakeholder groups, facilitating contractual with multi-vendors. This includes establishing the project charters, project plans, and other project documents, managing the plans and coordinating activities of the projects, and monitoring project tasks to ensure they are on schedule. In addition the Project Coordinator is responsible for communicating status and escalating issues to the Project Sponsor and the Program Director.

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Career, Standards & Assessment Services Consultant:, Kent Reed, Education Program Consultant, KSDE

Yr 1: 0.5 FTE	In Kind \$ 25,784
Yr 2: 0.5 FTE	In Kind \$ 26,558
Yr 3: 0.5 FTE	In Kind \$ 27,354

The Career, Standards and Assessment Consultant is an existing member of KSDE’s Career, Standards and Assessments Services team and is responsible for assisting with requirements specifications for the secondary-level user of the unified portal for career and work-force development. This includes conducting needs assessments of external stakeholders and users, working collaboratively with external stakeholders throughout the project. In addition the Career, Standards and Assessment Consultant will assist with development of user documentation and design, as well as development and delivery of training modules online instruction and professional learning resources for educators.

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Educational Program Consultant : Career and Technical Education Program Consultant KSDE

Yr 1: 1.0 FTE	Budget Request \$ 50,000
Yr 2: 1.0 FTE	Budget Request \$ 51,500
Yr 3: 1.0 FTE	Budget Request \$ 53,045
Yr 4: 1.0 FTE	Budget Request \$ 54,636

The Career, Standards and Assessment Consultant is an existing member of KSDE’s Career, Standards and Assessments Services team and is responsible for assisting with requirements specifications KSIP. He works with content area experts for the alignment of the CTE career cluster areas, academic content areas, and 21<sup>st</sup> century learner skills.

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Administrative Assistant: Mary Ward, Sr. Administrative Assistant, KSDE

Yr 1: 0.5 FTE	Budget Request \$ 13,500
Yr 2: 0.5 FTE	Budget Request \$ 13,905
Yr 3: 0.5 FTE	Budget Request \$ 14,322
Yr 4: 1.0 FTE	Budget Request \$ 29,504

The Administrative Assistant will perform clerical duties for the project staff of this Project including record keeping, mailings, meeting scheduling, travel scheduling, phone support, training materials production support, and other tasks as requested by project team members.

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**2. Fringe**

On behalf of its employees, the Agency contributes funds for staff for such things as retirement, social security, workers compensation, unemployment insurance and health insurance. The calculations are as follows:

Yr 1 Total	In Kind \$ 10,316	Budget Request \$ 74,965
Yr 2 Total	In Kind \$ 10,625	Budget Request \$ 77,214
Yr 3 Total	In Kind \$ 10,944	Budget Request \$ 79,530
Yr 4 Total	In Kind \$ 3,101	Budget Request \$ 86,194

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**3. Travel**

Travel includes instate gathering requirements estimated at 6 per year. Travel will be minimized due to the use of technology. EPC's will invite representatives from various educator stakeholder groups to meet and provide input into the USD and instructional practices.

6 meetings with 30 individuals for 1 day each (travel and per diem)

Yr 1: 6@30@ \$100	Budget Request	\$	18,000
Yr 2: 6@30@ \$100	Budget Request	\$	18,000
Yr 3: 6@30@ \$100	Budget Request	\$	18,000
Yr 4: 6@30@ \$100	Budget Request	\$	18,000

Out of state travel to meet with national and state level staff to gather information and best practices for the KSIP project and to present and promote the KSIP project

2 project managers travel to 2 meetings (includes travel, lodging, per diem).

Yr 1: (2@ \$5000)	Budget Request	\$ 10,000
Yr 2: (2@ \$5000)	Budget Request	\$ 10,000
Yr 3: (2@ \$5000)	Budget Request	\$ 10,000
Yr 4: (2@ \$5000)	Budget Request	\$ 10,000

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#### 4. Equipment

Server Capacity - Hardware and system software to support the implementation of the statewide USMRS and Collaborative Workspace.

Yr 1: In Kind \$12,000

Desktop Computers and System software for staff assigned to meet the objectives of this project. Calculated @ \$2,500 per computer.

Yr 1: In Kind \$ 1,250                      Budget Request \$11,250

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#### 5. Supplies

General office supplies- include paper, pens, and other desk supplies and will be utilized by project team members in performance of their responsibilities, including documentation and development and production of training materials. Amounts are based on the FTE at a rate of \$300 per year.

Yr 1: In Kind \$ 570	Budget Request \$ 1,350
Yr 2: In Kind \$ 240	Budget Request \$ 1,350
Yr 3: In Kind \$ 210	Budget Request \$ 1,350
Yr 4: In Kind \$ 60	Budget Request \$ 1,500

License and support for Footprints Help Desk and Change management software. One concurrent license @ \$3,000.

Yr 1: In Kind \$ 3,000

Yr 2: In Kind \$ 3,000

Yr 3: In Kind \$ 3,000

Yr 4: In Kind \$ 3,000

License and support for Microsoft Live Meeting (hosting) software to provide capability for project team collaboration and communication with external stakeholders.

Yr 1: In Kind \$ 75

Yr 2: In Kind \$ 75

Yr 3: In Kind \$ 75

Yr 4: In Kind \$ 75

MS Project License and support – for 1 Project Manager

Yr 1: In Kind \$150

Yr 2: In Kind \$150

Yr 3: In Kind \$150

Yr 4: In Kind \$150

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## **6. Contractual**

Contract with multi-vendors to implement the KSIP project. This includes facilitation of educator groups to align standards in state. This includes assessment contractors as well as multi-state consortia for development of skill assessments.

Yr 1: Budget request 1,000,000

Yr 2: Budget request 1,000,000

Yr 3: Budget request 1,000,000

Yr 4: Budget request 1,000,000

Contract with multi-vendors to develop a unified portal for career and workforce development assessments (grade 5<sup>th</sup> through grade 13)

Yr 1:	Budget request	\$2,000,000
Yr 2:	Budget request	\$2,000,000
Yr 3:	Budget request	\$2,000,000
Yr 4:	Budget request	\$2,000,000

Contract with in-state education service centers for delivery of training modules online instruction and professional learning resources for educators.

Yr 4:	Budget request	\$500,000
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**7. Training Stipends**

This is included in the contractual agreements by multi-vendors, including in-state education service centers.

**8. Other**

Requirements gathering meetings – Electronically, conference calls, virtual

Yr 1: (18 meetings with 5 persons each)	Budget Request	\$3,500
Yr 2: (18 meetings with 5 persons each)	Budget Request	\$3,500
Yr 3: (18 meetings with 5 persons each)	Budget Request	\$3,500

**9. Direct Costs (sum of items 1-8, specified by year)**

Yr 1:	In Kind	\$ 62,932	Budget Request	\$3,377,565
Yr 2:	In Kind	\$50,729	Budget Request	\$3,376,319
Yr 3:	In Kind	\$52,116	Budget Request	\$3,386,621
Yr 4:	In Kind	\$17,081	Budget Request	\$3,912,915

**10. Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are

used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**Yr 1** \$270,206

**Yr 2** \$270,106

**Yr 3** \$270,930

**Yr 4** \$313,034

### **11. Funding for Involved LEAs**

### **12. Supplemental funding for participating LEAs**

Reimbursement for expert content area teachers during the requirements gathering sessions. This is included in the contractual agreements for multi-vendors.

**13. Total Costs**            \$15,177,696

**Budget Part II: Project-Level Budget Table**  
**Project Name: Delivering High-Quality Professional Learning**  
**Associated with Criteria: Standards and Assessments**  
**(B)(3.6)**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$142,000	\$146,260	\$150,648	\$155,167	\$ 594,075
2. Fringe Benefits	\$ 41,180	\$ 42,415	\$ 43,688	\$ 44,998	\$ 172,281
3. Travel	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000
4. Equipment	\$ 8,400				\$ 8,400
5. Supplies	\$ 7,500				\$ 7,500
6. Contractual	\$210,000	\$210,000	\$210,000	\$210,000	\$ 840,000
7. Training Stipends	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 80,000
8. Other					
9. Total Direct Costs (lines 1-8)	\$459,080	\$448,675	\$454,336	\$460,165	\$1,822,256
10. Indirect Costs*	\$ 36,726	\$ 35,894	\$ 36,347	\$ 36,813	\$ 145,780
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$495,806	\$484,569	\$490,683	\$496,978	\$1,968,036

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**Project (B) (3.6): Delivering High-Quality Professional Learning** - This project work will be comprised of developing and delivering high quality professional development to support Section B of this project. Professional development will be comprised of awareness training sessions, hands-on training with the standards and assessments, assessment literacy training on how the standards impact the assessments and in turn impact instruction, unified database, as well as on-line training in order to afford educators with “just-in-time” learning opportunities. Included in this professional development is the opportunity for training of trainer models as well.

<b>TOTAL Projected Costs</b>	<b>In Kind \$197,296</b>	<b>Budget Request</b>	<b>\$1,968,036</b>
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**1. Personnel**

Year 1 Total In Kind	\$35,057	Budget Request	\$142,000
Year 2 Total In Kind	\$36,109	Budget Request	\$146,260
Year 3 Total In Kind	\$37,191	Budget Request	\$150,648
Year 4 Total In Kind	\$38,308	Budget Request	\$155,167

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Program Director: Jeannette Nobo, Assistant Director, Careers, Standards & Assessments, KSDE

Yr 1: 0.2 FTE	In Kind	\$14,471
Yr 2: 0.2 FTE	In Kind	\$14,905
Yr 3: 0.2 FTE	In Kind	\$15,352
Yr 4: 0.2 FTE	In Kind	\$15,813

The Project Director reports directly to the Director of the Careers, Standards and Assessments Services Team. She will have oversight of the progress of the initiatives of this project will provide direction, and will oversee the functionality and reporting requirements. She is accountable for resolving issues escalated from the Project Coordinator or other staff or escalating forward to her Director. She will facilitate the approval of project charters, project document, and timelines for the activities of this project. It is expected that decisions will be made based upon the recommendations of staff as well as research and existing knowledge.

The Project Director will share responsibility with the Project Coordinator for advocating program priorities. The Project Director is responsible for summarizing and reporting to her Director, and will assist with the reporting of progress to KSDE Division of Learning Services leadership, and for working with other KSDE leadership to ensure a seamless system of professional development as it relates to this initiative.

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Project Sponsor: Tom Foster, Director of Careers, Standards and Assessments, KSDE

Yr 1: 0.1 FTE	In Kind	\$ 9,787
Yr 2: 0.1 FTE	In Kind	\$10,081
Yr 3: 0.1 FTE	In Kind	\$10,383
Yr 4: 0.1 FTE	In Kind	\$10,695

The Project Sponsor will provide direction and will oversee the functionality and reporting requirements for the project to develop professional development. He will approve project charters, project document, and timelines for the activities of this project, and will communicate and report the progress to KSDE Executive leadership.

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Project Coordinator: Open Position, Careers, Standards and Assessments, KSDE

Yr 1: 1.0 FTE	Budget Request	\$65,000
Yr 2: 1.0 FTE	Budget Request	\$66,950
Yr 3: 1.0 FTE	Budget Request	\$68,959
Yr 4: 1.0 FTE	Budget Request	\$71,028

The Project Coordinator is responsible for project management activities regarding development and implementation of the delivery of high quality professional learning pertaining to section B of this grant. This includes activities for developing and implementing the professional development for Kansas educators related to assessments, standards, and instruction. The Project Director will be responsible for coordinating and facilitating the development of a seamless system of professional development around the topics of standards and assessments. The Project coordinator will work with the project Sponsor and Program Director in establishing

the project charters, project plans, and other project documents, managing the plans and coordinating activities of the projects, and monitoring project tasks to ensure they are on schedule. In addition the Project Coordinator is responsible for communicating status and escalating issues to the Project Sponsor and the Program Director.

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Careers, Standards & Assessment Consultants: Open Positions, Education Program Consultant, KSDE

Yr 1: 1.0 FTE	Budget Request \$50,000
Yr 2: 1.0 FTE	Budget Request \$51,500
Yr 3: 1.0 FTE	Budget Request \$53,045
Yr 4: 1.0 FTE	Budget Request \$54,636

The Careers, Standards and Assessment Consultant will be the lead consultant responsible for the development and implementation of the high quality professional learning. This includes working with service centers, higher education institutions, and educators in the development and training delivery. The consultant will work closely with the Project Coordinator to assist with the development of activities necessary to complete the project and development of timelines. The consultant will develop field surveys to determine precise field training needs related to the common core, unified database, assessments. The consultant will develop all necessary contracts and budgets related to this project and ensure that the necessary resources are available.

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Careers, Standards & Assessment Consultants: , Jackie Lakin, Education Program Consultant, KSDE

Yr 1: 0.1 FTE	In Kind	\$ 5,707
Yr 2: 0.1 FTE	In Kind	\$ 5,878
Yr 3: 0.1 FTE	In Kind	\$ 6,054
Yr 4: 0.1 FTE	In Kind	\$ 6,236

Careers, Standards & Assessment Consultants: Joyce Huser, Education Program Consultant, KSDE

Yr 1: 0.1 FTE	In Kind	\$ 5,092
Yr 2: 0.1 FTE	In Kind	\$ 5,245
Yr 3: 0.1 FTE	In Kind	\$ 5,402
Yr 4: 0.1 FTE	In Kind	\$ 5,564

The Standards and Assessment Consultants are existing members of KSDE’s Careers, Standards and Assessments Services team and they are responsible for assisting with the development and implementation of the professional learning. They will provide support to the lead consultant to the project by assisting with the identification of resources for the development of training, logistical support, and to the extent possible the development of training materials.

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Senior Administrative Assistant: Open Position, KSDE

Yr 1: 1.0 FTE	Budget Request	\$27,000
Yr 2: 1.0 FTE	Budget Request	\$27,810
Yr 3: 1.0 FTE	Budget Request	\$28,644
Yr 4: 1.0 FTE	Budget Request	\$29,503

The Senior Administrative Assistant will perform clerical duties for the staff of this project, including project record keeping, mailings, meeting scheduling, travel scheduling, phone support, training materials production support, on-site registration support and other tasks as requested by Project Coordinator and Project Education Program consultant.

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**2. Fringe Benefits**

On behalf of its employees, each Agency contributes funds for staff for such things as retirement, social security, workers compensation, unemployment insurance and health insurance. The calculations are as follows:

Yr 1: Total	In Kind \$10,167	Budget Request \$41,180
Yr 2: Total	In Kind \$10,503	Budget Request \$42,415
Yr 3: Total	In Kind \$10,818	Budget Request \$43,688
Yr 4: Total	In Kind \$11,143	Budget Request \$44,998

---

### 3. Travel

In-state travel to meet with service centers, institutions of higher education and educators during the development and delivery of high quality professional learning pertinent to standards and assessments across the state. Some of this travel requires multiple day stays.

Three persons in-state travel to 20 days of meetings, trainings, conference events (includes travel related expenses i.e., lodging, per diem, turnpike, mileage, registration fees), and 2 persons out-of-state travel to 2 meetings or conferences related to professional development related to standards, assessment and/or adult learners (includes travel related expenses i.e., registration fees, airfare, ground transportation and/or mileage, turnpike, lodging, and per diem).

Yr 1: (in-state travel-40@ \$500; out-of-state travel-4@2,500) Budget Request  
\$30,000

Yr 2: (in-state travel-40@ \$500; out-of-state travel-4@2,500) Budget Request  
\$30,000

Yr 3: (in-state travel-40@ \$500; out-of-state travel-4@2,500) Budget Request  
\$30,000

Yr 4: (in-state travel-40@ \$500; out-of-state travel-4@2,500) Budget Request  
\$30,000

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### 4. Equipment

Desktop Computers and System software as well as PDA for staff assigned to meet the objectives of this grant. Calculated @ \$2,500 per computer and \$300 per PDA.

Yr 1: Budget Request \$ 8,400

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### 5. Supplies

General office supplies- include paper, pens, file folders, toner and other desk supplies that will be utilized by project team members in performance of their responsibilities, as well as copying and postage costs associated with instructional resources and training flyers including documentation and development and production of training materials. Amounts are estimated yearly costs.

Yr 1: In Kind \$ 500	Budget Request \$ 7,500
Yr 2: In Kind \$ 2,500	
Yr 3: In Kind \$ 2,500	
Yr 4: In Kind \$ 2,500	

## 6. Contractual

Service Centers – KSDE will negotiate a contract with 7 service centers to provide regional high quality professional development to their member districts on assessment literacy modules, instructional strategies for student learning, the unified database system, and hands-on trainings on how to use assessment data to improve student learning. Service Center staff will also assist with the development of some of these trainings. KSDE will provide Service Centers with the training and materials that could be used by their staff. Each Service Center will be provided \$30,000 for the purpose of defraying costs associated with these trainings and assistance with the development of such trainings.

Yr 1 (7@\$30,000)	Budget Request \$210,000
Yr 2 (7@\$30,000)	Budget Request \$210,000
Yr 3 (7@\$30,000)	Budget Request \$210,000
Yr 4 (7@\$30,000)	Budget Request \$210,000

## 7. Training Stipends

KSDE will provide stipends to teachers to assist in defraying the cost involved with the travel to training opportunities provided by the state. Some of the training provided may require weekend travel or stay and the stipends will be used for those cost. Priority will be given to schools on improvement and/or on watch.

Yr 1: Total	Budget Request \$20,000
Yr 2: Total	Budget Request \$20,000
Yr 3: Total	Budget Request \$20,000
Yr 4: Total	Budget Request \$20,000

---

**8. Other**

None required for this Project.

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**9. Direct Costs (sum of items 1-8, specified by year)**

Year 1:	In Kind	\$45,724	Budget Request	\$459,080
Year 2:	In Kind	\$49,112	Budget Request	\$448,675
Year 3:	In Kind	\$50,509	Budget Request	\$454,336
Year 4:	In Kind	\$51,951	Budget Request	\$460,165

---

**10. Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

Year 1:		Budget Request	\$36,726
Year 2:		Budget Request	\$35,894
Year 3:		Budget Request	\$36,347
Year 4:		Budget Request	\$36,813

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**11. Funding for Involved LEAs**

None for this Project.

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**12. Supplemental funding for participating LEAs**

None for this Project.

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**13. Total Costs (lines 9-12)**

Year 1:	In Kind	\$45,724	Budget Request	\$495,806
Year 2:	In Kind	\$49,112	Budget Request	\$484,569
Year 3:	In Kind	\$50,509	Budget Request	\$490,683
Year 4:	In Kind	\$51,951	Budget Request	\$496,978

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**Budget Part II: Project-Level Budget Table**

**Project Name:** Enhance Data System Connections Between Agencies and Across Organizations

**Associated with Criteria:** (C)(2)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ 207,360	\$ 341,839	\$ 228,430	\$ 334,333	\$1,111,962
2. Fringe Benefits	\$ 60,134	\$ 99,133	\$ 66,245	\$ 96,957	\$ 322,469
3. Travel	\$0	\$ 1,500	\$0	\$0	\$ 1,500
4. Equipment	\$ 12,500	\$ 12,000	\$0	\$0	\$ 24,500
5. Supplies	\$ 1,230	\$ 1,920	\$ 1,290	\$ 1,800	\$ 6,240
6. Contractual	\$ 121,891	\$ 46,191	\$ 46,191	\$ 46,191	\$ 260,464
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$0	\$0	\$0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 403,115	\$ 502,583	\$ 342,156	\$ 479,281	\$1,727,135
10. Indirect Costs*	\$ 32,250	\$ 40,207	\$ 27,373	\$ 38,343	\$ 138,173
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$ 435,365	\$ 542,790	\$ 369,529	\$ 517,624	\$1,865,308

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Project C2G1P1: Enhance data system connections between from other agencies and organizations**, including the Kansas Board of Regents (KBOR), Department of Labor (KDOL), Department of Social and Rehabilitative Services (SRS), and Department of Health and Environment (KDHE). Work of this project will include transitioning KBOR’s data systems to use KSDE’s KIDS ID Assignment system, contracting with National Student Clearinghouse (NSC) for an annual data load of Kansas students who attend postsecondary institutions outside of Kansas, and working with KDOL to obtain workforce data for high school graduates, adult education students, and postsecondary education students. The enhanced data system connections will provide additional input to the P20 data mart to better inform policy.

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**1. Personnel**

Year 1 Total In Kind	152,595	Budget Request	207,360
Year 2 Total In Kind	115,176	Budget Request	341,839
Year 3 Total In Kind	75,280	Budget Request	228,430
Year 4 Total In Kind	10,811	Budget Request	334,333

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Project Director: Kathy Gosa, Director of IT, KSDE

Yr 1: 0.1 FTE	In Kind	\$ 9,893
Yr 2: 0.1 FTE	In Kind	\$10,190
Yr 3: 0.1 FTE	In Kind	\$10,496
Yr 4: 0.1 FTE	In Kind	\$10,811

The Project Director will have oversight of the progress of the initiatives of this Project and is responsible for negotiating with vendors and monitoring contracts. She will negotiate with eScholar regarding additional charges for use of UniqID® for Postsecondary IDs, and will be responsible for any needed contract modifications. In addition she will research and solicit models of the process other states have used in working with the National Student Clearinghouse (NSC), will complete contract negotiations with the NSC for the annual process; and will collaborate with the KBOR Project Sponsor and with KBOR and KSDE

fiscal management staff to establish funding to sustain the NSC data feeds beyond the grant. She will assist the KBOR Project Sponsor in negotiating with KDOL regarding receipt of workforce data, and will convene the collaborative of representatives from the three agencies, outline the objectives specified in the grant, and will invite other objectives from the representatives. She will share the KSDE Data Governance processes with the collaborative, as well as any other documentation appropriate to the objectives; will participate in identifying pertinent federal and state K-12 requirements (engaging KSDE general counsel where needed); will participate in the gap analysis of existing agreements and processes; and will advocate with the Kansas Commissioner of Education for steps to address the gaps.

The Project Director will coordinate with the KBOR Project Director to ensure effective collaboration as the agencies accomplish the goals outlined in this grant proposal. In addition the Project Director is accountable for resolving issues escalated from the Project Coordinators or other staff as well as making all major project decisions. It is expected that decisions will be made based upon the recommendations of staff as well as research and existing knowledge. The Project Director will share responsibility with the KBOR Project Director for advocating program priorities (such as adoption of common IDs for P20, connection to workforce data, and effective use of longitudinal data) to districts and institutions of higher education; and for communicating with the P-20 Council, Board of Education, Agency staff, leadership, Data Governance Board, and districts regarding this project initiative. The Project Director is responsible for summarizing and reporting to the grant director, for reporting progress to KSDE executive leadership, and for working with other KSDE leadership to ensure adequate staffing for initiatives.

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KBOR Project Sponsor: Dawn Ressel, Associate Vice President for Accountability, Planning & Institutional Effectiveness, KBOR

Yr 1: 0.1 FTE            In Kind \$ 9,917

Yr 2: 0.1 FTE            In Kind \$10,215

Yr 3: 0.1 FTE            In Kind \$10,521

The KBOR Project Sponsor will have oversight of the progress of KBOR initiatives of this Project, including assisting the Project Director in designing the contract with NSC and in

determining a sustainability plan for receiving NSC data beyond the grant. She will lead the negotiations with KDOL regarding receipt of workforce data, and will participate in the collaborative to discuss inter-agency data sharing agreements. She will share the KBOR Data Governance processes with the collaborative, as well as any other documentation appropriate to the objectives; will participate in identifying pertinent federal and state Postsecondary requirements (engaging KBOR general counsel where needed); will participate in the gap analysis of existing agreements and processes; and will advocate with the CEO of the Kansas Board of Regents for steps to address the gaps. She will work with the KSDE Project Director to ensure that the Kansas P-20 Council is kept informed of the progress of the collaboration, and will advocate the Project priorities (such as adoption of common IDs for P-20, connection to workforce data, and effective use of longitudinal data) to KBOR staff as well as institutions of higher education. In addition she will supervise all KBOR project activities for this Project, work to ensure adequate staffing for these initiatives, will resolve issues escalated to her by KBOR project team members, and will be responsible for summarizing and reporting the progress of the KBOR grant initiatives to the Project Director.

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EDW Project Coordinator: Cathy Rinehart, Sr. Project Coordinator, KSDE

Yr 1: 0.8 FTE	Budget Request \$49,106
Yr 2: 0.6 FTE	Budget Request \$37,934
Yr 3: 0.2 FTE	Budget Request \$13,024
Yr 4: 1.0 FTE	Budget Request \$67,074

The Project Coordinator is an existing member of KSDE’s EDS team and is the Project Manager for EDW and data mart development. For this Project she will be responsible for project management activities regarding expansion of KSDE’s Enterprise Data Warehouse and the Enterprise Metadata System, as well as modifications to include engagement data in the ACT file load, and development of the processes to load the NSC data and workforce data into the EDW. In addition she is responsible for project management activities regarding expansion of the P20 data mart and development of the processes to load the data into the data mart, as well as enhancement of the BI interfaces to the data mart. During the first year of the grant, responsibilities will include development and management of the project plan

and other project documents; during all three years of the grant she will monitor project tasks to ensure completion on schedule and ensure that load processes are documented and included in the ETL calendar for the EDW for future years. Additionally, the Project Coordinator is responsible for communication and escalation of status and issues to the Project Director.

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Data Analyst: Julie Cook, Project Analyst, KSDE

Yr 1: 0.7 FTE	In Kind \$37,390
Yr 2: 0.7 FTE	Budget Request \$38,511
Yr 3: 0.7 FTE	Budget Request \$39,667
Yr 4: 1.0 FTE	Budget Request \$58,368

The Data Analyst is an existing member of the KSDE's KIDS Project core team, is the data steward for KIDS data, and is responsible for coordinating activities between KSDE and KBOR. For the activity to transition KBOR's data systems to use KSDE KIDS Assignment system for IDs, she will be responsible for project management activities regarding expansion of KSDE's authentication system as well as database process changes to KBOR's KHEDS system for generation of the annual export file and upload of the SSIDs. During the first year of the grant, responsibilities will include development and management of the project plan, monitoring project tasks to ensure completion on schedule, and leading the effort to work with the Help Desk Support, KBOR Project Manager and KBOR Content Specialist to document the timeline and process for generating extract files, loading into KIDS Assignment, resolving near matches, and uploading the SSIDs back into KBOR's data systems (KHEDS or PABLO). During years 2, 3, and 4 of the grant, this will include coordinating with KBOR staff, monitoring the process, and implementing any needed updates. Additionally, she is responsible for communication and escalation of status and issues to the Project Director and the KBOR Project Sponsor.

For the activity to obtain data from NSC, during the first year of the grant she is responsible for assisting in determining the data elements to be received from NSC; for collaborating with KBOR staff to define and document the process for determining which high school graduates should be submitted to NSC (i.e., which are not attending Kansas

postsecondary institutions); for collaborating with NSC staff and the KBOR Programmer to define the format of the data extract to be sent to NSC; and for designing, developing, and documenting the processes for generating the data extract to be sent to NSC. In addition, she will document and maintain the metadata for data elements loaded from the NSC file. During all 4 years of the grant, she is responsible for generating the data extract, submitting to NSC, and coordinating the receipt of data which will be loaded in the EDW.

For the activity to obtain workforce data for high school graduates, during the first year of the grant she is responsible for assisting in determining the workforce data elements to be received from KDOL; for collaborating with KBOR staff to define and document the process for determining which students should be submitted to KDOL; for collaborating with KBOR staff and KDOL staff to define the format of the data extract to be sent to KDOL; and for designing, developing, and documenting the processes for generating the data extract to be sent to KDOL. In addition, she will document and maintain the metadata for workforce data elements loaded from the KDOL file into the EDW. During all 4 years of the grant she is responsible for generating the data extract, coordinating with KBOR to submit to KDOL, and coordinating the receipt of data which will be loaded in the EDW.

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Data Manager: Ted Carter, Data Manager, KSDE

Yr 1: 0.6 FTE            In Kind \$33,671

Yr 2: 0.6 FTE            In Kind \$34,681

Yr 3: 0.2 FTE            In Kind \$11,907

The Data Manager is an existing member of KSDE’s IT team and is responsible for overseeing the data processes of the EDS as well as the SFSF metrics. For the Activity to obtain data from NSC, during the first year of the grant he is responsible for leading the effort to determine and define the data elements to be submitted to and received from NSC, and for collaborating with the Database Architect and the Metadata Programmer to design the enhancements needed for the EDW and the Enterprise Metadata System to accommodate these data. During the second year of the grant he is responsible for collaborating with the ETL Programmer to design the processes to load the NSC data into the EDW.

For the activity to obtain workforce data for high school graduates, during the first year of the grant he is responsible for collaborating with KBOR staff and the Data Analyst to determine and define the workforce data elements to be submitted to and received from KDOL, and for collaborating with the Database Architect and the Metadata Programmer to design the enhancements needed for the EDW and the Enterprise Metadata System. During the second year of the grant, he is responsible for collaborating with the ETL Programmer to design the processes to load the KDOL workforce data into the EDW.

For the activity to load engagement data from the ACT file, during the first year of the grant he is responsible for leading the effort to determine and document the format, definition, and other metadata associated with engagement data elements included in the ACT file; and for collaborating with the Database Architect, the ETL Programmer, and the Metadata Programmer to design the changes needed to the EDW database tables, the ACT file load process, and the Enterprise Metadata System. During years 2 and 3 of the grant, and ongoing, he is responsible for monitoring the ACT file format to identify any changes which require modification to the EDW structure, the load procedures, or the Enterprise Metadata System.

For the activity to enhance the P20 data mart, during the second year of the grant he will collaborate with the Datamart Programmer to re-design the P20 data mart to accommodate the additional data elements. With the ETL Programmer he will design changes needed to load the additional postsecondary data and Labor data files into the P20 data mart, and to load the NSC data and the student engagement from the EDW into the P20 data mart. In addition, he will work with the BI Developer to design and implement the changes needed to include this additional data in the SFSF metrics that are publicly reported.

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Requirements Analyst: OPEN POSITION, KSDE

Yr 1: 0.2 FTE

Budget Request \$ 9,930

Yr 2: 0.2 FTE

Budget Request \$10,228

The Requirements Analyst will support the tasks of Activity 6 by attending meetings of the Early Childhood Data Group (ECDG). Work will include leading discussions to reveal the data systems and processes that currently exist in each agency, as well as the opportunities



loaded into the EDW. This will include capturing and loading appropriate metadata and ensuring links to keywords

At a minimum this individual will have successful completion of 24 hours in computer science coursework or certification and three years experience designing/analyzing, coding, testing, debugging database programs or system software programming and analysis or four years experience designing/analyzing, coding, testing, debugging database programs or system software programming and analysis. Experience with metadata systems is a plus.

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Datamart Programmer: Axel Araujo, Database Programmer, KSDE

Yr 2: 0.5 FTE	Budget Request \$ 30,900
Yr 3: 0.5 FTE	Budget Request \$ 31,827
Yr 4: 1.0 FTE	Budget Request \$ 65,564

The Datamart Programmer is an existing member of KSDE's IT team. During the second and third years of the grant he will collaborate with the Data Manager to design and implement the changes required to the table structure of the P20 data mart to accommodate additional postsecondary data, workforce data, NSC data, and student engagement data. In addition he will design and develop the enhancements needed to processes for loading the additional data elements included in the postsecondary data files into the P20 data mart; and will design and develop the processes for loading the workforce data, NSC data, and student engagement data from the EDW into the P20 data mart. He will also update the ETL Calendar to facilitate all changes to the ongoing data loads into the P20 data mart.

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BI Designer: OPEN POSITION, KSDE

Yr 2: 1.0 FTE	Budget Request \$ 56,150
Yr 3: 0.5 FTE	Budget Request \$ 28,917
Yr 4: 1.0 FTE	Budget Request \$ 59,570

The BI Designer is responsible for designing effective presentation of data mart data via BI interfaces, based upon the needs of education stakeholders. For this Activity during the second and third years of the grant the BI Designer will gather input from various education

stakeholder groups, and will re-designing the interfaces to the P20 data mart to accommodate the student data elements added through this Activity. In addition the BI Designer will work with the Data Manager to design needed enhancements in order to include the additional data in the SFSF metrics that are publicly reported.

At a minimum this individual will have successful completion of 24 hours in computer science coursework or certification and three years experience designing/analyzing web applications and business intelligence interfaces or four years experience designing/analyzing web applications and business intelligence interfaces. Experience with Microsoft SharePoint and Performance Point, and with analyzing education data are highly desired.

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BI Programmer: Brenda Wilson, Information Delivery Manager, KSDE

Yr 2: 0.3 FTE                      In Kind \$17,649

Yr 3: 0.3 FTE                      In Kind \$18,179

The BI Programmer is an existing member of KSDE's IT team and is responsible for developing, and maintaining BI interfaces to support access to data marts by education stakeholders. During the second year of the grant she will re-design the interfaces to the P20 data mart based upon the specifications provided by the BI Designer. In addition she will develop needed enhancements in order to include the additional data in the SFSF metrics that are publicly reported.

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Tester: Andrea Hall, Quality Assurance Technician, KSDE

Yr 1: 0.5 FTE                      Budget Request \$ 24,825

Yr 2: 0.8 FTE                      Budget Request \$ 40,912

Yr 3: 0.3 FTE                      Budget Request \$ 15,802

Yr 4: 1.0 FTE                      Budget Request \$ 54,255

The Quality Assurance Technician is an existing member of KSDE's IT team and is responsible for data quality validation for the EDW and data marts. She will test the modifications to processes and validate the data loaded from the ACT file into the EDW. In addition she is responsible for validating the processes and the data loaded from the NSC

files into the EDW, and from the KDOL files into the EDW. In year 3 of the grant, as well as ongoing years, she will be responsible for testing and verifying any modifications made to the load processes, as well as validating the data in the EDW.

For the Activity to expand the P20 data mart, she will validate the processes and data loaded from the EDW into the P20 data mart, and from the postsecondary data files into the P20 data mart. During the third year of the grant she will validate the enhancements to the BI interfaces to the P20 data mart, and will validate the revisions to the data and calculations included in the SFSF metrics that are publicly reported.

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Database Architect: Jon Felling, Sr. Database Administrator/Architect, KSDE

Yr 1: 0.2 FTE            In Kind \$ 12,488

Yr 2: 0.2 FTE            In Kind \$ 12,862

This Database Architect is an existing member of KSDE’s Information Technology team, and is responsible for maintaining the EDW, for designing and implement modifications to the warehouse structure, and for development and maintenance of the Common Authentication System which provides secure single sign-on access to all KSDE web applications. During the first year of the grant he will design, develop and implement the modifications necessary to the authentication system to provide KBOR staff appropriate access to the KIDS Assignment system in order to assign and track IDs for postsecondary students. In addition he will design and implement database structure changes needed in the EDW in order to facilitate ongoing loading and storing the engagement data contained in the ACT files, the NSC data, and the workforce data.

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Help Desk Support: Philip Watkins, User Support Technician III, KSDE

Yr 1: 0.2 FTE            In Kind \$ 7,401

The Help Desk Support is an existing member of KSDE’s Information Technology team and is responsible for providing help desk support for KIDS users, for leading the vendor certification for KIDS file submissions, and for assisting with KIDS training. During the first year of the grant he will work with the KBOR Database Programmer regarding requirements for the annual export file from KBOR’s KHDES database, will support the data validation of

the file, and will train and assist the KBOR Data Analyst to upload the file to KIDS Assignment, resolve near matches, and download the SSIDs for loading in KBOR's data systems. During the second and third years of the grant and ongoing, he will provide help desk support as needed.

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Administrative Assistant: OPEN POSITION, KSDE

Yr 1: 0.5 FTE	Budget Request\$ 13,499
Yr 2: 0.5 FTE	Budget Request \$ 13,904
Yr 3: 0.5 FTE	Budget Request \$ 14,321
Yr 4: 1.0 FTE	Budget Request \$ 29,502

The Administrative Assistant will perform clerical duties for the project staff of this Project including record keeping, mailings, meeting scheduling, travel scheduling, phone support, training materials production support, and other tasks as requested by project team members.

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KBOR Project Manager: OPEN POSITION, KBOR

Yr 1: 0.2 FTE	Budget Request \$ 12,000
Yr 2: 0.2 FTE	Budget Request \$ 12,360
Yr 3: 0.2 FTE	Budget Request \$ 12,731

The KBOR Project Manager will provide guidance and oversight for KBOR staff work for each activity of this Project. This individual will be responsible for the day-to-day operational aspects of the project and implementing the work plan as identified in the timeline. The KBOR Project Manager will report directly to the KBOR Project Sponsor and will have responsibility for completing progress reports on the various project components. For this Project the KBOR Project Manager will facilitate the transition of KBOR's data systems to use KSDE's KIDS Assignment system, and will participate in the collaboration with KSDE staff regarding expansion of the P20 data mart.

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KBOR Data Analyst: OPEN POSITION, KBOR

Yr 1: 0.2 FTE	Budget Request \$ 10,000
Yr 2: 0.2 FTE	Budget Request \$ 10,300
Yr 3: 0.2 FTE	Budget Request \$ 10,609

The KBOR Data Analyst, in coordination with the KBOR Project Manager, will lead the efforts with the transition of KBOR's data systems to use KSDE's KIDS Assignment system. During the first year of the project, responsibilities will include development and management of the project plan, monitoring project tasks to ensure completion on schedule, and coordinating with other team members to meet all project requirements. This individual will coordinate with team members at KSDE on processes such as generating extract files, resolving near matches and integrating this information back into KHEDS. Additionally the KBOR Data Analyst is responsible for communication and escalation of status and issues to the KBOR Project Manager and KBOR Project Sponsor.

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KBOR Programmer: Lin Rome, Senior Programmer, Institutional Research, KBOR

Yr 1: 0.1 FTE	In Kind \$ 6,300
Yr 2: 0.1 FTE	In Kind \$ 6,489
Yr 3: 0.1 FTE	In Kind \$ 6,684

The KBOR Programmer is an existing member of KBOR's Institutional Research team and is responsible for collaborating with other project team members on the design, implementation, and operation of the statewide postsecondary database system, leading the team in decisions related to web-based components of the system. For this activity, she will provide project support by coordinating with new staff as they become familiar with KHEDS and to facilitate internal processes at KBOR. She will also provide technical assistance to project staff, as necessary, on web-based applications relevant to this Project.



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**KDOL Web Developer (DOL): OPEN POSITION, KDOL**

Yr 1: 1.0 FTE	Budget Request \$	50,000
Yr 2: 1.0 FTE	Budget Request \$	51,500
Yr 3: 1.0 FTE	Budget Request \$	53,045

The KDOL Programmer will report to the KBOR Project Manager. Responsibilities include collaborating with KSDE and KBOR staff regarding the data elements and data standards for the data to be submitted to KDOL for obtaining workforce data; and designing and developing the processes for extracting the data from the KDOL data systems and providing it to KSDE and KBOR staff.

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**2. Fringe Benefits**

On behalf of its employees, each Agency contributes funds for staff for such things as retirement, social security, workers compensation, unemployment insurance and health insurance. The calculations are as follows:

Yr 1: Total	In Kind \$ 44,253	Budget Request \$	60,134
Yr 2: Total	In Kind \$ 33,401	Budget Request \$	99,133
Yr 3: Total	In Kind \$ 21,831	Budget Request \$	66,245
Yr 4: Total	In Kind \$ 3,135	Budget Request \$	96,957

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**3. Travel**

Requirements gathering meetings for BI interface enhancements – the BI Designer will invite representatives from various educator stakeholder groups to meet and provide input into the re-design of the BI interfaces for the P20 data mart. 5 meetings with 3 individuals for 1 day each (travel and per diem)

Yr 2: 5@3@ \$100	Budget Request	\$ 1,500
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## 6. Contractual

eScholar UniqID® – contract increase to support additional SSIDs to be generated for postsecondary students.

For limited license for assigning and maintaining unique ids for the Postsecondary population by the Kansas Board of Regents.

First year fee:  $\$.50 \times 194,102 = \$97,051$

(Please note this is a onetime fee to provide the license described above. The student count is only used to establish the price.)

Subsequent year annual fee:  $\$.11 \times 194,102 = \$21,351$

(Please note - this fee will not vary year to year based on the student population. The student population is simply used the first time to establish a fee. The \$21,351 annual fee is the base number going forward, however it is subject to an annual adjustment in accordance with the Consumer Price Index)

Yr 1:	Budget Request \$ 97,051
Yr 2:	Budget Request \$ 21,351
Yr 3:	Budget Request \$ 21,351
Yr 4:	Budget Request \$ 21,351

National Student Clearinghouse – KSDE will negotiate a contract with the National Student Clearinghouse to obtain data annually for students who graduate from Kansas schools but do not attend Kansas postsecondary institutions, as well as for students who are dropouts from Kansas postsecondary institutions. During the initial year of the grant the data request will include students who graduated in 2006 (when Kansas began collecting data on individual students) or after and have not been tracked to Kansas postsecondary institutions; as well as students who attended a postsecondary institution since 2006, but did not earn a degree and have not enrolled in any postsecondary institution for two consecutive years. During years 2 and 3 of the grant the data request will include only students who graduated within the past two years, have not been tracked to Kansas postsecondary institutions, and have not previously been identified by the NSC file as having attended an out-of-state postsecondary institution. The contract amount is estimated at \$0.54 per student submitted based upon the

contract that Missouri currently has in place for a similar process with NSC. Estimate is approximately 6,000 for high school graduations and 40,000 for postsecondary drop outs.

Yr 1:	Budget Request \$ 24,840
Yr 2:	Budget Request \$ 24,840
Yr 3:	Budget Request \$ 24,840
Yr 4:	Budget Request \$ 24,840

**7. Training Stipends**

None required for this Project.

**8. Other**

None required for this Project.

**9. Direct Costs (sum of items 1-8, specified by year)**

Year 1:	In Kind	209,103	Budget Request	403,115
Year 2:	In Kind	149,342	Budget Request	502,583
Year 3:	In Kind	97,666	Budget Request	342,156
Year 4:	In Kind	13,976	Budget Request	479,281

**10. Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs**

None for this Project.

**12. Supplemental funding for participating LEAs**

None for this Project.

**13. Total Costs**

Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**

**Project Name: Expand the scope of the postsecondary education data systems.**

**Associated with Criteria: (C)(2)**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ 318,000	\$ 327,540	\$ 337,367	\$ 347,489	\$1,330,396
2. Fringe Benefits	\$ 92,220	\$ 94,986	\$ 97,836	\$ 100,772	\$385,814
3. Travel	\$ 10,000	\$0	\$0	\$0	\$10,000
4. Equipment	\$ 117,750	\$0	\$0	\$0	\$117,750
5. Supplies	\$ 2,040	\$ 2,040	\$ 2,040	\$ 2,040	\$8,160
6. Contractual	\$ 581,257	\$ 179,224	\$ 179,224	\$ 179,224	\$1,118,929
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$0	\$0	\$0	\$ 0
9. Total Direct Costs (lines 1-8)	\$1,121,267	\$ 603,790	\$ 616,467	\$ 629,525	\$2,971,049
10. Indirect Costs*	\$ 89,702	\$ 48,304	\$ 49,318	\$ 50,362	\$237,686
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$1,210,969	\$ 652,094	\$ 665,785	\$ 679,887	\$3,208,735

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Project C2G1P2: Expand the scope of the Postsecondary education data systems.** Work of this project will include implementing electronic transcript exchange between Kansas postsecondary institutions; incorporating data needed for IPEDS financial and financial aid reporting into KHEDS and develop IPEDS reports for Kansas postsecondary institutions; working with postsecondary institutions to obtain program completion data, and with licensure/credentialing agencies to obtain exam data for program completers; developing a modified process for data submission to capture key data on students in Kansas independent and private institutions; and creating procedures to allow multiple stakeholder groups access to postsecondary data, including selection and implementation of a business intelligence infrastructure.

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**1. Personnel**

Year 1 Total In Kind	25,584	Budget Request	318,000
Year 2 Total In Kind	26,353	Budget Request	327,540
Year 3 Total In Kind	27,142	Budget Request	337,367
Year 4 Total In Kind	21,674	Budget Request	347,489

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**KBOR Project Sponsor:** Dawn Ressel, Associate Vice President for Accountability, Planning & Institutional Effectiveness, KBOR

Yr 1: 0.2 FTE	In Kind \$19,834
Yr 2: 0.2 FTE	In Kind \$20,430
Yr 3: 0.2 FTE	In Kind \$21,042
Yr 4: 0.2 FTE	In Kind \$21,674

The KBOR Project Sponsor will supervise all project activities relating to collection, maintenance, reporting, and analysis of information and data regarding postsecondary education in Kansas. In that capacity she provides overall leadership and management across the activities at KBOR as well as coordinating with other partner agencies to continuously improve accountability, planning, and effectiveness. This position works directly and

indirectly with the Board of Regents, and other policymakers to provide data and analysis in support of data driven decision making.

She is responsible for ensuring the progress of the work of this Project, addressing issues escalated by the KBOR Project Manager, and for negotiating and monitoring all contracts associated with this Project. This includes assisting the KSDE Program Director in negotiation of the amendment to the Docufide contract; developing, implementing, and monitoring the progress regarding the contract with a vendor to analyze IHE data submission processes; and overseeing the selection process for the BI tool, and negotiating the contract and procurement for the BI tool license. She is also responsible for summarizing and reporting the status of the work of this Project.

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KBOR Project Manager: OPEN POSITION, KBOR

Yr 1: 0.8 FTE	Budget Request \$ 48,000
Yr 2: 0.8 FTE	Budget Request \$ 49,440
Yr 3: 0.8 FTE	Budget Request \$ 50,924
Yr 4: 0.8 FTE	Budget Request \$ 52,452

The KBOR Project Manager will guide the three activities of this Project for a systematic process to assess needs and design a system and tools related to higher education data that meets the needs of various users and stakeholders. The KBOR Project Manager will promote strategies to raise awareness of available data and support a system for key stakeholders, including educators and decision-makers, to access, analyze and use the information. The KBOR Project Manager will provide guidance and oversight for the work of KBOR staff for this Project. This individual will be responsible for the day-to-day operational aspects of the Project and for implementing the work plan. The KBOR Project Manager will report directly to the KBOR Project Sponsor and will have responsibility for completing progress reports on the various project components.

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KBOR Data Analyst: OPEN POSITION, KBOR

Yr 1: 1.0 FTE	Budget Request \$ 40,000
Yr 2: 1.0 FTE	Budget Request \$ 41,200
Yr 3: 1.0 FTE	Budget Request \$ 42,436
Yr 4: 1.0 FTE	Budget Request \$ 43,709

The work of the KBOR Data Analyst will include responsibilities focused on the design, implementation and operation of database enhancements related to institutional IPEDS data (specifically institutional finance data). These activities include, but are not limited to, the identification of appropriate data fields, and the collection, verification, and maintenance of data submitted to IPEDS, and preparation of a variety of reports related to the data collected. KBOR will target the following IPEDS surveys and download the data directly to our system: Institutional Characteristics (mainly for Tuition Charges), Human Resources, and Finance. Staff will create a protocol to download the data from the federal system. As part of this enhancement to the database, KBOR would also create a few of the IPEDS reports for the institutions (12 month headcount, Completions, Fall Survey). This would save the institutions from having to create two different files, one for KBOR and one for NCES. By the end of the first year, we propose to pilot the downloading process and institutional reporting. Beginning in year two, we will make necessary modifications to the downloading process and format for the institutional reports. We will continue to download and report the IPEDS data back to the institutions in the final year of the grant.

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KBOR Business Analyst: OPEN POSITION, KBOR

Yr 1: 1.0 FTE	Budget Request \$ 40,000
Yr 2: 1.0 FTE	Budget Request \$ 41,200
Yr 3: 1.0 FTE	Budget Request \$ 42,436
Yr 4: 1.0 FTE	Budget Request \$ 43,709

The Business Analyst will report to the Project Manager. This position will identify, distinguish, and analyze multiple components of the postsecondary data system related to student financial aid issues. Additional responsibilities include strategic operations analysis, identifying trends and interpreting data.

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KBOR Research Analyst: OPEN POSITION, KBOR

Yr 1: 1.0 FTE	Budget Request \$ 40,000
Yr 2: 1.0 FTE	Budget Request \$ 41,200
Yr 3: 1.0 FTE	Budget Request \$ 42,436
Yr 4: 1.0 FTE	Budget Request \$ 43,709

The KBOR Research Analyst will report to the KBOR Project Manager. This position will develop appropriate research designs, plan and execute research projects and present findings. This position will focus on postsecondary data closely related to careers and adult basic education, as well as credentials and exam scores. In addition this individual will develop appropriate research designs, plan and execute research projects and present findings. This position will focus on postsecondary data closely related to private and independent institutions in the state of Kansas.

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KBOR Web Developer: OPEN POSITION, KBOR

Yr 1: 1.0 FTE	Budget Request \$ 40,000
Yr 2: 1.0 FTE	Budget Request \$ 41,200
Yr 3: 1.0 FTE	Budget Request \$ 42,436
Yr 4: 1.0 FTE	Budget Request \$ 43,709

Reporting to the KBOR Project Manager, the KBOR Web Developer (Credentials/ABE) will work as part of a team in the design, implementation and operation of database enhancements related to credentialing and exam scores. In addition this individual prepares and transition data from the private and independent institutions into the postsecondary education system.

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KBOR Software Administrator: OPEN POSITION, KBOR

Yr 1: 1.0 FTE	Budget Request \$ 60,000
Yr 2: 1.0 FTE	Budget Request \$ 61,800
Yr 3: 1.0 FTE	Budget Request \$ 63,654
Yr 4: 1.0 FTE	Budget Request \$ 65,564

The KBOR Software Administrator, in collaboration with the Web Developer (BI), will survey potential users of the KBOR data system BI interface, and will create a features

matrix for selection of the BI solution. In addition the KBOR Software Administrator will research and evaluate potential software, tools, and vendors; will document the features matrix based upon the capabilities of the potential tools; and will participate in selecting the BI solution. Once the BI tool is procured, the KBOR Software Administrator will install and configure it, and will provide ongoing support for access, configuration, and performance of the BI solution.

In addition, the KBOR Software Administrator, in collaboration with the KBOR Project Manager and the KBOR Web Developer (BI), will enlist a team of educators, administrators, policy makers, business and other stakeholders, and technical advisors, to provide ongoing guidance and feedback regarding the type of information needed and the most useful interface to access the information; and will re-evaluate and refine the software, tools, and user interface in relation to changing user needs and capabilities.

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KBOR Web Developer (BI): OPEN POSITION, KBOR

Yr 1: 1.0 FTE	Budget Request \$ 50,000
Yr 2: 1.0 FTE	Budget Request \$ 51,500
Yr 3: 1.0 FTE	Budget Request \$ 53,045
Yr 4: 1.0 FTE	Budget Request \$ 54,637

The KBOR Web Developer (BI), in collaboration with the KBOR Software Administrator, will evaluate potential BI solutions; facilitate system capabilities; and implement the BI solution to provide appropriate access for a variety of users as determined during needs assessment. In addition, the KBOR Web Developer (BI), in collaboration with the KBOR Software Administrator, will be responsible for re-evaluating and refining the user interface in relation to changing user needs and capabilities.

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KBOR Requirements Analyst: Deb Warren, Associate Director Institutional Research, KBOR

Yr 1: 0.1 FTE	In Kind \$ 5,750
Yr 2: 0.1 FTE	In Kind \$ 5,923
Yr 3: 0.1 FTE	In Kind \$ 6,100

The KBOR Requirements Analyst is an existing member of KBOR’s Institutional Research team and is responsible for working on the design (including developing functional requirement and conceptual design), implementation, and operations of the statewide postsecondary education database system. For this activity, she will provide project support by working with the KBOR Business Analyst on processes related to data cleaning, and the data retrieval in KHEDS.

**2. Fringe**

On behalf of employees, the Agency contributes funds for staff for such things as retirement, social security, workers compensation, unemployment insurance and health insurance. The calculations are as follows:

Yr 1 Total	In Kind \$ 7,419	Budget Request \$ 92,220
Yr 2 Total	In Kind \$ 7,642	Budget Request \$ 94,986
Yr 3 Total	In Kind \$ 7,871	Budget Request \$ 97,836
Yr 4 Total	In Kind \$ 6,285	Budget Request \$ 100,772

**3. Travel**

Financial Aid requirements gathering - In-state travel to meet with institutional staff to gather requirements for developing and implementing the SFA module.

4 persons travel to 5 meetings (includes travel, lodging, per diem).

Yr 1: (5@ \$1000)

Budget Request \$ 5,000

Private/Independent College requirements gathering - In-state travel to meet with institutional staff to gather requirements for developing and implementing the data collection for these sectors.

4 persons travel to 5 meetings (includes travel, lodging, per diem).

Yr 1: (5@ \$1000)

Budget Request \$ 5,000

**4. Equipment**

Desktop Computers and System software for staff assigned to this project to meet the objectives of this grant. Calculated @ \$2,500 per computer.

Yr 1: In Kind \$ 750

Budget Request \$ 17,500

License for BI tool to meet the needs of users of postsecondary data systems. Evaluation based on a features matrix will drive the selection of the tool.

Yr 1: Budget Request \$100,250

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## 5. Supplies

General office supplies- include paper, pens, and other desk supplies and will be utilized by project team members in performance of their responsibilities, including documentation and development and production of training materials. Amounts are based on the FTE at a rate of \$300 per year.

Yr 1:	In Kind \$ 90	Budget Request \$ 2,040
Yr 2:	In Kind \$ 90	Budget Request \$ 2,040
Yr 3:	In Kind \$ 90	Budget Request \$ 2,040
Yr 4:	In Kind \$ 60	Budget Request \$ 2,040

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## 6. Contractual

Contract with Docufide, Inc – to expand current K12 contract to include transcript exchange between all Kansas postsecondary institutions (public, private, and independent). Costs are based on MHEC College ETI RFP. Contract costs include licensing fee for Docufide Delivery Services (Higher Education), transcript capture client, unlimited e-transcript transmissions in various formats (PESC XML, TSI30 EDI, PDF) to registered recipients, training, support, implementation services, and project management.

Yr 1:	Budget Request \$ 194,257
Yr 2:	Budget Request \$ 179,224
Yr 3:	Budget Request \$ 179,224
Yr 4:	Budget Request \$ 179,224

Contract with vendor - to work with individual IHEs in the state to conduct an analysis of the current data processing environments of the various institutions reporting to KBOR. The vendor will gather, analyze, prioritize and provide solution recommendations for performance improvement, ease of delivery, and cost controls relating to the institutions’

student databases. KBOR staff will develop and let an RFP for this work. Details regarding the vendor budget will be known once the contract is awarded.

Yr 1:

Budget Request \$387,000

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**7. Training Stipends**

None required for this Project.

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**8. Other**

None required for this Project.

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**9. Direct Costs (sum of items 1-8, specified by year)**

Yr 1:	In Kind	33,843	Budget Request	1,121,267
Yr 2:	In Kind	34,085	Budget Request	603,790
Yr 3:	In Kind	35,103	Budget Request	616,467
Yr 4:	In Kind	28,019	Budget Request	629,525

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**10. Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs**

None for this Project.

**12. Supplemental funding for participating LEAs**

None for this Project.

**13. Total Costs**

Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

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

**(i) Increase the acquisition, adoption, and use of local instructional improvement systems 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;**

**GOAL 1. Ensure that data can be accessed, analyzed and used; and communicate data to all stakeholders to promote continuous improvement.**

**Budget Part II: Project-Level Budget Table**

**Project Name:** Implement a Collaborative Workspace and reporting system.

**Associated with Criteria:** (C)(3) (i)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ 210,369	\$ 257,636	\$ 269,290	\$ 306,767	\$1,044,062
2. Fringe Benefits	\$ 61,007	\$ 74,714	\$ 78,094	\$ 88,962	\$302,777
3. Travel	\$0	\$0	\$0	\$0	\$ 0
4. Equipment	\$ 20,750	\$0	\$0	\$0	\$20,750
5. Supplies	\$ 1,230	\$ 1,530	\$ 1,560	\$ 1,800	\$6,120
6. Contractual	\$0	\$0	\$0	\$0	\$ 0
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$ 3,500	\$0	\$0	\$3,500
9. Total Direct Costs (lines 1-8)	\$ 293,356	\$ 337,380	\$ 348,944	\$ 397,529	\$1,377,209
10. Indirect Costs*	\$ 23,469	\$ 26,991	\$ 27,916	\$ 31,803	\$110,179
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$ 316,825	\$ 364,371	\$ 376,860	\$ 429,332	\$1,487,388

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Project C3G1P1: Implement a Collaborative Workspace and reporting system** to enable educators to access, analyze, and use integrated data to support targeted student instruction, for school improvement, and to easily generate reports for parents and other stakeholder groups. The work of this project includes development and implementation of a Unified Standards Management and Reporting System (USMRS) as well as iterative implementation of the Collaborative Workspace, including access to USMRS linked to student needs.

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**1. Personnel**

Year 1 Total In Kind	74,200	Budget Request	210,369
Year 2 Total In Kind	53,369	Budget Request	257,636
Year 3 Total In Kind	48,346	Budget Request	269,290
Year 4 Total In Kind	21,622	Budget Request	306,767

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Project Sponsor: Tom Foster, Director of Standards and Assessments, KSDE

Yr 1: 0.2 FTE	In Kind \$ 19,787
Yr 2: 0.2 FTE	In Kind \$ 20,380
Yr 3: 0.2 FTE	In Kind \$ 20,992
Yr 4: 0.2 FTE	In Kind \$ 21,622

The Project Sponsor will provide direction and will oversee the functionality and reporting requirements for the project to develop the USMRS; and he will lead the steering committee to develop and implement the Collaborative Workspace through all iterations as outlined in the Activities of this Project. He will approve project charters, project document, and timelines for the Activities of this Project, and will communicate with education stakeholder groups, agency staff, and district personnel regarding the systems and will address issues as escalated by the Project Coordinator.

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Project Coordinator: OPEN POSITION, KSDE

Yr 1: 1.0 FTE	Budget Request \$ 60,000
Yr 2: 0.9 FTE	Budget Request \$ 55,620
Yr 3: 0.9 FTE	Budget Request \$ 57,289
Yr 4: 1.0 FTE	Budget Request \$ 65,564

The Project Coordinator is responsible for project management activities regarding development and implementation of the USMRS and of the Collaborative Workspace. This includes activities for developing and implementing the USMRS and enhancing it in Year 2 of the grant to include instructional resources aligned with standards; and activities for gathering input from educators for interface specifications, developing and implementing versions of the Collaborative Workspace which are iteratively enhanced to include data available via KSDE's data systems as well as local data. This includes establishing the project charters, project plans, and other project documents, managing the plans and coordinating activities of the projects, and monitoring project tasks to ensure they are on schedule. In addition the Project Coordinator is responsible for communicating status and escalating issues to the Project Sponsor and the Program Director.

At a minimum, this position requires a high school diploma and post-secondary training in a technical area, as well as at least two year's experience in managing and coordinating complex projects. Preferred requirements include Kansas Project Management certification.

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Standards & Assessment Consultant: Kelly Spurgeon, Education Program Consultant, KSDE

Yr 1: 0.5 FTE	In Kind \$ 25,784
Yr 2: 0.5 FTE	In Kind \$ 26,558
Yr 3: 0.5 FTE	In Kind \$ 27,354

The Standards and Assessment Consultant is an existing member of KSDE's Standards and Assessments team and is responsible for assisting with documentation of requirements specifications for the USMRS. This includes participating with the Requirements Analyst in interviewing program staff to determine needed functionality for the standards management interface; as well as interviewing program staff, teachers, and other education stakeholders to document the reporting needs. In addition the Standards and Assessment Consultant will assist with development of user documentation and design, as well as development and delivery of training modules for the USMRS.

In addition, this Standards and Assessment Consultant will assist with documentation of requirements specifications for the Collaborative Workspace. This includes participating in meetings with educators in the state to gather ideas and requirements. For Activity 7, implementation of early warning reports, parent reports, and other important reports, he will

participate in meetings with teachers, school administrators and parents to identify reports and establish standard definitions and formats for those reports. In addition he will assist with researching data and calculations which can most effectively meet the objectives of early warning reports with indications of targeted resources from USMRS.

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Requirements Analyst: OPEN POSITION, KSDE

Yr 1: 0.6 FTE	Budget Request \$ 29,790
Yr 2: 1.0 FTE	Budget Request \$ 51,140
Yr 3: 1.0 FTE	Budget Request \$ 52,674
Yr 4: 1.0 FTE	Budget Request \$ 54,255

The Requirement Analyst is responsible for documentation of requirements specifications for the USMRS, including the initial version and the enhancement to include instructional resources. This includes working with the Standards and Assessments Consultant to identify needed functionality for the standards management interface and completing detailed documentation of the requirements specifications; as well as interviewing program staff, teachers, and other education stakeholders to document the reporting needs. In addition the Requirements Analyst will lead design and development of user documentation and design, development and delivery of training modules for the USMRS.

In addition, this Requirement Analyst is responsible for documentation of requirements specifications for the Collaborative Workspace. This includes meeting with educators in the state to gather ideas and requirements, and documenting the specifications for the initial and future iterations expected for the Collaborative Workspace (see Activities 4-7). For each Activity/iteration of the Collaborative Workspace, the Requirements Analyst will review the initial specifications and update as needed. For Activity 6, inclusion of local data, the Requirements Analyst will meet with SIS vendors in the state and with district instructional staff to identify which local data should be integrated in the Collaborative Workspace, and will establish standard definitions and formats for the data. For Activity 7, implementation of early warning reports, parent reports, and other important reports, he will meet with teachers, school administrators and parents to identify reports and establish standard definitions and formats for those reports. In addition he will research data and calculations which can most effectively meet the objectives of early warning reports with indications of targeted resources

from USMRS. In addition the Requirements Analyst will develop and update the user documentation to for the Collaborative Workspace.

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Application Programmer: Olena Borysova, Sr. Systems Programmer, KSDE

Yr 1: 1.0 FTE	Budget Request \$ 57,429
Yr 2: 1.0 FTE	Budget Request \$ 59,152
Yr 3: 1.0 FTE	Budget Request \$ 60,926
Yr 4: 1.0 FTE	Budget Request \$ 62,754

The Application Programmer is an existing member of KSDE’s IT team and is responsible for developing and maintaining data management software applications for the Standards and Assessment team. During the first year of the grant she will design and implement a database for loading the current standards files and links; will design, program, and unit test the USMRS interface and reports based upon the requirements specifications; and will support initial implementation of the USMRS. In addition she will design and implement enhancements needed for integrating instructional resources into USMRS and will load KSDE’s KERC library of instructional resources into the system.

In addition this Application Programmer is responsible for design, development and implementation of the iterations of Collaborative Workspace, as represented in Activities 3-7, and for integration with the Student ODS, the USMRS as well as with other KSDE data systems as required for master data management. Design and development will be based upon the Requirements Specifications as well as any applicable national data standards, web service standards, and KSDE programming standards.

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Systems Programmer: Jon Felling, Sr. Database Administrator, KSDE

Yr 2: 0.1 FTE	In Kind \$ 6,431
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This Systems Programmer is an existing member of KSDE’s Information Technology team, and is responsible for development and maintenance of the Common Authentication System which provides secure single sign-on access to all KSDE web applications. During the second year of the grant he will design, develop and implement modifications necessary to provide teachers appropriate access to their current students’ data via the Collaborative Workspace.

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Tester: OPEN POSITION, KSDE

Yr 1: 1.0 FTE	Budget Request \$ 49,650
Yr 2: 1.0 FTE	Budget Request \$ 51,140
Yr 3: 1.0 FTE	Budget Request \$ 52,674
Yr 4: 1.0 FTE	Budget Request \$ 54,255

The Tester is responsible for quality assurance testing and data validation activities related to the development and implementation of USMRS and of the Collaborative Workspace. This work will include documentation of the testing strategies for the work represented by each Activity, development of test cases for the USMRS and Collaborative Workspace systems, completion of application and system testing of each iteration of the systems prior to rollout to end users, and validation of data loads and conversion.

At a minimum this position requires successful completion of 16 hours in computer science, business, or a technical field of coursework or certification and two years experience analyzing and validating data and testing web applications or four years experience analyzing and validating data and testing web applications. Work experience testing web applications using test automation tools is highly desired.

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Help Desk Support: Philip Watkins, User Support Technician, KSDE

Yr 1: 0.4 FTE	In Kind \$ 14,801	
Yr 2: 0.7 FTE		Budget Request \$ 26,679
Yr 3: 0.8 FTE		Budget Request \$ 31,405
Yr 4: 1.0 FTE		Budget Request \$ 40,435

The Help Desk Support is an existing member of KSDE's IT team and is responsible for help desk support for KSDE's program area and student data collection applications. For the Activities of this Project he will participate in application testing and will assist in development and enhancement of user documentation. During all three years of the grant he will provide technical helpdesk support regarding use of the system to users of the USMRS and the Collaborative Workspace.

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Trainer: Kim Wright, IT Trainer, KSDE

Yr 1: 0.3 FTE                      In Kind \$ 13,828

The Trainer is an existing member of KSDE's IT team and is responsible for design, development and delivery of KSDE's data collection applications. For this Project she will assist with design and development of training modules for the USMRS using multiple modes of delivery.

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Administrative Assistant: Erich Haught, Sr. Administrative Assistant, KSDE

Yr 1: 0.5 FTE    Budget Request \$ 13,500

Yr 2: 0.5 FTE    Budget Request \$ 13,905

Yr 3: 0.5 FTE    Budget Request \$ 14,322

Yr 4: 1.0 FTE    Budget Request \$ 29,504

The Administrative Assistant will perform clerical duties for the project staff of this Project including record keeping, mailings, meeting scheduling, travel scheduling, phone support, training materials production support, and other tasks as requested by project team members.

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## **2. Fringe**

On behalf of its employees, the Agency contributes funds for staff for such things as retirement, social security, workers compensation, unemployment insurance and health insurance. The calculations are as follows:

Yr 1 Total	In Kind \$ 21,518	Budget Request \$ 61,007
Yr 2 Total	In Kind \$ 15,477	Budget Request \$ 74,714
Yr 3 Total	In Kind \$ 14,020	Budget Request \$ 78,094
Yr 4 Total	In Kind \$ 6,270	Budget Request \$ 88,962

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## **3. Travel**

None required for this Project.

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## **4. Equipment**

Server Capacity - Hardware and system software to support the implementation of the statewide USMRS and Collaborative Workspace.

Yr 1:    Budget Request                      \$ 12,000

Desktop Computers and System software for staff assigned to meet the objectives of this project. Calculated @ \$2,500 per computer.

Yr 1: In Kind \$ 1,250

Budget Request \$ 8,750

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## **5. Supplies**

General office supplies- include paper, pens, and other desk supplies and will be utilized by project team members in performance of their responsibilities, including documentation and development and production of training materials. Amounts are based on the FTE at a rate of \$300 per year.

Yr 1: In Kind \$ 420

Budget Request \$ 1,230

Yr 2: In Kind \$ 240

Budget Request \$ 1,530

Yr 3: In Kind \$ 210

Budget Request \$ 1,560

Yr 4: In Kind \$ 60

Budget Request \$ 1,800

License and support for Footprints Help Desk and Change management software. One concurrent license @ \$3,000.

Yr 1: In Kind \$ 3,000

Yr 2: In Kind \$ 3,000

Yr 3: In Kind \$ 3,000

Yr 4: In Kind \$ 3,000

License and support for Microsoft Live Meeting (hosting) software to provide capability for project team collaboration and communication with external stakeholders.

Yr 1: In Kind \$ 75

Yr 2: In Kind \$ 75

Yr 3: In Kind \$ 75

Yr 4: In Kind \$ 75

MS Project License and support – for 1 Project Coordinator.

Yr 1: In Kind \$150

Yr 2: In Kind \$150

Yr 3: In Kind \$150

Yr 4: In Kind \$150

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**6. Contractual**

None required for this Project.

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**7. Training Stipends**

None required for this Project.

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**8. Other**

Requirements gathering meetings – The Requirements Analyst will meet with educators to provide input into the design of the Collaborative Workspace. Costs include meeting facilities @ \$500/meeting; materials @ \$50/person.

Yr 2: (5 meetings with 4 persons each)	Budget Request	\$3,500
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**9. Direct Costs (sum of items 1-8, specified by year)**

Yr 1:	In Kind 100,613	Budget Request 293,356
Yr 2:	In Kind 72,311	Budget Request 337,380
Yr 3:	In Kind 65,801	Budget Request 348,944
Yr 4:	In Kind 31,177	Budget Request 397,529

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**10. Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs**

None for this Project.

**12. Supplemental funding for participating LEAs**

None for this Project.

**13. Total Costs**

Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**

**Project Name:** Implement a Unified Accountability and Planning (UAP) system

**Associated with Criteria:** (C)(3) (i)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ 74,489	\$ 74,062	\$ 18,271	\$0	\$ 166,822
2. Fringe Benefits	\$ 21,602	\$ 21,478	\$ 5,299	\$0	\$ 48,379
3. Travel	\$0	\$0	\$0	\$0	\$ 0
4. Equipment	\$ 2,500	\$0	\$0	\$0	\$ 2,500
5. Supplies	\$ 420	\$ 450	\$ 150	\$0	\$ 1,020
6. Contractual	\$0	\$0	\$0	\$0	\$ 0
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$ 8,000	\$0	\$0	\$0	\$ 8,000
9. Total Direct Costs (lines 1-8)	\$ 107,011	\$ 95,990	\$ 23,720	\$0	\$ 226,721
10. Indirect Costs*	\$ 8,561	\$ 7,680	\$ 1,898	\$0	\$ 18,139
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$ 115,572	\$ 103,670	\$ 25,618	\$0	\$ 244,860

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Project C3G1P2: Implement a Unified Accountability and Planning (UAP) system** for state and federally-funded programs to help focus district and school improvement efforts.

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**1. Personnel**

Yr 1 Total In Kind	80,768	Budget Request	74,489
Yr 2 Total In Kind	69,444	Budget Request	74,062
Yr 3 Total In Kind	0	Budget Request	18,271

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Project Sponsor: Julie Ford, Director of Title Programs and Services (TPS), KSDE

Yr 1: 0.2 FTE            In Kind \$18,400

Yr 2: 0.2 FTE            In Kind \$18,952

The Project Sponsor will oversee the information gathering, will prioritize work associated with this Project, and will approve timelines, the project plan, and the project charter for the Unified Accountability Planning (UAP) system. In addition she will communicate with KSDE’s Accountability Governance Board, agency staff and district personnel regarding the system and will address issues as escalated by the Project Coordinator.

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Project Coordinator: Mark Peres, Project Coordinator, KSDE

Yr 1: 0.5 FTE            In Kind \$ 26,707

Yr 2: 0.4 FTE            In Kind \$ 22,007

The Project Coordinator is an existing member of KSDE’s IT team and manages projects for the TPS team. For this Project he is responsible for project management activities regarding developing and implementing the UAP system. This includes establishing the project charter, project plan, and other project documents; managing the plan and coordinating activities of the project; monitoring project tasks to ensure they are on schedule; and providing status updates to the Project Sponsor and the Program Director. In addition the Project Coordinator is responsible for escalating issues to the Project Sponsor and the Program Director as needed.

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Requirements Analyst: OPEN POSITION, KSDE

Yr 1: 0.4 FTE

Budget Request \$ 19,806

The Requirement Analyst will work with the Project Sponsor and other KSDE program staff involved in school accountability to inventory the various accountability systems in place at KSDE and to create a template for gathering information regarding the parameters of these programs. The Requirements Analyst will use the template to gather information from program staff and from district personnel about the various accountability systems in place, and to complete an analysis regarding similarities, differences, overlap, and inconsistencies in data standards, process, timelines, and other important parameters identified via the template. In addition, the Requirements Analyst will research appropriate state and federal regulations and guidance which pertain to these accountability systems. This information will be presented to the Accountability Governance Board and to the Project Sponsor for signoff. Once a comprehensive analysis has been completed, the Requirements Analyst will document the specifications for the Unified Accountability System.

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Application Programmer: Christine Griffie, Application Developer, KSDE

Yr 1: 1.0 FTE

Budget Request \$ 54,683

Yr 2: 1.0 FTE

Budget Request \$ 56,323

The Application Programmer is an existing member of KSDE's IT team and supports development requirements of the TPS team. For this Project she will design, program, and unit test the UAP system based upon the requirements specifications. In addition she will develop processes for transferring and transforming data as needed from the various existing accountability reporting systems, and will support production implementation of the UAP system.

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Tester: Melissa Tillman, Quality Assurance Technician, KSDE

Yr 1: 0.2 FTE

In Kind \$ 9,219

Yr 2: 0.4 FTE

In Kind \$ 18,990

The Tester is an existing member of KSDE's IT team and supports software testing and data validation needs of the TPS team. For this Project she will document the testing strategy, will develop test cases for the UAP System, and will complete application and system testing. In



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**4. Equipment**

Desktop Computers and System software for staff assigned to meet the objectives of this project. Calculated @ \$2,500 per computer.

Yr 1: In Kind \$ 2,250

Budget Request \$ 2,500

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**5. Supplies**

General office supplies- include paper, pens, and other desk supplies and will be utilized by project team members in performance of their responsibilities, including documentation and development and production of training materials. Amounts are based on the FTE at a rate of \$300 per year.

Yr 1: In Kind \$ 480

Budget Request \$ 420

Yr 2: In Kind \$ 360

Budget Request \$ 450

Yr 3: In Kind \$ 0

Budget Request \$ 150

License and support for Footprints Help Desk and Change management software. 1 concurrent license @ \$3,000.

Yr 1: In Kind \$ 3,000

Yr 2: In Kind \$ 3,000

Yr 3: In Kind \$ 3,000

License and support for Microsoft Live Meeting (hosting) software to provide capability for project team collaboration and communication with external stakeholders.

Yr 1: In Kind \$ 75

Yr 2: In Kind \$ 75

Yr 3: In Kind \$ 75

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**6. Contractual**

None required for this Project.

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**7. Training Stipends**

None required for this Project.

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**8. Other**

Requirements gathering meetings – the Requirements Analyst will invite district and school staff to meet and discuss their use of the various Accountability systems in place, including overlap and duplication of data collection, manual process requirements, and conflicting requirements, as well as how the systems might be better designed to meet their needs for organization planning and improvement.

8 meetings at 1 day each (\$500/day for meeting facilities) with 10 persons per meeting (\$50/person for meeting materials)

Yr 1: 8@\$500+80@ \$50	Budget Request	\$8,000
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**9. Direct Costs (sum of items 1-8, specified by year)**

Year 1:	In Kind	109,996	Budget Request	107,011
Year 2:	In Kind	93,018	Budget Request	95,990
Year 3:	In Kind	3,075	Budget Request	23,720

**10. Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs**

None for this Project.

**12. Supplemental funding for participating LEAs**

None for this Project.

**13. Total Costs**

Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**(C) (3) Using data to improve instruction.**

**(ii) Support participating LEAs and schools that are using instructional improvement systems 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.**

**Goal 3: Build the capacity of educators to use the system to develop expertise in effective practices; to use academic and behavioral data to inform instructional decisions; and to evaluate the effect of their decisions on student learning; and build the capacity of other stakeholders to use longitudinal data for effective decision making.**

**Budget Part II: Project-Level Budget Table**

**Project Name:** Train educators to use the Collaborative Workspace.

**Associated with Criteria:** (C)(3)(ii)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$ 6,180	\$ 35,705	\$ 50,366	\$ 92,251
2. Fringe Benefits	\$0	\$ 1,792	\$ 10,354	\$ 14,606	\$ 26,752
3. Travel	\$0	\$0	\$0	\$0	\$ 0
4. Equipment	\$0	\$0	\$ 2,500	\$0	\$ 2,500
5. Supplies	\$0	\$ 30	\$ 210	\$ 300	\$ 540
6. Contractual	\$0	\$0	\$0	\$0	\$ 0
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$ 16,250	\$ 16,000	\$ 14,000	\$ 46,250
9. Total Direct Costs (lines 1-8)	\$0	\$ 24,252	\$ 64,769	\$ 79,272	\$ 168,293
10. Indirect Costs*	\$0	\$ 1,941	\$ 5,182	\$ 6,342	\$ 13,465
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$ 0	\$ 26,193	\$ 69,951	\$ 85,614	\$ 181,758

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

**Project C3G3P1: Train educators to use the Collaborative Workspace.** This includes technical training regarding the functionality of the system as well as professional development for district instructional staff regarding how the system can be used in the classroom to enhance individual student instruction. The professional development will be integrated with the objectives of MTSS.

<b>TOTAL Projected Costs</b>	<b>n Kind \$ 49,905</b>	<b>Budget Request</b>	<b>\$ 168,329</b>
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**1. Personnel**

Year 1 Total In Kind	0	Budget Request	0
Year 2 Total In Kind	28,207	Budget Request	6,180
Year 3 Total In Kind	9,494	Budget Request	35,705
Year 4 Total In Kind	0	Budget Request	50,366

Project Sponsor: Pam Coleman, Director of Teacher Education and Licensure, KSDE

Yr 2: 0.1 FTE	In Kind \$ 9,217
Yr 3: 0.1 FTE	In Kind \$ 9,494

The Project Sponsor is the KSDE Director in charge of coordinating all professional development activities. She will lead the steering committee for the project to design, develop, and deliver training regarding the Collaborative Workspace; and will ensure that the training modules and delivery are integrated into the objectives of MTSS initiative, and are coordinated with the implementation of the software iterations. In addition she will communicate with agency staff and district personnel regarding the training and will address issues as escalated by the Project Coordinator or the Trainer.

Project Coordinator: OPEN POSITION, KSDE

Yr 2: 0.1 FTE	Budget Request \$ 6,180
Yr 3: 0.1 FTE	Budget Request \$ 6,365

This Project Coordinator manages the development and implementation of iterations of the Collaborative Workspace, and will complete project management activities to develop the training strategy and design professional development modules for use of the Collaborative Workspace. This will include integrating and coordinating these activities in the project plan



The Trainer will collaborate with KSDE Research and Evaluation staff to design and execute a survey after the release of each iteration of the Collaborative Workspace to gain information regarding the user's experience. The results of this survey, along with feedback from the online module evaluations, will inform the enhancement for the next release of the professional development modules. In addition she will share the evaluations and survey results with the Requirements Analyst for the Collaborative Workspace in order to inform his work to document requirements for the next iteration of the software.

## 2. Fringe

On behalf of its employees, the Agency contributes funds for staff for such things as retirement, social security, workers compensation, unemployment insurance and health insurance. The calculations are as follows:

Yr 2 Total:	In Kind \$ 8,180	Budget Request \$ 1,792
Yr 3 Total:	In Kind \$ 2,753	Budget Request \$ 10,354
Yr 4 Total:	In Kind \$ 0	Budget Request \$ 14,606

## 3. Travel

None required for this Project.

## 4. Equipment

Desktop Computers and System software for staff assigned to meet the objectives of this project. Calculated @ \$2,500 per computer.

Yr 3: In Kind \$ 0	Budget Request \$ 2,500
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## 5. Supplies

General office supplies- include paper, pens, and other desk supplies and will be utilized by project team members in performance of their responsibilities, including documentation and production of materials. Amounts are based on the additional FTE at a rate of \$300 per year.

Yr 2: In Kind \$ 150	Budget Request \$ 30
Yr 3: In Kind \$ 30	Budget Request \$ 210
Yr 4: In Kind \$ 0	Budget Request \$ 300

License for Quia Instructional Management Software for online professional development enrollment, exercises, and feedback.

Yr 1:	In Kind	\$ 220
Yr 2:	In Kind	\$ 190
Yr 3:	In Kind	\$ 190
Yr 4:	In Kind	\$ 190

License and support for Microsoft Live Meeting (hosting) software to provide capability for project team collaboration and communication with external stakeholders.

Yr 1:	In Kind	\$ 75
Yr 2:	In Kind	\$ 75
Yr 3:	In Kind	\$ 75
Yr 4:	In Kind	\$ 75

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## 6. Contractual

None required for this Project.

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## 7. Training Stipends

None required for this Project.

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## 8. Other

Collaboration meetings – The Trainer will meet with MTSS staff and district instructional staff regarding strategies and methods for the information and reports included in the Collaborative Workspace to be used in the classroom. Costs include meeting facilities @ \$500/meeting; materials @ \$50/person.

Yr 2: (3 meetings with 5 persons each)	Budget Request	\$2,250
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Train-the-Trainer sessions – The Trainer will hold 2 train-the-trainer sessions per iteration of the Collaborative Workspace. Costs include meeting facilities @ \$500/session; materials @ \$50/person.

Yr 2: (4 sessions with 10 persons each)	Budget Request	\$4,000
Yr 3: (6 sessions with 10 persons each)	Budget Request	\$6,000
Yr 4: (4 sessions with 10 persons each)	Budget Request	\$4,000

Stipends for Service Centers for staff to participate in train-the-trainer activities in order to deliver training to school personnel.

Yr 2: (20 trainers @ \$500 each)	Budget Request	\$10,000
Yr 3: (20 trainers @ \$500 each)	Budget Request	\$10,000
Yr 4: (20 trainers @ \$500 each)	Budget Request	\$10,000

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**9. Direct Costs (sum of items 1-8, specified by year)**

Yr 1:	In Kind	295	Budget Request	0
Yr 2:	In Kind	36,802	Budget Request	24,252
Yr 3:	In Kind	12,542	Budget Request	64,769
Yr 4:	In Kind	265	Budget Request	79,272

**10. Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs**

None for this Project.

**12. Supplemental funding for participating LEAs**

None for this Project.

**13. Total Costs**

Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**

**Project Name:** Support research and use of research

**Associated with Criteria:** (C)(3) (iii)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ 6,000	\$ 57,680	\$ 113,429	\$ 116,829	\$ 293,938
2. Fringe Benefits	\$ 1,740	\$ 16,727	\$ 32,894	\$ 33,880	\$ 85,241
3. Travel	\$0	\$0	\$0	\$0	\$ 0
4. Equipment	\$0	\$ 2,500	\$ 2,500	\$0	\$ 5,000
5. Supplies	\$ 30	\$ 330	\$ 630	\$ 630	\$ 1,620
6. Contractual	\$0	\$ 49,596	\$0	\$0	\$ 49,596
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$ 150,000	\$ 150,000	\$ 150,000	\$ 450,000
9. Total Direct Costs (lines 1-8)	\$ 7,770	\$ 276,833	\$ 299,453	\$ 301,339	\$ 885,395
10. Indirect Costs*	\$ 622	\$ 22,147	\$ 23,957	\$ 24,108	\$ 70,834
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$ 8,392	\$ 298,980	\$ 323,410	\$ 325,447	\$ 956,229

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

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**Project C3G3P2: Support research and use of research.** This includes developing and implementing a curriculum for researchers wanting access to restricted use data, as well as working with existing research organizations to conduct research that evaluates the impact of activities of this grant and partnering with research organizations for important studies.

**1. Personnel**

Year 1 Total In Kind	29,994	Budget Request	6,000
Year 2 Total In Kind	75,511	Budget Request	57,680
Year 3 Total In Kind	50,767	Budget Request	113,429
Year 4 Total In Kind	52,290	Budget Request	116,829

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Project Director: Kathy Gosa, Director of Information Technology, KSDE

Yr 1: 0.1 FTE	In Kind	\$ 9,893
Yr 2: 0.1 FTE	In Kind	\$ 10,190
Yr 3: 0.1 FTE	In Kind	\$ 10,496
Yr 4: 0.1 FTE	In Kind	\$ 10,811

The Project Director will provide guidance to the Trainer and will approve the outline and timeline for development of a comprehensive online training module for researchers who request access to restricted use education data. In addition she is responsible for approving ongoing enhancements to the online training module, and will address issues as escalated by the Trainer.

The Project Director will also lead the steering committee to oversee identification of worthy evaluation proposals for award of stipends; to review results of the formative evaluations; and to ensure the results are used to inform Activities of this project. In addition she will communicate with KSDE Data Governance Board, P-20 Council, Board of Education, and state legislature as needed regarding the project.

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Project Sponsor-Collaborative Workspace: Tom Foster, Director of Standards and Assessments, KSDE

Yr 2: 0.1 FTE	In Kind \$ 10,190
Yr 3: 0.1 FTE	In Kind \$ 10,496
Yr 4: 0.1 FTE	In Kind \$ 10,811



requirements for researcher access to KBOR restricted use data. In addition she will research similar training programs offered by other states or entities. She will document an outline and timeline for completion of a comprehensive training module and will submit that for approval by the Project Director. Once the outline is approved the Trainer will design, develop, and implement an online training module and proficiency assessment tool. The training module will include an evaluation component, and the Trainer will use the evaluations to analyze the effectiveness of the tool and will modify or update as needed.

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KBOR Project Sponsor: Dawn Ressel, Associate Vice President for Accountability, Planning & Institutional Effectiveness, KBOR

Yr 1: 0.1 FTE	In Kind \$ 9,917
Yr 2: 0.1 FTE	In Kind \$10,215
Yr 3: 0.1 FTE	In Kind \$10,521
Yr 4: 0.1 FTE	In Kind \$10,837

The KBOR Project Sponsor is responsible for ensuring the progress of the objectives of this Project, addressing issues escalated by the KBOR Project Manager, and for negotiating and monitoring the contract with ISPR. She is also responsible for summarizing and reporting the status of the KBOR tasks of this Project to the Project Manager and the Project Director.

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KBOR Project Manager: OPEN POSITION, KBOR

Yr 1: 0.1 FTE	Budget Request \$ 6,000
Yr 2: 0.1 FTE	Budget Request \$ 6,180
Yr 3: 0.1 FTE	Budget Request \$ 6,365
Yr 4: 0.1 FTE	Budget Request \$ 6,553

The KBOR Project Manager will provide guidance and oversight for KBOR staff work for this Project. This individual will be responsible for the day-to-day operational aspects of the tasks regarding analysis of workforce data, and ensuring that task are completed based upon the expected timeline. The KBOR Project Manager will report directly to the KBOR Project Sponsor and will have responsibility for completing progress reports for this Project.

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**KBOR Business Analyst: OPEN POSITION, KBOR**

Yr 2: 1.0 FTE	Budget Request \$ 51,500
Yr 3: 1.0 FTE	Budget Request \$ 53,045
Yr 4: 1.0 FTE	Budget Request \$ 54,636

The KBOR Business Analyst will provide additional analysis of workforce data from the contract with ISPR. This position will report to the KBOR Project Manager and be responsible for conducting analyses, compiling reports and presenting data as requested.

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**2. Fringe**

On behalf of its employees, the Agency contributes funds for staff for such things as retirement, social security, workers compensation, unemployment insurance and health insurance. The calculations are as follows:

Yr 1 Total:	In Kind \$ 8,698	Budget Request \$ 1,740
Yr 2 Total:	In Kind \$ 21,898	Budget Request \$ 16,727
Yr 3 Total:	In Kind \$ 14,722	Budget Request \$ 32,894
Yr 4 Total:	In Kind \$ 15,164	Budget Request \$ 33,880

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**3. Travel**

None required for this Project.

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**4. Equipment**

Desktop Computers and System software for staff assigned to meet the objectives of this grant. Calculated @ \$2,500 per computer.

Yr 2:	In Kind \$ 0	Budget Request \$ 2,500
Yr 3:	In Kind \$ 0	Budget Request \$ 2,500

---

**5. Supplies**

General office supplies- include paper, pens, and other desk supplies and will be utilized by project team members in performance of their responsibilities, including documentation and development and production of training materials. Amounts are based on the FTE at a rate of \$300 per year.

Yr 1:	In Kind \$ 120	Budget Request \$ 30
Yr 2:	In Kind \$ 300	Budget Request \$ 330
Yr 3:	In Kind \$ 150	Budget Request \$ 630
Yr 4:	In Kind \$ 150	Budget Request \$ 630

License for Quia instructional management tool – to be used for module, assessment, and evaluation online delivery.

Yr 1:	In Kind \$ 220
Yr 2:	In Kind \$ 190
Yr 3:	In Kind \$ 190
Yr 4:	In Kind \$ 190

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## 6. Contractual

Contract with the Institute for Policy & Social Research at the University of Kansas to examine labor market experiences of recent KBOR graduates. Planned Contract Activities include review of literature and practice; infer occupation(s) from major/program; infer the industries where graduates are likely to be working using the Industry-Occupation matrix; compare the actual wage received with the average the occupation and infer the probability that the person is working in her or his occupation; and deliver a report that details the findings and addresses the research questions outlined as part of the contract.

Yr 2:	Budget Request \$ 49,596
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## 7. Training Stipends

None required for this Project.

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## 8. Other

Stipends for researchers who work through KEDUC and/or KC-ARC to conduct formative evaluations on three projects of this grant. Three stipends at \$150,000 each, paid out over 3 years each.

Yr 2:	(3 stipends w/ 1 <sup>st</sup> payment of \$50,000ea)	Budget Request \$150,000
Yr 3:	(3 stipends w/ 2 <sup>nd</sup> payment of \$50,000ea)	Budget Request \$150,000
Yr 4:	(3 stipends w/ 3 <sup>rd</sup> payment of \$50,000 ea)	Budget Request \$150,000

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**9. Direct Costs (sum of items 1-8, specified by year)**

Yr 1:	In Kind	39,032	Budget Request	7,770
Yr 2:	In Kind	97,899	Budget Request	276,833
Yr 3:	In Kind	65,829	Budget Request	299,453
Yr 4:	In Kind	67,794	Budget Request	301,339

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**10. Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs**

None for this Project.

**12. Supplemental funding for participating LEAs**

None for this Project.

**13. Total Costs**

Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

## Section D-Budget

KSDE is committed to the continued development of Great Teachers and Leaders. This budget summary addresses those areas Kansas data indicates are necessary to support in an effort to continue to maintain the standard of excellence that has prevailed since the outset of NCLB. All attached budgets include in-kind contributions from the Kansas Department of Education through the project supervision by assigned qualified staff as well as the use of facilities.

KSDE has entered into a joint partnership with the following successful alternative pathway initiatives:

- Kansas institutions of higher education
- Troops/Spouses to Teachers
- KNOtT
- Kansas Alternative Pathway Advisory Committee

Through Race to the Top efforts the state will provide an opportunity to further develop each initiative.

Participating institutions need additional staff to analyze candidate credentials. Institutions need additional faculty to create a larger number of candidate seats in the alternative programs. Continued development of on-line program delivery is needed as well to enhance the existing alternative programs.

Troops to Teachers is funded through the USED; however, access to Kansas institutions to ensure a choice to military candidates is necessary. Military candidates need both classroom seats as well as on-line delivery for those participants who are currently deployed.

KNOtT is currently funded through grants and in-kind donations. Further fiscal support from Kansas would expand and enrich the exemplary work of this group. KNOtT is in the process of developing standards that could become the model for national standards. KNOtT

representatives, including one from Kansas, were recently invited to the USED to share the development of common standard which at this time do not exist.

The Kansas Alternative Pathway Advisory Committee is made up of current candidates, former candidates who are licensed teachers, administrators, human resource directors, and higher education deans/unit heads. The Advisory Committee formed as a result of the T2T grant with the purpose of discussing the effect of regulations and policies related to practice seeking improvements or amendments. The committee would like to take the next step and form a state organization. KSDE is committed to assisting the advisory committee with the formation of a state organization.

**Budget Part II: Project-Level Budget Table**  
**Project Name: Alternative Faculty additions**  
**Associated with Criteria: (D)(1)**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel-1staff/12 IHE's	\$ 600,000	\$ 618,000	\$636,540	\$	\$1,854,540
2. Fringe Benefits	\$174,00	\$179,200	\$184,597	\$	\$537,817
3. Travel	\$0	\$0	\$0	\$	\$
4. Equipment	\$0	\$0	\$0	\$	\$
5. Supplies	\$0	\$0	\$0	\$	\$
6. Contractual	\$0	\$0	\$0	\$	\$
7. Training Stipends	\$0	\$0	\$0	\$	\$
8. Other	\$0	\$0	\$0	\$	\$
9. Total Direct Costs (lines 1-8)	\$774,000	\$797,220	\$821,137	\$	\$2,392,357
10. Indirect Costs*	\$61,920	\$63,778	\$65,691		\$191,389
11. Funding for Involved LEAs	\$0	\$0	\$0	\$	\$
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$	\$
13. Total Costs (lines 9-12)	\$835,920	\$860,998	\$886,828		\$2,583,746

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

This will fund a new faculty member at each of the participating institutions thus allowing institutions to accept additional candidates into preparation programs.

**Project (D)(1): Alternative Faculty additions**, ten alternative licensure program offering Kansas institutions: Baker University, Emporia State University, Fort Hays State University, Mid-America Nazarene University, Pittsburg State University, Southwestern College, Sterling College, Tabor College, Washburn University, and Wichita State University. Work of this project will include recruiting and retaining qualified individuals with terminal degree and demonstrated knowledge in teacher preparation to serve as faculties in above mentioned institutions and to diversify the faculty body to mirror the student population, training and orienting new faculties to reflect the uniqueness of the Kansas alternative licensure program, and increasing faculty availability in individual student mentoring and field experience supervision. This is a 3-year project. It is expected that the institutions should be able to apply and receive other teacher quality grants and sustain the faculties hired.

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<b>1. Personnel</b>				
Year 1	In Kind	\$ 4,965	Budget request	\$600,000
Year 2	In Kind	\$ 5,114	Budget request	\$618,000
Year 3	In Kind	\$ 5,267	Budget request	\$636,540
Year 4	In Kind	\$ 0	Budget request	\$0

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Project Director: Sungti Hsu, Education Program Consultant, KSDE (In-Kind .1 FTE)

The Project Director will have oversight of the progress of the initiatives of this Project and is responsible for communicating with Kansas institutions with alternative licensure program the expectations for the qualifications of the faculties hired under this project. He will also assist the institutions in developing job descriptions to ensure that the students, schools districts, and community benefit from the extra faculty. He will also work with the fiscal office at the Kansas State Department of Education in appropriating the grant money.

Additional faculties: (Budget Request 12.0 FTE)

Responsibilities: The successful candidate will be responsible for teaching undergraduate and graduate methods courses in the area of middle and high school. In addition, duties include advising students in the College of Education; supervising student teachers; serving on departmental, college and/or university committees; and engaging in scholarly activities. The

successful applicant will be expected to participate fully in other activities of the department, college, and university.

Qualifications: The applicant must have a earned doctorate degree Teacher Preparation or related area, ABD candidates will be considered with degree conferred prior to August 2010. Candidates must have at least three years of experience in 5-12 schools. Experience teaching at the college level is desirable. Preference will be given to applicants who have experience with meeting the needs of diverse learners in classrooms and reading expertise.

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<b>2. Fringe Benefits</b>				
Year 1	In-Kind	\$ 1,440	Budget request	\$ 174,000
Year 2	In-Kind	\$ 1,483	Budget request	\$ 179,220
Year 3	In-Kind	\$ 1,527	Budget request	\$ 184,597
Year 4	In-Kind	\$ 0	Budget request	\$ 0

---

Benefits will include:

- Health insurance,
  - Life insurance
  - State retirement contribution
  - Unemployment and Workers' Compensation
  - Vacation, sick, and other leaves, and
  - Other benefits comparable to a state employee.
- 

**3. Travel** – No funds are budgeted for this project.

**4. Equipment** – No funds are budgeted for this project.

**5. Supplies** – No funds are budgeted for this project.

**6. Contractual** – No funds are budgeted for this project.

**7. Training Stipends** – No funds are budgeted for this project.

**8. Other** – No funds are budgeted for this project.

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<b>9. Total Direct Costs (lines 1 – 8)</b>				
Year 1	In-Kind	\$ 6,405	Budget request	\$ 774,000
Year 2	In-Kind	\$ 6,597	Budget request	\$ 797,220
Year 3	In-Kind	\$ 6,794	Budget request	\$ 821,137
Year 4	In-Kind	\$ 0	Budget request	\$ 0

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**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs** - No funds are budgeted for this project.

**12. Supplemental funding for participating LEAs** - No funds are budgeted for this project.

**13. Total Costs** - Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**  
**Project Name: Enhance Troops/Spouses to Teacher Program**  
**Associated with Criteria: (D)(1)**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$6,000	\$6,000	\$6,000	\$0	\$18,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$10,000	\$10,000	\$10,000	\$	\$30,000
6. Contractual	\$ 240,000	\$240,000	\$120,000	\$	\$600,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$0	\$0	\$0	\$ 0
9. Total Direct Costs (lines 1-8)	\$256,000	\$256,000	\$136,000	\$	\$648,000
10. Indirect Costs*	\$20,480	\$20,480	\$10,880		\$51,840
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$276,480	\$276,480	\$146,880		\$699,840

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

This budget will allow greater access to regional meetings for KSDE staff to attend to assist Troops staff during recruitment meetings. KSDE will enter into a contract with each participating IHE to continue to develop on-line coursework for deployed troops.

**Project (D)(1): Enhance Troops/Spouses to Teacher Program**, including Kansas higher education institutions. Work of this project will include planning, development and implementation of the Alternate Teacher Preparation Programs. The alternate route programs are delivered by the higher education institutions in Kansas. The project will result in an enhanced alternate route program with greater access for the Troops/Spouses to Teacher Program.

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**1. Personnel**

Year 1	In Kind	\$4,965
Year 2	In Kind	\$5,114
Year 3	In Kind	\$5,267

---

Project Director: Sungti Hsu, Education Program Consultant, KSDE

The Project Director will have oversight and direct facilitation of the planning and development of the on-line coursework and is responsible for working with the higher education institutions. The goal is to provide greater access and information to the Troops/Spouses to Teacher Program participants and staff. This will be accomplished with regional meetings where the KSDE staff will assist during recruitment meetings. The enhancement of the on-line coursework will assist the program participants by increasing the opportunity for greater access to become an educator while deployed in Iraq, Afghanistan, etc. (In Kind - .1 FTE)

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**2. Fringe Benefits**

Year 1	In-Kind	\$1,440
Year 2	In-Kind	\$1,483
Year 3	In-Kind	\$1,527

---

Benefits will include:

- Health insurance,
- Life insurance
- State retirement contribution
- Unemployment and Workers' Compensation
- Vacation, sick, and other leaves, and

- Other benefits comparable to a state employee.

---

**3. Travel**

Year 1	Budget request	\$6,000
Year 2	Budget request	\$6,000
Year 3	Budget request	\$6,000

---

This budget will be used to reimburse the KSDE staff, higher education faculty for mileage, toll, overnight lodging and meals for overnight lodging according to Kansas Department of Administration policy.

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**4. Equipment - No funds budgeted for this project.**

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**5. Supplies**

Year 1	Budget request	\$10,000
Year 2	Budget request	\$10,000
Year 3	Budget request	\$10,000

---

The supplies for the Troops/Spouses to Teacher Program include copying, binders, portfolios, and appropriate technology.

---

**6. Contractual**

Year 1	Budget request	\$240,000
Year 2	Budget request	\$240,000
Year 3	Budget request	\$120,000

---

KSDE will enter into contractual agreements with higher education institutions. This agreement will include reimbursement for all developed coursework, travel costs and miscellaneous expenses for the higher education institutions.

**Budget Part II: Project-Level Budget Table**

**Project Name:** Alternative Advisory Committee and State Organization

**Associated with Criteria:** (D)(1)

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**7. Training Stipends** - No funds budgeted for this project.

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**8. Other-** No funds budgeted for this project.

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**9. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	\$ 6,405	Budgets request	\$256,000
Year 2 In-Kind	\$ 6,597	Budgets request	\$256,000
Year 3 In-Kind	\$ 6,794	Budgets request	\$136,000

---

**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11.Funding for Involved LEAs** – No funds budgeted for this project.

**12. Supplemental funding for participating LEAs** - No funds are budgeted for this project.

**13. Total Costs** - Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$50,000	\$51,500	\$53,045	\$154,545
2. Fringe Benefits	\$0	\$14,500	\$14,935	\$15,383	\$44,818
3. Travel	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
4. Equipment	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
5. Supplies	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$0	\$0	\$0	\$ 0
9. Total Direct Costs (lines 1-8)	\$30,000	\$94,500	\$ 96,435	\$98,428	\$319,363
10. Indirect Costs*	\$2,400	\$7,560	\$7,715	\$7,875	\$25,550
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$32,400	\$102,060	\$104,150	\$106,303	\$344,913

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

This budget reflects the continued support of the alternative advisory committee as well as the formation of a state organization selecting an executive director. The advisory committee is critical to the continued growth of the program as well as the refinement of existing programs.

**Project (D)(1): Alternative Advisory Committee and State Organization**, including Institutions of Higher Education (IHEs) that offer alternative licensure program, Local Education Agencies (LEA) representing various demographics, alternative licensure program graduates, and current alternative program participants. Work of this project will include maintaining the appropriate representation of the advisory committee from all stakeholders, holding biannual advisory committee meetings, reviewing current alternative licensure policies, creating a positive image for the alternative licensure programs, communicating and clarifying state regulation and policies to all stakeholders, participating national alternative licensure organizations, and recommending updated policies to the Kansas Board of Education (KBOE). The project will also include establishing a chapter of a nationally recognized associate for alternative licensure in the state of Kansas (Kansas Association of Alternative Pathway to Teaching), selecting an executive director for the chapter to direct the work of this Kansas chapter. The chapter will bring together the stakeholders to share information related to the alternative licensure program, publicizing and offering a platform for the existing Kansas programs. The Advisory Committee and State Organization will work closely to assist Kansas alternative licensure programs in preparing qualified educators for Kansas pupils.

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**1. Personnel**

Year 1	In Kind	\$ 9,930	Budget request	\$0
Year 2	In Kind	\$ 10,228	Budget request	\$50,000
Year 3	In Kind	\$ 10,534	Budget request	\$51,500
Year 4	In Kind	\$ 10,850	Budget request	\$53,045

---

Project Director: Sungti Hsu, Education Program Consultant, KSDE (In-Kind .2 FTE)

The Project Director will have oversight of the progress of the initiatives of this project. He is responsible for maintaining the appropriate presentation of all the stakeholders on the committee, organizing the Advisory Board meeting biannually, chairing and facilitating the Alternative Advisory Committee meetings, bring committee recommendations to the State Board, and share relevant information, regulations, and policy with the committee members, stakeholders, and community. He will attend national conferences regarding alternative licensure and bring updated program and policy information to the Advisory Board members for discussion and consideration.

Executive Director: To Be Appointed (Budget Request 1.0 FTE)

Year 1 of this project will be a planning period, therefore, there will be no executive director hired for year 1. The Executive Director is the Chief Executive Officer of the Kansas Association of Alternative Pathway to Teaching. The Executive Director reports to the Board of Directors, and is responsible for the organization's consistent achievement of its mission and financial objectives. In program development and administration, the Executive Director will:

Specific committee responsibilities:

1. Assure that the organization has a long-range strategy which achieves its mission, and toward which it makes consistent and timely progress.
2. Provide leadership in developing program, organizational and financial plans with the Board of Directors and staff, and carry out plans and policies authorized by the board.
3. Promote active and broad participation by volunteers in all areas of the organization's work.
4. Maintain official records and documents, and ensure compliance with federal, state and local regulations.
5. Maintain a working knowledge of significant developments and trends in the field.

In communications, the Executive Director will:

1. See that the board is kept fully informed on the condition of the organization and all important factors influencing it.
2. Publicize the activities of the organization, its programs and goals.
3. Establish sound working relationships and cooperative arrangements with community groups and organizations.
4. Represent the programs and point of view of the organization to agencies, organizations, and the general public.

In relations with staff, the Executive Director will:

1. Be responsible for the recruitment, employment, and release of all personnel, both paid staff and volunteers.
2. Ensure that job descriptions are developed, that regular performance evaluations are held, and that sound human resource practices are in place.

3. See that an effective management team, with appropriate provision for succession, is in place.
4. Encourage staff and volunteer development and education, and assist program staff in relating their specialized work to the total program of the organization.
5. Maintain a climate which attracts, keeps, and motivates a diverse staff of top quality people.

In budget and finance, the Executive Director will:

1. Be responsible for developing and maintaining sound financial practices.
2. Work with the staff, Finance Committee, and the board in preparing a budget; see that the organization operates within budget guidelines.
3. Ensure that adequate funds are available to permit the organization to carry out its work.
4. Jointly, with the president and secretary of the board of directors, conduct official correspondence of the organization, and jointly, with designated officers, execute legal documents.

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**2. Fringe Benefits**

Year 1	In-Kind	\$ 2,880	Budget request	\$0.00
Year 2	In-Kind	\$ 2,966	Budget request	\$14,500
Year 3	In-Kind	\$ 3,055	Budget request	\$14,935
Year 4	In-Kind	\$ 3,147	Budget request	\$15,383

---

Benefit for the executive director will include:

- Health insurance,
- Life insurance
- State retirement contribution
- Unemployment and Workers' Compensation,
- Vacation, sick, and other leaves, and
- Other benefits comparable to a state employee.

---

### **3. Travel**

Year 1	Budget request	\$20,000
Year 2	Budget request	\$20,000
Year 3	Budget request	\$20,000
Year 4	Budget request	\$20,000

---

The advisory committee will be held biannually. Committee members will meet via web-communication when needed. This budget will be used to reimburse mileage, toll, overnight lodging, substitutes for current teachers, and meals for overnight lodging according to Kansas Department of Administration policy. It will also be used for traveling for the national conferences related to alternative licensure for the director of the project and the executive director of the Kansas Association of Alternative Pathway to Teaching including mileage, airfare, toll, overnight lodging, and food.

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### **4. Equipment**

Year 1	Budget request	\$ 5,000
Year 2	Budget request	\$ 5,000
Year 3	Budget request	\$ 5,000
Year 4	Budget request	\$ 5,000

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The equipment needed for the Committee will include recording devices for the biannual meeting. Committee members also need access to online meeting software and webcams for necessary visits between meetings to facilitate timely communication. The executive director of the Kansas Association of Alternative Pathway to Teaching will require a laptop computer, software, printer, and scanner for effective and timely leadership. A smart phone and monthly data plan will also be required for the accessibility of the executive director.

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### **5. Supplies**

Year 1	Budget request	\$ 5,000
Year 2	Budget request	\$ 5,000
Year 3	Budget request	\$ 5,000
Year 4	Budget request	\$ 5,000

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The supplies for the Advisory Committee include pens, note paper, poster boards, markers, and lunch and water during the meeting. The executive director of the Kansas Association of Alternative Pathway to Teaching will need all office supplies and replenish as needed since this is a newly established organization. The office supplies will include but not limit to paper, pens, markers, tape, and stapler etc.

- 6. **Contractual** – No funds budgeted for this project.
- 7. **Training Stipends** – No funds budgeted for this project.
- 8. **Other** – No funds budgeted for this project

**9. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	\$ 12,810	Budgets request	\$30,000
Year 2 In-Kind	\$ 13,194	Budgets request	\$94,500
Year 3 In-Kind	\$ 13,589	Budgets request	\$96,435
Year 4 In-Kind	\$ 13,997	Budgets request	\$98,428

**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs** - No funds are budgeted for this project.

**12. Supplemental funding for participating LEAs** - No funds are budgeted for this project.

**13. Total Costs** - Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**  
**Project Name:** Establish a teacher leader advisory committee  
**Associated with Criteria:** (D)(1)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$ 0	\$0	\$0
3. Travel	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
6. Contractual	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$0	\$0	\$0	\$ 0
9. Total Direct Costs (lines 1-8)	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
10. Indirect Costs*	\$4,000	\$4,000	\$4,000	\$4,000	\$16,000
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$54,000	\$54,000	\$54,000	\$54,000	\$216,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

**Project ( D)(1): Establish a teacher leader advisory committee.** This project will establish a committee to advise KSDE of issues affecting teacher leaders across the state. The committee will be made up of members from both private and public institutions of higher education and teacher leaders representing all regions and district sizes from across the state.

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**1. Personnel**

Year 1	In Kind	\$22,162
Year 2	In Kind	\$22,827
Year 3	In Kind	\$23,512
Year 4	In Kind	\$24,217

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Project Director: Kathy Boyer, Education Program Consultant, KSDE & Lynn Bechtel, Education Program Consultant, KSDE (In Kind 2 @.2 FTE = .4 FTE)

The Project Co-Directors will have oversight of this committee. They will establish the initial members, objectives, goals, and convene the group semi-annually. They will set applicable protocols for the group, with member input. They will provide support from the state, including keeping abreast of all research regarding teacher leadership. They will advise the Director of the TEAL team of the outcomes of the committee meetings. The Director of the TEAL team will keep KSDE Leadership informed of any applicable outcomes. Project Co-Directors will share responsibility in bringing issues raised by the committee to the Director of the TEAL team and will guide the committee through any established KSDE processes, as needed.

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**2. Fringe Benefits**

Year 1	In-Kind	\$6,427
Year 2	In-Kind	\$6,620
Year 3	In-Kind	\$6,818
Year 4	In-Kind	\$7,023

---

Benefits will include:

- Health insurance,
- Life insurance
- State retirement contribution
- Unemployment and Workers' Compensation

- Vacation, sick, and other leaves, and
- Other benefits comparable to a state employee.

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**3. Travel**

Year 1	Budget request	\$10,000
Year 2	Budget request	\$10,000
Year 3	Budget request	\$10,000
Year 4	Budget request	\$10,000

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This budget will be used to reimburse staff members for mileage, toll, overnight lodging, and meals for overnight lodging according to Kansas Department of Administration policy.

---

**4. Equipment - No funds budgeted for this project.**

**5. Supplies**

Year 1	Budget request	\$ 10,000
Year 2	Budget request	\$ 10,000
Year 3	Budget request	\$ 10,000
Year 4	Budget request	\$ 10,000

---

The supplies for the committee will include purchasing materials for participants, pens, note paper, poster boards, markers, and lunch and water during the mentor trainings.

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**6. Contractual**

Year 1	Budget request	\$ 30,000
Year 2	Budget request	\$ 30,000
Year 3	Budget request	\$ 30,000
Year 4	Budget request	\$ 30,000

---

This budget will be used to write contracts to reimburse participants of the committee for mileage, toll, overnight lodging, substitutes for current participants, and meals for overnight lodging according to Kansas Department of Administration policy.

---

**7. Training Stipends-** No funds budgeted for this project.

**8. Other -** No funds budgeted for this project.

**9. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	\$ 28,589	Budgets request	\$50,000
Year 2 In-Kind	\$ 29,447	Budgets request	\$50,000
Year 3 In-Kind	\$ 30,330	Budgets request	\$50,000
Year 4 In-Kind	\$ 31,240	Budgets request	\$50,000

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**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs -** No funds are budgeted for this project.

**12. Supplemental funding for participating LEAs -** No funds are budgeted for this project.

**13. Total Costs -** Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**  
**Project Name:** National Governor’s Association Policy Academy  
**Associated with Criteria:** (D)(1)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$20,000	\$21,828	\$21,828	\$21,828	\$85,484
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$10,000	\$0	\$0	\$0	\$10,000
6. Contractual	\$20,000	\$4,040,000	\$4,040,000	\$4,040,000	\$12,140,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$11,828	\$0	\$0	\$0	\$ 11,828
9. Total Direct Costs (lines 1-8)	\$61,828	\$4,061,828	\$4,061,828	\$4,061,828	\$12,247,312
10. Indirect Costs*	\$4,946	\$324,946	\$324,946	\$324,946	\$979,784
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$66,774	\$4,386,774	\$4,386,774	\$4,386,774	\$13,227,096

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**Project (D)(1): National Governor’s Association Policy Academy.** Kansas is one of six states, including Florida, Indiana, Louisiana, Rhode Island, and Tennessee, working to research teacher compensation. Some elements of possible teacher compensation areas are serving in teacher leadership roles, providing professional development for colleagues, working on projects beyond standard expectations for teachers, serving in specialized teacher roles, coordinating specialized programs or projects, attaining National Board Certification, Demonstrating specialized skills, or engaging in community outreach. This work is to enhance teacher effectiveness.

---

**1. Personnel**

Year 1	In Kind	\$8,949
Year 2	In Kind	\$9,217
Year 3	In Kind	\$9,494
Year 4	In Kind	\$9,779

---

Project Directors: Pamela Coleman, Director of Teacher Education and Licensure, KSDE (In-Kind - .10 FTE

The project director will have oversight of the progress of this project and is responsible for negotiating the contracts. The project will work to research teacher compensation models that enhance teacher effectiveness, develop a pilot program based on the findings of the research, and implement the pilot with districts that choose to be involved.

---

**2. Fringe Benefits**

Year 1	In-Kind	\$2,595
Year 2	In-Kind	\$2,673
Year 3	In-Kind	\$2,753
Year 4	In-Kind	\$2,836

---

Benefits will include:

- Health insurance,
- Life insurance
- State retirement contribution

- Unemployment and Workers' Compensation
- Vacation, sick, and other leaves, and
- Other benefits comparable to a state employee.

---

**3. Travel**

Year 1	Budget request	\$20,000
Year 2	Budget request	\$21,828
Year 3	Budget request	\$21,828
Year 4	Budget request	\$21,828

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Travel will be used for reimbursement the committee members involved in the project work for expenses incurred, including mileage, tolls, overnight lodging, substitutes for current teachers and per diem.

---

**4. Equipment - No funds budgeted for this project.**

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**5. Supplies**

Year 1	Budget request	\$ 10,000
Year 2	Budget request	\$ 0
Year 3	Budget request	\$ 0
Year 4	Budget request	\$ 0

---

Supplies include any office supplies required such as paper as well as any materials such as books needed to successfully complete the project.

---

**6. Contractual**

Year 1	Budget request	\$ 20,000
Year 2	Budget request	\$ 4,040,000
Year 3	Budget request	\$ 4,040,000
Year 4	Budget request	\$ 4,040,000

---

The contractual cost for Year 1 will be used to bring in people for research involving the compensation. The contractual cost for Years 2, 3, and 4 will be incentive money for districts that choose to be involved in this pilot.

---

**Training Stipends-** No funds budgeted for this project.

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**7. Other**

Year 1	Budget request	\$ 11,828
Year 2	Budget request	\$ 0
Year 3	Budget request	\$ 0
Year 4	Budget request	\$ 0

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Additional supplies and equipment needed to be purchased for implementation of the teacher evaluation instrument.

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**8. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	\$ 11,544	Budgets request	\$61,828
Year 2 In-Kind	\$ 11,890	Budgets request	\$4,061,828
Year 3 In-Kind	\$ 12,247	Budgets request	\$4,061,828
Year 4 In-Kind	\$ 12,615	Budgets request	\$4,061,828

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**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs -** No funds are budgeted for this project.

**12. Supplemental funding for participating LEAs -** No funds are budgeted for this project.

**13. Total Costs -** Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**

**Project Name:** Develop a performance based evaluation instrument for principals  
**Associated with Criteria:** (D)(2)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$10,000	\$10,000	\$10,000	\$0	\$30,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$5,000	\$5,000	\$ 5,000	\$0	\$15,000
6. Contractual	\$80,000	\$90,000	\$80,000	\$0	\$250,000
7. Training Stipends	\$0	\$40,000	\$40,000	\$0	\$80,000
8. Other	\$10,000	\$10,000	\$10,000	\$0	\$30,000
9. Total Direct Costs (lines 1-8)	\$105,000	\$155,000	\$ 145,00	\$0	\$405,000
10. Indirect Costs*	\$8,400	\$12,400	\$11,600	\$0	\$32,400
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$113,400	\$167,400	\$156,600		\$437,400

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

This budget reflects the development costs, pilot costs, and meeting costs. Included in the pilot would be financing for two hundred participants.

**Project (D)(2): Develop a performance based evaluation instrument for Principals.** This project will include all related professional organizations United School Administrators (USA), Kansas Association of Elementary School Principals(KAESP), Kansas Association of Secondary Principals (KASP) as well as Kansas National Educators Association (KNEA) through the development. The Kansas State Department of Education(KSDE) seeks to strengthen its existing principal performance assessment requirements and processes by working with an experienced performance assessment vendor and appropriate stakeholders to bring a level of standardization to the processes now used for annual Principal performance assessment. By standardizing these processes, the State has a level playing field through which it can hold principals accountable to a common standard. In addition, to comply with Race to the Top requirements, this performance assessment process will include a scoring system that rewards principals who comply with the process and who score in the top XX percentile of the performance assessment system, percentile to be determined by a standard setting study process at the end of the first operational cohort evaluated.

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**1. Personnel**

Year 1	In Kind	\$8,949
Year 2	In Kind	\$9,217
Year 3	In Kind	\$9,494
Year 4	In Kind	\$9,779

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Project Director: Pamela Coleman, Director, Teacher Education and Licensure, KSDE (In-Kind .10 FTE)

The Project Director will have oversight of the development process with support from staff and Educational Testing Services (ETS), staff. The Project Director’s assistant will coordinate the logistics of all meetings as well as meeting materials. The staff at ETS will provide the research base as well as the elements listed in the MOU with the Project Director will negotiate the contract as well as subproject contracts. Both the Project Director and ETS will oversee the qualifying and calibration of the instrument that is developed.

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**2. Fringe Benefits**

Year 1	In-Kind	\$2,595
Year 2	In-Kind	\$2,673
Year 3	In-Kind	\$2,753
Year 4	In-Kind	\$2,836

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Benefits will include:

- Health insurance,
- Life insurance
- State retirement contribution
- Unemployment and Workers' Compensation
- Vacation, sick, and other leaves, and
- Other benefits comparable to a state employee.

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**3. Travel**

Year 1	Budget request	\$10,000
Year 2	Budget request	\$10,000
Year 3	Budget request	\$10,000
Year 4	Budget request	\$0

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This budget will be used to reimburse for the committee members' mileage, toll, overnight lodging, substitutes for educators, and meals for overnight lodging according to Kansas Department of Administration policy.

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**4. Equipment - No funds budgeted for this project.**

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**5. Supplies**

Year 1	Budget request	\$5,000
Year 2	Budget request	\$5,000
Year 3	Budget request	\$5,000
Year 4	Budget request	\$0

---

The supplies for the educator preparation program revisions include copying, research articles, purchase of books, miscellaneous supplies and appropriate technology.

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**6. Contractual**

Year 1	Budget request	\$80,000
Year 2	Budget request	\$90,000
Year 3	Budget request	\$80,000
Year 4	Budget request	\$0

---

KSDE will enter into a contractual agreement with ETS. This MOU lists the obligations and elements that will be provided by ETS for this project.

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**7. Training Stipends**

Year 1	Budget request	\$0
Year 2	Budget request	\$40,000
Year 3	Budget request	\$40,000
Year 4	Budget request	\$0

---

Stipends will be paid to participants that receive training in the use, qualifying and calibration of the evaluation instrument.

---

**8. Other-** No funds budgeted for this project.

Year 1	Budget request	\$10,000
Year 2	Budget request	\$10,000
Year 3	Budget request	\$10,000
Year 4	Budget request	\$0

---

Additional equipment, supplies and necessary technology as needed for the project.

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**9. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	\$ 11,544	Budgets request	\$105,000
Year 2 In-Kind	\$ 11,890	Budgets request	\$155,000
Year 3 In-Kind	\$ 12,247	Budgets request	\$145,000
Year 4 In-Kind	\$ 12,615	Budgets request	\$0

---

**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs** – No funds are budgeted for this project.

**12. Supplemental funding for participating LEAs** - No funds are budgeted for this project.

**13. Total Costs** - Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**

**Project Name:** Develop a performance based teacher evaluation instrument

**Associated with Criteria:** (D)(2)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
4. Equipment	\$	\$	\$0	\$0	\$
5. Supplies	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
6. Contractual	\$125,000	\$125,000	\$125,000	\$125,000	\$500,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$0	\$80,000	\$0	\$80,000
9. Total Direct Costs (lines 1-8)	\$155,000	\$155,000	\$235,000	\$ 155,000	\$700,000
10. Indirect Costs*	\$12,400	\$12,400	\$18,800	\$12,400	\$56,000
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$167,400	\$167,400	\$253,800	\$167,400	\$756,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

This budget reflects the development of the performance based teacher evaluation. During the third year a pilot will be conducted with the newly developed instrument with two hundred participants receiving a monetary incentive.

**Project (D(2): Develop a performance based teacher evaluation instrument.** KSDE recognizes that to date, there has been little standardization, rigor or meaningful results to teachers or their students through existing teacher evaluation instruments. The state proposes to work with a vendor experienced in teacher evaluation to design, develop and implement a standardized statewide evaluation system.

**1. Personnel**

Year 1	In Kind	\$8,949
Year 2	In Kind	\$9,217
Year 3	In Kind	\$9,494
Year 4	In Kind	\$9,779

Project Directors: Pamela Coleman, Director of Teacher Education and Licensure, KSDE (In Kind - .10 FTE)

The project director will have oversight of the progress of this project and is responsible for negotiating a contract with Educational Testing Services (ETS). The project director will coordinate the work of ETS as documented in the MOU in developing a standardized means of evaluating teachers to identify effective teaching. Coordination includes involvement of education agencies from other states and Kansas educators during the four years of the project. Data from implementation of a statewide evaluation system will inform decisions regarding factors such as employment, compensation, professional growth of Kansas educators.

**2. Fringe Benefits**

Year 1	In Kind	\$2,595
Year 2	In Kind	\$2,673
Year 3	In Kind	\$2,753
Year 4	In Kind	\$2,836

Benefits will include:

- Health insurance,

- Life insurance
- State retirement contribution
- Unemployment and Workers' Compensation
- Vacation, sick, and other leaves, and
- Other benefits comparable to a state employee.

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**3. Travel**

Year 1	Budget request	\$20,000
Year 2	Budget request	\$20,000
Year 3	Budget request	\$20,000
Year 4	Budget request	\$20,000

---

Travel will be used for reimbursement to educators (in and out-of-state) involved in the project work for expenses incurred, including mileage, tolls, overnight lodging, substitutes for current teachers and per diem.

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**4. Equipment - No funds budgeted for this project.**

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**5. Supplies**

Year 1	Budget request	\$10,000
Year 2	Budget request	\$10,000
Year 3	Budget request	\$10,000
Year 4	Budget request	\$10,000

Supplies include any office supplies required such as paper as well as any materials such as books needed to successfully complete the project.

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**6. Contractual**

Year 1	Budget request	\$125,000
Year 2	Budget request	\$125,000
Year 3	Budget request	\$125,000
Year 4	Budget request	\$125,000

Contract with Educational Testing Services (ETS).

---

**7. Training Stipends** - No funds budgeted for this project.

**8. Other** –

Year 1 Budget Request \$0  
Year 2 Budget Request \$0  
Year 3 Budget Request \$80,000  
Year 4 Budget Request \$0

Additional supplies, educational materials and equipment required for the implementation of the teacher evaluation instrument.

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**9. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	\$11,544	Budget request	\$155,000
Year 2 In-Kind	\$11,890	Budget request	\$155,000
Year 3 In-Kind	\$12,247	Budget request	\$235,000
Year 4 In-Kind	\$12,615	Budget request	\$155,000

**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs** - No funds are budgeted for this project.

**12. Supplemental funding for participating LEAs** - No funds are budgeted for this project.

**13. Total Costs** - Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**  
**Project Name: Kansas Teacher Preparation Residency Program**  
**Associated with Criteria: (D)(4)**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$4,000,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
6. Contractual	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$8,000,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$0	\$0	\$0	\$ 0
9. Total Direct Costs (lines 1-8)	\$3,050,000	\$3,050,000	\$3,050,000	\$3,050,000	\$12,200,000
10. Indirect Costs*	\$244,000	\$244,000	\$244,000	\$244,000	\$976,000
11. Funding for Involved LEAs	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$3,794,000	\$3,794,000	\$3,794,000	\$3,794,000	\$15,176,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

The career continuum budget establishes a residency program for those candidates entering the Teachers College at Emporia State University. The budget includes a stipend for candidates allowing them to teach during the day and attend classes at night thus receiving 50% of a beginning teacher's salary. The supporting professional teachers will receive a stipend as well as the ESU faculty. ESU anticipates enrolling 200 candidates in the School of Education. This pathway follows the program completer into the first 3-4 years of practice until the candidate demonstrates the ability to obtain a professional license.

**Project (D)(4): Kansas Teacher Preparation Residency Program,** Recognizing that the teacher is the greatest contributing factor to student achievement , a group of states determined that there is power in collaborative problem-solving; these six states have joined together to envision a new system of educator recruitment, preparation, development, and empowerment to transform today’s traditional schools into tomorrow’s dynamic learning environments. Faced with similar challenges in recruiting and retaining highly skilled teachers, this consortium has focused on strengthening teacher practice as the means for effecting this transformation. Starting with available research, the consortium members have examined factors contributing to teacher retention, satisfaction, and success and have drafted an agenda for change.

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**1. Personnel**

Year 1	In Kind	\$8,949
Year 2	In Kind	\$9,217
Year 3	In Kind	\$9,494
Year 4	In Kind	\$9,779

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**Project Co-Directors:** Pamela Coleman, Director, Teacher Education and Licensure, KSDE  
Phillip Bennett, Dean, Teachers College at Emporia State University, KS (In Kind .10 FTE)  
The Project Co-Directors will provide oversight to the development and operationalizing the residency. After its initial exploration of current research and practice, the six states identified areas on which to focus in moving towards transformative change. These steps include:

- Define a working model of a continuum of practice
- Identify characteristics of practice for each component of practice
- Envision how each level of practice might be changed with innovative, 21<sup>st</sup> century thinking
- Develop and promote policies that need to be enacted to support these changes
- Design structures which redefine and support teacher preparation programs and identify districts with the initiative to implement change
- Implement a pilot of this model across the six states
- Evaluate project outcomes

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## 2. Fringe Benefits

Year 1	In-Kind	\$2,595
Year 2	In-Kind	\$2,673
Year 3	In-Kind	\$2,753
Year 4	In-Kind	\$2,836

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Benefits will include:

- Health insurance,
- Life insurance
- State retirement contribution
- Unemployment and Workers' Compensation
- Vacation, sick, and other leaves, and
- Other benefits comparable to a state employee.

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## 3. Travel

Year 1	Budget request	\$1,000,000
Year 2	Budget request	\$1,000,000
Year 3	Budget request	\$1,000,000
Year 4	Budget request	\$1,000,000

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This budget will be used to reimburse for the Co-Directors and participants mileage, toll, overnight lodging, and meals for overnight lodging according to Kansas Department of Administration policy.

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## 4. Equipment - No funds budgeted for this project.

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## 5. Supplies

Year 1	Budget request	\$50,000
Year 2	Budget request	\$50,000
Year 3	Budget request	\$50,000
Year 4	Budget request	\$50,000

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The supplies for the Kansas Teacher Preparation Residency program includes copying, books, and appropriate technology.

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**6. Contractual**

Year 1	Budget request	\$2,000,000
Year 2	Budget request	\$2,000,000
Year 3	Budget request	\$2,000,000
Year 4	Budget request	\$2,000,000

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KSDE will enter into a contractual agreement with participants. This agreement will include stipends for candidates, educators and higher education faculty.

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**7. Training Stipends - No funds budgeted for this project.**

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**8. Other- No funds budgeted for this project.**

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**9. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	\$ 11,544	Budgets request	\$3,050,000
Year 2 In-Kind	\$ 11,890	Budgets request	\$3,050,000
Year 3 In-Kind	\$ 12,247	Budgets request	\$3,050,000
Year 4 In-Kind	\$ 12,615	Budgets request	\$3,050,000

---

**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

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**11.Funding for Involved LEAs**

Year 1	Budget request	\$500,000
Year 2	Budget request	\$500,000
Year 3	Budget request	\$500,000
Year 4	Budget request	\$500,000

---

**12. Supplemental funding for participating LEAs** - No funds are budgeted for this project.

**13. Total Costs** - Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs.

**Budget Part II: Project-Level Budget Table**  
**Project Name: Preparation Program Revisions**  
**Associated with Criteria: (D)(4)**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ 0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$160,000	\$160,000	\$160,000	\$160,000	\$640,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
6. Contractual	\$ 10,000	\$10,000	\$10,000	\$10,000	\$40,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$0	\$0	\$0	\$ 0
9. Total Direct Costs (lines 1-8)	\$175,000	\$175,000	\$175,000	\$175,000	\$700,000
10. Indirect Costs*	\$14,000	\$14,000	\$14,000	\$14,000	\$56,000
11. Funding for Involved LEAs	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$214,000	\$214,000	\$214,000	\$214,000	\$856,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

**Project (D)(4): Revision of teacher preparation professional education and content standards**, including Kansas higher education institutions and Kansas educators. Work of this project will include research of existing National Specialized Professional Associations (SPA) standards, National Core Standards, Kansas P-12 standards, Kansas educator preparation standards and the National Educational Technology Standards for Teachers (NETS-T). The project will result in current educator preparation standards that reflect 21<sup>st</sup> Century skills and national core and content standards.

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**1. Personnel**

Year 1	In Kind	\$10,184
Year 2	In Kind	\$10,490
Year 3	In Kind	\$10,805
Year 4	In Kind	\$11,129

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Project Director: Jeanne Duncan, Higher Education Program Consultant, KSDE (In Kind - .2 FTE)

The Project Director will have oversight and direct facilitation of standards committee work and is responsible for the development of the content standards for 46 programs. She has developed a timeline for the programs standards revision. The goal is to have developed the most current educator preparation standards with 21<sup>st</sup> century skills represented. She will recruit higher education institution faculty with content expertise and educators from the field with content expertise to serve on each of the 46 program standard committees. Each committee will research the existing SPA standards, national core standards, Kansas P-12 standards, Kansas educator preparation standards and the NETS-T standards. This will form the base of knowledge that the committee will work from to develop the most current standards for each educator preparation program. Each committee will have 6-8 working members representing public and private higher education institutions, a P-12 content consultant and educators. The Project Director will facilitate the work of each committee. The committees will meet an average of seven times to complete the development of the standards. Consultants that have expertise in the development of rubrics will be hired to work with the committees to establish a consistent understanding of rubric format and the alignment to the standards as an evaluative tool. Standards will have input from all stakeholders. The teacher preparation standards are the foundation for the development

of teacher preparation programs at the institutions. The educator preparation standards revision project is vital to Kansas students, candidates, practicing educators and higher education institutions so that Kansas may continue to prepare excellent teachers who have a positive effect on P-12 student learning.

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**2. Fringe Benefits**

Year 1	In-Kind	\$2,953
Year 2	In-Kind	\$3,042
Year 3	In-Kind	\$3,133
Year 4	In-Kind	\$3,227

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Benefits will include:

- Health insurance,
- Life insurance
- State retirement contribution
- Unemployment and Workers' Compensation
- Vacation, sick, and other leaves, and
- Other benefits comparable to a state employee.

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**3. Travel**

Year 1	Budget request	\$160,000
Year 2	Budget request	\$160,000
Year 3	Budget request	\$160,000
Year 4	Budget request	\$160,000

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This budget will be used to reimburse for the committee members' mileage, toll, overnight lodging, substitutes for educators, and meals for overnight lodging according to Kansas Department of Administration policy.

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**4. Equipment** - No funds budgeted for this project.

**5. Supplies**

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Year 1	Budget request	\$5,000
Year 2	Budget request	\$5,000
Year 3	Budget request	\$5,000
Year 4	Budget request	\$5,000

---

The supplies for the educator preparation program revisions include copying of standards, research articles, national standards, purchase of books and appropriate technology.

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**6. Contractual**

Year 1	Budget request	\$10,000
Year 2	Budget request	\$10,000
Year 3	Budget request	\$10,000
Year 4	Budget request	\$10,000

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KSDE will enter into a contractual agreement with two consultants. This agreement will include reimbursement for all trainings provided by the consultants for rubric development. This will also include consultation, and travel costs for the consultants.

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**7. Training Stipends - No funds budgeted for this project.**

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**8. Other- No funds budgeted for this project.**

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**9. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	\$ 13,137	Budgets request	\$175,000
Year 2 In-Kind	\$ 13,532	Budgets request	\$175,000
Year 3 In-Kind	\$ 13,938	Budgets request	\$175,000
Year 4 In-Kind	\$ 14,356	Budgets request	\$175,000

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**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

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**11.Funding for Involved LEAs**

Year 1	Budget request	\$25,000
Year 2	Budget request	\$25,000
Year 3	Budget request	\$25,000
Year 4	Budget request	\$25,000

---

**12. Supplemental funding for participating LEAs** - No funds are budgeted for this project.

**13. Total Costs** - Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs.

**Budget Part II: Project-Level Budget Table**  
**Project Name: Teacher mentoring - Pathwise**  
**Associated with Criteria: (D)(5)**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$10,000	\$8,000	\$10,000	\$8,000	\$36,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$2,500	\$1,000	\$2,500	\$1,000	\$7,000
6. Contractual	\$15,000	\$10,000	\$15,000	\$10,000	\$50,000
7. Training Stipends	\$16,000	\$16,000	\$16,000	\$16,000	\$64,000
8. Other	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
9. Total Direct Costs (lines 1-8)	\$46,000	\$37,500	\$46,000	\$37,500	\$167,000
10. Indirect Costs*	\$3,680	\$3,000	\$3,680	\$3,000	\$13,360
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$49,680	\$40,500	\$49,680	\$40,500	\$180,360

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

Pathwise mentoring training opportunity for 50 teachers and 300 mentees. Pathwise is based on the Danielson framework.

**Project (D)(5): Teacher mentoring- Pathwise.** The Pathwise Framework Induction Program, developed by ETS, is a comprehensive professional development program that provides mentors with research-based training and materials to support beginning teachers as they transition from the university or other environments to classroom practice. Mentors participate in interactive training and use a developmentally designed package of materials to guide beginning teachers in their first years of teaching..

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**1. Personnel**

Year 1	In Kind	\$9,930
Year 2	In Kind	\$10,228
Year 3	In Kind	\$10,535
Year 4	In Kind	\$10,851

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Project Director: Jessica Hellmer, Education Program Consultant, KSDE (In Kind - .2 FTE)

The Project Director will oversee and manage all components of the Pathwise Framework and Induction Program. This will include setting up all training sessions, ordering and dispersing materials, and monitoring progress of the program. The Project Director will also be in charge of maintaining a database of all participants and collecting pertinent data regarding the program success. The Project Director will also create and monitor an on-line forum that will create a communication network for participants.

The Project Director will coordinate with ETS and the Pathwise Framework Induction Program to ensure effective communication and implementation of the program. In addition the Project Director is responsible for resolving issues and making project logistical decisions. It will also be the role of the Project Director to inform all team members and provide information regarding the program to KSDE.

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**2. Fringe Benefits**

Year 1	In-Kind	\$2,880
Year 2	In-Kind	\$2,966
Year 3	In-Kind	\$3,055
Year 4	In-Kind	\$3,147

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Benefits will include:

- Health insurance,
- Life insurance
- State retirement contribution
- Unemployment and Workers' Compensation
- Vacation, sick, and other leaves, and
- Other benefits comparable to a state employee.
- 

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**3. Travel**

Year 1	Budget request	\$10,000
Year 2	Budget request	\$8,000
Year 3	Budget request	\$10,000
Year 4	Budget request	\$8,000

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This budget will be used to reimburse for the mentor trainings mileage, toll, overnight lodging, substitutes for current participants, and meals for overnight lodging according to Kansas Department of Administration policy.

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**4. Equipment - No funds budgeted for this project.**

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**5. Supplies**

Year 1	Budget request	\$ 2,500
Year 2	Budget request	\$ 1,000
Year 3	Budget request	\$ 2,500
Year 4	Budget request	\$ 1,000

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The supplies for the Pathwise Framework Induction program include the purchasing of the mentor and mentee kits for participants, pens, note paper, poster boards, markers, and lunch and water during the mentor training's.

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**6. Contractual**

Year 1	Budget request	\$ 15,000
Year 2	Budget request	\$ 10,000
Year 3	Budget request	\$ 15,000
Year 4	Budget request	\$ 10,000

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KSDE will enter into a contractual agreement with ETS. This agreement will include reimbursement for all trainings provided by the Pathwise program. This will also include consultation, and travel costs for the trainers

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**7. Training Stipends**

Year 1	Budget request	\$ 16,000
Year 2	Budget request	\$ 16,000
Year 3	Budget request	\$ 16,000
Year 4	Budget request	\$ 16,000

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A \$1,000 mentor stipend will be awarded each year to all mentors participating in the Pathwise Framework induction program. A \$300 stipend will be awarded each year to all mentees participating in the Pathwise Framework induction program

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**8. Other**

Year 1	Budget request	\$ 2,500
Year 2	Budget request	\$ 2,500
Year 3	Budget request	\$ 2,500
Year 4	Budget request	\$ 2,500

---

Includes additional educational, professional development and teacher mentor supplies needed to be purchased for Pathwise Framework Induction program.

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**9. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	\$ 12,810	Budgets request	\$46,000
Year 2 In-Kind	\$ 13,194	Budgets request	\$37,500
Year 3 In-Kind	\$ 13,590	Budgets request	\$46,000
Year 4 In-Kind	\$ 13,998	Budgets request	\$37,500

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**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs** - No funds are budgeted for this project.

**12. Supplemental funding for participating LEAs** - No funds are budgeted for this project.

**13. Total Costs** - Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**  
**Project Name:** Santa Cruz New Teacher Center Mentoring for Teachers  
**Associated with Criteria:** (D)(5)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$13,000	\$5,000	\$13,000	\$ 5,000	\$36,000
6. Contractual	\$ 65,000	\$ 65,000	\$65,000	\$65,000	\$260,000
7. Training Stipends	\$60,000	\$60,000	\$60,000	\$60,000	\$240,000
8. Other	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
9. Total Direct Costs (lines 1-8)	\$ 168,000	\$160,000	\$168,000	\$160,000	\$656,000
10. Indirect Costs*	\$13,440	\$12,800	\$13,440	\$12,800	\$52,480
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$181,440	\$172,800	\$181,440	\$172,800	\$708,480

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

This budget includes financing for two cohorts of teachers mentored over a four year period. The cohorts will be made up of both public and non-public teaches. The Santa Cruz staff will come to Kansas to deliver the program which will be customized for Kansas.

**Project (D)(5): Santa Cruz New Teacher Center Mentoring for Teachers** The New Teacher Center (NTC) is a national organization dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. NTC strengthens school communities through proven mentoring and professional development programs, online learning environments, policy advocacy, and essential research.

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**1. Personnel**

Year 1	In Kind	\$9,930
Year 2	In Kind	\$10,228
Year 3	In Kind	\$10,535
Year 4	In Kind	\$10,851

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Project Director: Jessica Hellmer, Education Program Consultant, KSDE (In Kind - .2 FTE)

The Project Director will oversee and manage all components of the New Teacher Center induction program. This will include setting up all training sessions, ordering and dispersing materials, and monitoring progress of the program. The Project Director will also be in charge of maintaining a database of all participants and collecting pertinent data regarding the program success. The Project Director will also create and monitor an on-line forum that will create a communication network for participants. Mentor accountability and growth will be monitored through an on-line reporting system as well as surveying.

The Project Director will coordinate with the New Teacher Center located in Santa Cruz, CA to ensure effective communication and implementation of the program. In addition the Project Director is responsible for resolving issues and making project logistical decisions. It will also be the role of the Project Director to inform all team members and provide information regarding the program to KSDE.

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**2. Fringe Benefits**

Year 1	In-Kind	\$2,880
Year 2	In-Kind	\$2,966
Year 3	In-Kind	\$3,055
Year 4	In-Kind	\$3,147

---

Benefits will include:

- Health insurance,
- Life insurance
- State retirement contribution
- Unemployment and Workers' Compensation
- Vacation, sick, and other leaves, and
- Other benefits comparable to a state employee.

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**3. Travel**

Year 1	Budget request	\$25,000
Year 2	Budget request	\$25,000
Year 3	Budget request	\$25,000
Year 4	Budget request	\$25,000

---

This budget will be used to reimburse for the mentor academy mileage, toll, overnight lodging, substitutes for current participants, and meals for overnight lodging according to Kansas Department of Administration policy. It will also be used for traveling for the New Teacher Center national conference for the director of the project including mileage, airfare, toll, overnight lodging, and food.

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**4. Equipment - No funds budgeted for this project.**

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**5. Supplies**

Year 1	Budget request	\$ 13,000
Year 2	Budget request	\$ 5,000
Year 3	Budget request	\$13,000
Year 4	Budget request	\$ 5,000

---

The supplies for the New Teacher Center Induction program include the purchasing of the mentor and mentee padfolios for participants, pens, note paper, poster boards, markers, and lunch and water during the mentor training academies.

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**6. Contractual**

Year 1	Budget request	\$ 65,000
Year 2	Budget request	\$ 65,000
Year 3	Budget request	\$ 65,000
Year 4	Budget request	\$ 65,000

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KSDE will enter into a contractual agreement with New Teacher Center. This agreement will include reimbursement for all trainings provided by the New Teacher Center at \$4,200 per day. This will also include consultation, online surveys, and travel costs for the two trainers

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**7. Training Stipends**

Year 1	Budget request	\$ 60,000
Year 2	Budget request	\$ 60,000
Year 3	Budget request	\$ 60,000
Year 4	Budget request	\$ 60,000

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A \$1,000 mentor stipend will be awarded each year to all mentors participating in the New Teacher Center induction program. A \$300 stipend will be awarded each year to all mentees participating in the New Teacher Center induction program

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**8. Other**

Year 1	Budget request	\$ 5,000
Year 2	Budget request	\$ 5,000
Year 3	Budget request	\$ 5,000
Year 4	Budget request	\$ 5,000

---

Includes additional educational, mentoring, and teacher leader materials needed to be purchased for The New Teacher Center induction program.

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**9. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	\$ 12,810	Budgets request	\$168,000
Year 2 In-Kind	\$ 13,194	Budgets request	\$160,000
Year 3 In-Kind	\$ 13,590	Budgets request	\$168,000
Year 4 In-Kind	\$ 13,998	Budgets request	\$160,000

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**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs** - No funds are budgeted for this project.

**12. Supplemental funding for participating LEAs** - No funds are budgeted for this project.

**13. Total Costs** - Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**  
**Project Name:** Leadership Mentoring-Santa Cruz, SREB and New York  
**Associated with Criteria:** (D)(5)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ 0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$12,379	\$12,379	\$12,379	\$12,379	\$49,516
4. Equipment	\$ 0	\$0	\$0	\$0	\$0
5. Supplies	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
6. Contractual	\$ 121,645	\$121,645	\$121,645	\$121,645	\$486,580
7. Training Stipends	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000
8. Other	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
9. Total Direct Costs (lines 1-8)	\$175,024	\$175,024	\$175,024	\$175,024	\$700,096
10. Indirect Costs*	\$14,002	\$14,002	\$14,002	\$14,002	\$56,008
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$189,026	\$189,026	\$189,026	\$189,026	\$756,104

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

This budget will allow a new cohort of principals to participate in one of the three mentoring programs. Each principal mentors three new principals. All three programs are researched based with data to document success over time.

**Project (D)(5): Leadership Mentoring – Santa Cruz, SREB and New York.** As a result of the work by the Kansas Educational Leadership Commission (KELC) and the Teaching in Kansas Commission (TKC), three research based mentoring programs for new principals are being piloted. KSDE has selected 35 highly-qualified volunteers to become engaged with staff developers from one of three recognized mentoring models. Upon completion of the professional learning experiences, they will work with first or second year principals. Overtime, a Kansas network of qualified mentors would be developed. This work is associated with criteria D3.

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**1. Personnel**

Year 1	In Kind	\$20,365
Year 2	In Kind	\$20,976
Year 3	In Kind	\$21,605
Year 4	In Kind	\$22,253

---

The Project Director and the two Wallace Foundation Employees will oversee the professional learning of the 35 mentors participating in the mentoring pilots and future cohorts. In addition, they will also be available as contacts for the program consultants and the mentors. The Project Director will be responsible for communication between contracted programs and KSDE. She will also be responsible for setting meeting dates and keeping an updated calendar for a reference for all team members. (In Kind 3 @ .10 = .30 FTE)

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**2. Fringe Benefits**

Year 1	In-Kind	\$5,906
Year 2	In-Kind	\$6,083
Year 3	In-Kind	\$6,265
Year 4	In-Kind	\$6,453

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Benefits will include:

- Health insurance,
- Life insurance
- State retirement contribution

- Unemployment and Workers' Compensation
- Vacation, sick, and other leaves, and
- Other benefits comparable to a state employee.

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**3. Travel**

Year 1	Budget request	\$12,379
Year 2	Budget request	\$12,379
Year 3	Budget request	\$12,379
Year 4	Budget request	\$12,379

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The travel costs include state rates for airfare, hotel, meals, and rental cars for the consultants traveling to Kansas to conduct the training sessions. Each trip to Kansas is priced for 2 consultants as agreed upon by KSDE and the specific program. The costs reflects a total of 9 meetings. Also include in the cost is the costs for mentors and KSDE staff to travel to the meeting sites, hotel stays, and meals. Hotels stays will be available for mentors traveling more than 30 miles from their school districts if they choose to stay. It is projected that the same number of meetings will occur in the future years.

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**4. Equipment - No funds budgeted for this project.**

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**5. Supplies**

Year 1	Budget request	\$ 1,000
Year 2	Budget request	\$ 1,000
Year 3	Budget request	\$ 1,000
Year 4	Budget request	\$ 1,000

---

The costs budgeted for supplies is to cover the cost of chart paper, printer paper, name tags, markers, post-its, pens, pencils, and any other supplies needed in order to conduct the training for all three mentor pilots. KSDE will be responsible for making all copies needed for the trainings.

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**6. Contractual**

Year 1	Budget request	\$ 121,645
Year 2	Budget request	\$ 121,645
Year 3	Budget request	\$ 121,645
Year 4	Budget request	\$ 121,645

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## New Teacher Center

Yr. 1	Contract	\$44,400
Yr. 2	Contract	\$44,400
Yr. 3	Contract	\$44,400
Yr. 4	Contract	\$44,400

## New York City Leadership Academy

Yr. 1	Contract	\$72,145
Yr. 2	Contract	\$72,145
Yr. 3	Contract	\$72,145
Yr. 4	Contract	\$72,145

## Southern Regional Education Board

Yr. 1	Contract	\$5,100
Yr. 2	Contract	\$5,100
Yr. 3	Contract	\$5,100
Yr. 4	Contract	\$5,100

## Santa Cruz New Teacher Center:

The Santa Cruz Principal Induction Model is a two-year program beginning with three days of professional development. Mentors will attend network meetings spread out over the two years. Onsite meetings between the mentor and the principal are essential. Beyond the scheduled meetings, weekly phone and email communications will occur. The mentoring is focused on real issues principals encounter on a daily basis.

## New York City Leadership Academy:

This model is a self-paced learning experience which begins with a one day workshop for mentors. They will learn how to effectively use the Leadership Performance Planning Worksheet (LPPW) and be exposed to the Facilitative Competency-Based Coaching (FCB)

approach. In addition, mentors will have access to the Missouri on-line modules covering all dimensions of the LPPW. Beyond the scheduled meetings, phone and email communications will occur.

Southern Regional Education Board:

This model begins with mentors attending two days of initial learning in which they will identify characteristics of effective mentors. They are exposed to research-based strategies used in effective mentoring. Throughout the year, mentors will keep a portfolio documenting activities and reflections. Beyond the scheduled meetings, telephone and email communications will take place.

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### **7. Training Stipends**

Year 1	Budget request	\$ 35,000
Year 2	Budget request	\$ 35,000
Year 3	Budget request	\$ 35,000
Year 4	Budget request	\$ 35,000

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Each mentor participating in the pilot programs will receive a \$1,000 stipend for their work and time. Future mentors involved with this work will receive a \$1,000 stipend as well.

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### **8. Other**

Year 1	Budget request	\$ 5,000
Year 2	Budget request	\$ 5,000
Year 3	Budget request	\$ 5,000
Year 4	Budget request	\$ 5,000

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This cost is to cover the cost of books and training notebooks for the training of all three programs. The mentors participating in the New Teacher Center mentor training will receive a training notebook. The mentors participating in the New York City Leadership Academy mentor training will receive access to the online modules adapted to meet the needs of Kansas educators. The mentors participating in the Southern Regional Education Board mentor training will receive two text books and a training notebook.

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<b>9. Total Direct Costs (lines 1-8)</b>			
Year 1 In-Kind	\$ 26,271	Budgets request	\$175,024
Year 2 In-Kind	\$ 27,059	Budgets request	\$175,024
Year 3 In-Kind	\$ 27,870	Budgets request	\$175,024
Year 4 In-Kind	\$ 28,706	Budgets request	\$175,024

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**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs** - No funds are budgeted for this project.

**12. Supplemental funding for participating LEAs** - No funds are budgeted for this project.

**13. Total Costs** - Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**

**Project Name:** Operationalizing the NSDC Professional learning audit  
**Associated with Criteria:** (D)(5)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$5,000	\$10,000	\$1,500	\$1,500	\$18,000
6. Contractual	\$150,000	\$130,000	\$30,000	\$30,000	\$340,000
7. Training Stipends	\$25,000	\$25,000	\$0	\$0	\$50,000
8. Other	\$60,000	\$60,000	\$60,000	\$60,000	\$240,000
9. Total Direct Costs (lines 1-8)	\$ 290,000	\$275,000	\$141,500	\$141,500	\$848,000
10. Indirect Costs*	\$23,200	\$22,000	\$11,320	\$11,320	\$67,840
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$313,200	\$297,000	\$152,820	\$152,820	\$915,840

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

**Project (D) (5): Operationalizing the NSDC Professional learning audit**

Work of this project will focus on (1) facilitating a state task force to review existing state policies and (2) recommending changes for effective, school based collaborative professional learning to support the educator career continuum and student learning is institutionalized in state policies and (3) the development of a local education agency **policy audit process** to assist LEA boards in reviewing and revising professional learning policies

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**1. Personnel**

Year 1	In Kind	\$22,162
Year 2	In Kind	\$22,827
Year 3	In Kind	\$23,512
Year 4	In Kind	\$24,217

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Project Director: Kathy Boyer, Education Program Consultant, KSDE & Lynn Bechtel, Education Program Consultant, KSDE (In Kind – 2 @ .2 FTE = .4 FTE)

Co-Project Directors will provide oversight of the contract with NSDC for convening a state task force of 40 members to meet 8 times over the period and 2 years. Year I will include the evaluation framework development, the administering of SAIs for approximately 1200 schools; the development of Kansas documents and the technical support for using the assessment results. Year II will include the development of training and training of trainer for SAI institutes

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**2. Fringe Benefits**

Year 1	In-Kind	\$6,427
Year 2	In-Kind	\$6,620
Year 3	In-Kind	\$6,818
Year 4	In-Kind	\$7,023

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Benefits will include:

- Health insurance,
- Life insurance
- State retirement contribution
- Unemployment and Workers' Compensation

- Vacation, sick, and other leaves, and
- Other benefits comparable to a state employee.
- 

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**3. Travel**

Year 1	Budget request	\$50,000
Year 2	Budget request	\$50,000
Year 3	Budget request	\$50,000
Year 4	Budget request	\$50,000

---

This budget will be used to reimburse participants of committee for mileage, toll, overnight lodging, substitutes for teachers, and meals for overnight lodging according to Kansas Department of Administration policy.

---

**4. Equipment - No funds budgeted for this project.**

**5. Supplies**

Year 1	Budget request	\$ 5,000
Year 2	Budget request	\$ 10,000
Year 3	Budget request	\$ 1,500
Year 4	Budget request	\$ 1,500

---

The supplies for the committee will include purchasing books, materials for participants, pens, note paper, poster boards, markers, and lunch and water during the mentor trainings.

---

**6. Contractual**

Year 1	Budget request	\$ 150,000
Year 2	Budget request	\$ 130,000
Year 3	Budget request	\$ 30,000
Year 4	Budget request	\$ 30,000

---

KSDE will enter into a contractual agreement with NSDC. This budget will include reimbursement for all meetings, consultation, and travel costs for the trainers and committee work.

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**7. Training Stipends**

Year 1	Budget request	\$ 25,000
Year 2	Budget request	\$ 25,000
Year 3	Budget request	\$ 0
Year 4	Budget request	\$ 0

---

Participants and trainers will receive compensation for their work and products created for the committee

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**8. Other**

Year 1	Budget request	\$ 60,000
Year 2	Budget request	\$ 60,000
Year 3	Budget request	\$ 60,000
Year 4	Budget request	\$ 60,000

---

Additional educational materials, supplies and equipment needed to be purchased for work with service centers.

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**9. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	\$ 28,589	Budgets request	\$290,000
Year 2 In-Kind	\$ 29,447	Budgets request	\$275,000
Year 3 In-Kind	\$ 30,3300	Budgets request	\$141,500
Year 4 In-Kind	\$ 31,2400	Budgets request	\$141,500

---

**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are

used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs** - No funds are budgeted for this project.

**12. Supplemental funding for participating LEAs** - No funds are budgeted for this project.

**13. Total Costs** - Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**  
**Project Name:** State-wide instructional coaching academy  
**Associated with Criteria:** (D)(5)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ 0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
6. Contractual	\$100,000	\$100,000	\$100,000	\$100,000	\$400,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$0	\$0	\$0	\$ 0
9. Total Direct Costs (lines 1-8)	\$125,000	\$125,000	\$125,000	\$125,000	\$500,000
10. Indirect Costs*	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$135,000	\$135,000	\$135,000	\$135,000	\$540,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

This program was very successful; however due to the economic challenges, we were unable to continue. NSDC supported this endeavor sending guest speakers, materials and web-based resources. LEA's attend as learning teams. One-fourth of our LEA's were enrolled in the academy during the 2008/09 school year. Regional service centers were involved as well creating a state-wide professional learning community.

**Project ( D)(5): State-wide instructional coaching academy.** KSDE facilitated an academy for instructional coaches, with the help of the NSDC state affiliate, KSDC, during the 2008-09 school year. While very successful (one-fourth of the state LEA’s were represented in the enrollment, at their expense), the academy was unable to be continued due to economic challenges. This project would re-establish this very important initiative.

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<b>1. Personnel</b>		
Year 1	In Kind	\$22,162
Year 2	In Kind	\$22,827
Year 3	In Kind	\$23,512
Year 4	In Kind	\$24,217

---

Project Director: Kathy Boyer, Education Program Consultant, KSDE & Lynn Bechtel, Education Program Consultant, KSDE (In Kind 2 @ .2 FTE = .4 FTE)

The Project Co-Directors will have oversight of the academies. NSDC provided support in the previous academy and will continue to do so by providing trainers, materials, and web-based resources. The Instructional Coaching Group, based out of the University of Kansas, has also provided and will continue to provide support through training , web-based resources, and current research. Academies for beginning coaches are year-long and divided into both state-wide whole group training and regional small group training and practice, with facilitation. This allows for smaller networking and support groups to be established. Regional service centers were involved in the previous academy, and will be again, thus creating a state-wide professional learning community focused on effective teaching to increase student learning.

Continuing education and follow-up trainings will be provided for experienced coaches, with offerings being provided based on analysis of the results of a needs assessment. All offerings will be differentiated, using our state-wide Multi-Tier System of Support (MTSS) model and effective adult learning strategies. NSDC will continue to provide support and resources, not only through the means mentioned above, but also through the use of the results of their Standards and Assessment Inventory (SAI). They will indicate in which NSDC professional development standard(s) districts across the state are needing assistance.

Effectiveness of the academies will be determined in various ways, including pre/post assessments, data collection logs, LEA observations, and self reflection.

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**2. Fringe Benefits**

Year 1	In-Kind	\$6,427
Year 2	In-Kind	\$6,620
Year 3	In-Kind	\$6,818
Year 4	In-Kind	\$7,023

---

Benefits will include:

- Health insurance,
  - Life insurance
  - State retirement contribution
  - Unemployment and Workers' Compensation
  - Vacation, sick, and other leaves, and
  - Other benefits comparable to a state employee.
- 

**3. Travel**

Year 1	Budget request	\$20,000
Year 2	Budget request	\$20,000
Year 3	Budget request	\$20,000
Year 4	Budget request	\$20,000

---

This budget will be used to reimburse participants for mileage, toll, overnight lodging, substitutes for current participants, and meals for overnight lodging according to Kansas Department of Administration policy.

---

**4. Equipment - No funds budgeted for this project.****5. Supplies**

Year 1	Budget request	\$ 5,000
Year 2	Budget request	\$ 5,000
Year 3	Budget request	\$ 5,000
Year 4	Budget request	\$ 5,000

---

The supplies for the coaching academy will include purchasing materials for participants, pens, note paper, poster boards, markers, and lunch and water during the mentor trainings.

---

**6. Contractual**

Year 1	Budget request	\$ 100,000
Year 2	Budget request	\$ 100,000
Year 3	Budget request	\$ 100,000
Year 4	Budget request	\$ 100,000

---

KSDE will enter into a contractual agreement with NSDC. This budget will include reimbursement for all trainings provided, consultation, and travel costs for the trainers.

---

**7. Training Stipends-** No funds budgeted for this project.

**8. Other -** No funds budgeted for this project.

**9. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	\$ 28,589	Budgets request	\$125,000
Year 2 In-Kind	\$ 29,447	Budgets request	\$125,000
Year 3 In-Kind	\$ 30,330	Budgets request	\$125,000
Year 4 In-Kind	\$ 31,240	Budgets request	\$125,000

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**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs -** No funds are budgeted for this project.

**12. Supplemental funding for participating LEAs -** No funds are budgeted for this project.

**13. Total Costs -** Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**

**Project Name:** Regional Professional Learning Institutes for teachers and principals  
**Associated with Criteria:** (D)(5)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$ 0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$100,000	\$100,000	\$100,000	\$100,000	\$400,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
6. Contractual	\$250,000	\$250,000	\$200,000	\$150,000	\$850,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$0	\$0	\$0	\$ 0
9. Total Direct Costs (lines 1-8)	\$355,000	\$355,000	\$305,000	\$255,000	\$1,270,000
10. Indirect Costs*	\$28,400	\$28,400	\$24,400	\$20,400	\$101,600
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$383,400	\$383,400	\$329,400	\$275,400	\$1,371,600

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

Please see the MOU from NSDC for the details of the professional learning. Teachers will participate in three state-wide meetings and principals will have two state-wide meetings. This is also a recommendation of the Teaching in Kansas Commission as well as the Kansas Leadership Commission.

**Project (D) (5) Regional Professional Learning Institutes for teachers and principals** Work on this project will include the development of (1) a state education agency framework for evaluating the effectiveness of professional learning to address RTT and KSDE program expectation; (2) the implementation of the NSDC Standards Assessment Inventory (SAI) statewide; (3) development of specific Kansas support documents to endure effective use of SAI results that align with state statues, regulations and guidance documents; (3) a tool kit to guide the implementation of the effective professional learning at the team, school and system levels; (4) training and a training of trainers program for state, service center, district and school staff and (5) the provision of technical assistance in the development of additional evaluation tools associated with RTTT.

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**1. Personnel**

Year 1	In Kind	\$22,162
Year 2	In Kind	\$22,827
Year 3	In Kind	\$23,512
Year 4	In Kind	\$24,217

---

Project Director: Kathy Boyer, Education Program Consultant, KSDE & Lynn Bechtel, Education Program Consultant, KSDE (In Kind – 2 @ .2 FTE = .4 FTE)

Co-Project Directors will provide oversight of the contract with NSDC in the development of a virtual tool kit and evaluation tools (Year 1); development of training and evaluation tools (year 2) development of training of trainers in years (3) and (4) which will include contracting of training the areas identified by the Teaching Commission and in KELC areas to be determined.

---

**2. Fringe Benefits**

Year 1	In-Kind	\$6,427
Year 2	In-Kind	\$6,620
Year 3	In-Kind	\$6,818
Year 4	In-Kind	\$7,023

---

Benefits will include:

- Health insurance,
- Life insurance

- State retirement contribution
- Unemployment and Workers' Compensation
- Vacation, sick, and other leaves, and
- Other benefits comparable to a state employee.

---

**3. Travel**

Year 1	Budget request	\$100,000
Year 2	Budget request	\$100,000
Year 3	Budget request	\$100,000
Year 4	Budget request	\$100,000

---

This budget will be used to reimburse participants of committee for mileage, toll, overnight lodging, substitutes for teachers, and meals for overnight lodging according to Kansas Department of Administration policy.

---

**4. Equipment - No funds budgeted for this project.**

**5. Supplies**

Year 1	Budget request	\$ 5,000
Year 2	Budget request	\$ 5,000
Year 3	Budget request	\$ 5,000
Year 4	Budget request	\$ 5,000

---

The supplies for the committee will include purchasing materials for participants, pens, note paper, poster boards, markers, and lunch and water during the mentor trainings.

---

**6. Contractual**

Year 1	Budget request	\$ 250,000
Year 2	Budget request	\$ 250,000
Year 3	Budget request	\$ 200,000
Year 4	Budget request	\$ 150,000

---

KSDE will enter into a contractual agreement with NSDC. This budget will include reimbursement for all meetings, consultation, and travel costs for the trainers.

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**7. Training Stipends-** No funds budgeted for this project.

**8. Other -** No funds budgeted for this project.

**9. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	\$ 28,589	Budgets request	\$355,000
Year 2 In-Kind	\$ 29,447	Budgets request	\$355,000
Year 3 In-Kind	\$ 30,330	Budgets request	\$305,000
Year 4 In-Kind	\$ 31,240	Budgets request	\$255,000

---

**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs -** No funds are budgeted for this project.

**12. Supplemental funding for participating LEAs -** No funds are budgeted for this project.

**13. Total Costs -** Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**

**Project Name:** LEA supported professional learning in collaboration with KSDE  
**Associated with Criteria:** (D)(5)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$40,000	\$40,000	\$40,000	\$40,000	\$160,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
6. Contractual	\$100,000	\$100,000	\$100,000	\$100,000	\$400,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$ 190,000	\$190,000	\$190,000	\$190,000	\$760,000
10. Indirect Costs*	\$15,200	\$15,200	\$15,200	\$15,200	\$60,800
11. Funding for Involved LEAs	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$4,000,000 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$1,205,200	\$1,205,200	\$1,205,200	\$1,205,200	\$4,820,800

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
 Column (e): Show the total amount requested for all project years.  
 \*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
 Note that indirect costs are not allocated to lines 11-12.

The budget above reflects the system of professional learning offered in collaboration with the regional service centers, LEA's and KSDE. Due to the challenging economic climate in Kansas, the legislature has been unable to appropriate funding for professional learning noted in the statutes.

**Project ( D)(5):LEA supported professional learning in collaboration with KSDE.** This project is to establish a system of professional learning, which would be a collaboration between KSDE, regional service centers, and LEA’s. Because of the challenging economic climate in Kansas, the legislature has been unable to appropriate funding for professional learning noted in the statutes, thus, LEA’s have eliminated most, if not all, of the professional learning from their budgets.

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**1. Personnel**

Year 1	In Kind	\$22,162
Year 2	In Kind	\$22,827
Year 3	In Kind	\$23,512
Year 4	In Kind	\$24,217

---

Project Director: Kathy Boyer, Education Program Consultant, KSDE & Lynn Bechtel, Education Program Consultant, KSDE (In-Kind 2 @ .2 FTE = .4 FTE)

The Project Co-Directors will have oversight of this project. Guided by the results of the NSDC SAI instrument, which will indicate which professional development standards districts across the state need assistance with, KSDE will collaborate with regional service centers and LEA’s to design and deliver effective professional learning to LEA’s. The learning will be delivered and differentiated utilizing the state’s Multi-Tier System of Support (MTSS) model and effective adult learning strategies. KSDE will design and establish online modules to supplement face-to-face learning, or eliminate the need for in-person learning, when appropriate. Twenty-first century learning strategies will be utilized and incorporated throughout all offerings. All offerings will dovetail into the cohesive system being created through the various projects outlined in this grant application.

KSDE will also be supported by NSDC and their broad resources via trainings, web-based learning, and current research. KSDE intends to be known as a state known for their quality professional learning opportunities and cohesive, cooperative system.

Effectiveness of the learning will be determined in various ways, including pre/post assessments, data collection logs, LEA observations, and self reflection.

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**2. Fringe Benefits**

Year 1	In-Kind	\$6,427
Year 2	In-Kind	\$6,620
Year 3	In-Kind	\$6,818
Year 4	In-Kind	\$7,023

---

Benefits will include:

- Health insurance,
- Life insurance
- State retirement contribution
- Unemployment and Workers' Compensation
- Vacation, sick, and other leaves, and
- Other benefits comparable to a state employee.

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**3. Travel**

Year 1	Budget request	\$40,000
Year 2	Budget request	\$40,000
Year 3	Budget request	\$40,000
Year 4	Budget request	\$40,000

---

This budget will be used to reimburse participants and service centers for mileage, toll, overnight lodging, substitutes for current participants, and meals for overnight lodging according to Kansas Department of Administration policy.

---

**4. Equipment** - No funds budgeted for this project.**5. Supplies**

Year 1	Budget request	\$ 50,000
Year 2	Budget request	\$ 50,000
Year 3	Budget request	\$ 50,000
Year 4	Budget request	\$ 50,000

---

This Budget will include purchasing materials for participants, pens, note paper, poster boards, markers, and lunch and drinks during meetings to provide appropriate professional learning.

---

**6. Contractual**

Year 1	Budget request	\$ 100,000
Year 2	Budget request	\$ 100,000
Year 3	Budget request	\$ 100,000
Year 4	Budget request	\$ 100,000

---

KSDE will enter into a contractual agreement with NSDC. This budget will include reimbursement for all trainings provided, consultation, and travel costs for the trainers

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**7. Training Stipends-** No funds budgeted for this project.

**8. Other -** No funds budgeted for this project.

**9. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	\$ 28,589	Budgets request	\$190,000
Year 2 In-Kind	\$ 29,447	Budgets request	\$190,000
Year 3 In-Kind	\$ 30,330	Budgets request	\$190,000
Year 4 In-Kind	\$ 31,240	Budgets request	\$190,000

---

**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

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**11. Funding for Involved LEAs**

Year 1	Budget request	\$ 1,000,000
Year 2	Budget request	\$ 1,000,000
Year 3	Budget request	\$ 1,000,000
Year 4	Budget request	\$ 1,000,000

---

This budget will support LEA's to design and deliver effective professional learning. KSDE will design and establish online modules to supplement face-to-face learning, or eliminate the need for in-person learning, when appropriate.

**12. Supplemental funding for participating LEAs** - No funds are budgeted for this project.

**13. Total Costs** - Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**  
**Project Name:** School Administration Manager Program (SAM)  
**Associated with Criteria:** (D)(5)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$	\$0	\$0
6. Contractual	\$24,000	\$24,000	\$24,000	\$24,000	\$96,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$0	\$0	\$0	\$ 0
9. Total Direct Costs (lines 1-8)	\$24,000	\$24,000	\$24,000	\$24,000	\$96,000
10. Indirect Costs*	\$1,920	\$1,920	\$1,920	\$1,920	\$7,680
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$25,920	\$25,920	\$25,920	\$25,920	\$103,680

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

The Wallace Foundation will fund # 2-8, additionally, the Kansas Health Foundation Grant will contribute \$25,000. This budget item will fund both data collectors and SAM coaches.

**Project (D)(5): School Administration Manager Program (SAM).** Funded by grants from the Wallace Foundation and the Kansas Health Foundation, the project involves nine other states engaged in SAM leadership work. SAM is a strategy designed to change the role of the principal from the managerial leader to the instructional leader. In districts where a SAM operates, principals have dramatically changed their practice. There are a variety of SAM models: creating a new position, converting an existing position or *modifying the duties of existing staff*. After reviewing the models, each principal selects the most appropriate model to fit their needs.

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**1. Personnel**

Year 1	In Kind	\$20,365
Year 2	In Kind	\$20,976
Year 3	In Kind	\$21,605
Year 4	In Kind	\$22,253

---

The Project Director and Wallace employees will oversee the training of SAM coaches and Data Collectors. After the training, the Data Collectors and coaches will be paid \$200 a day for their work. The Wallace employees will be responsible for communication between the SAMs trainers and KSDE. They will also be responsible for keeping the KSDE team updated regarding the SAMs project. (In Kind – three staff members; 3 @ .10 = .30 FTE)

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**2. Fringe Benefits**

Year 1	In-Kind	\$5,906
Year 2	In-Kind	\$6,083
Year 3	In-Kind	\$6,265
Year 4	In-Kind	\$6,453

---

Benefits will include:

- Health insurance,
- Life insurance
- State retirement contribution
- Unemployment and Workers' Compensation
- Vacation, sick, and other leaves, and
- Other benefits comparable to a state employee

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**3. Travel** - No funds budgeted for this project.

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**4. Equipment** - No funds budgeted for this project.

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**5. Supplies** - No funds budgeted for this project.

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**6. Contractual –**

Year 1	Budget request	\$24,000
Year 2	Budget request	\$24,000
Year 3	Budget request	\$24,000
Year 4	Budget request	\$24,000

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SAM coaches and data collectors will receive \$200 per day to provide professional consultative and data analysis services to principals which will ultimately allow principals to work more effectively and efficiently to better serve students.

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**7. Training Stipends** - No funds budgeted for this project.

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**8. Other** - No funds budgeted for this project.

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**9. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	\$ 26,271	Budget request	\$24,000
Year 2 In-Kind	\$ 27,059	Budget request	\$24,000
Year 3 In-Kind	\$ 27,870	Budget request	\$24,000
Year 4 In-Kind	\$ 28,706	Budget request	\$24,000

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**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs -** No funds are budgeted for this project.

**12. Supplemental funding for participating LEAs -** No funds are budgeted for this project.

**13. Total Costs -** Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

**Budget Part II: Project-Level Budget Table**

**Project Name:** Two Staff offering oversight for leadership projects-mentoring, SAM and evaluation design.

**Associated with Criteria:** (D)(5)

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$77,000	\$79,310	\$81,689	\$0	\$237,999
2. Fringe Benefits	\$ 22,330	\$23,000	\$23,690	\$0	\$69,020
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Training Stipends	\$0	\$0	\$0	\$0	\$ 0
8. Other	\$0	\$0	\$0	\$0	\$ 0
9. Total Direct Costs (lines 1-8)	\$99,330	\$102,310	\$105,379	\$	\$307,019
10. Indirect Costs*	\$7,947	\$8,185	\$8,431		\$24,563
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$ 0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$ 0
13. Total Costs (lines 9-12)	\$107,277	\$110,495	\$113,810		\$331,582

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

This budget reflects the cost over three years supporting two staff to guide the leadership mentoring, principal evaluation development and the KELC functions.

**Project(D(5): Two staff offering oversight for leadership projects – mentoring, SAM and evaluation design.** Staff oversight for leadership initiatives under this project will focus on leadership support, mentoring and development of a leadership evaluation system.

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**1. Personnel**

Year 1	In Kind	Budget Request	\$77,000
Year 2	In Kind	Budget Request	\$79,310
Year 3	In Kind	Budget Request	\$81,689

---

Project Co-Directors: Larry Wheeler and Howard Shuler (Budget Request – 2 @.5 FTE = 1.0 FTE)

The project directors will have oversight of the progress for initiatives of this project. They will negotiate contracts and coordinate with the Southern Regional Education Board, the New Teacher Center and the New York Center Leadership Academy to develop and initiate principal mentor programs in Kansas. The Directors will oversee the implementation and evaluation of pilot mentor programs in selected local school districts with approved new principals. Project directors will also coordinate statewide implementation of mentoring programs following the pilot phase.

Project directors will oversee pilot and implementation of the School Administration Manager (SAM) initiative of supporting principals to move from management related task to instructional leadership activities. They will coordinate with the Wallace network of educators to implement the National SAM Project.

The project directors are responsible for implementing the Kansas Educational Leadership Commission (KELC) recommendation for development and implementation of a statewide framework for the evaluation of school leaders. They will coordinate the creation of a work group to: craft the framework; research and evaluate potential evaluation systems; develop and implement a three-year pilot program that includes professional development and external review.

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<b>2. Fringe Benefits</b>			
Year 1	In-Kind	Budget Request	\$22,330
Year 2	In-Kind	Budget Request	\$23,000
Year 3	In-Kind	Budget Request	\$23,690

---

Benefits will include:

- Health insurance,
- Life insurance
- State retirement contribution
- Unemployment and Workers' Compensation
- Vacation, sick, and other leaves, and
- Other benefits comparable to a state employee.

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**3. Travel** – No funds budgeted for this project

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**4. Equipment** - No funds budgeted for this project.

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**5. Supplies** - No funds budgeted for this project.

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**6. Contractual** - No funds budgeted for this project.

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**7. Training Stipends** - No funds budgeted for this project.

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**8. Total Direct Costs (lines 1-8)**

Year 1 In-Kind	Budget request	\$99,330
Year 2 In-Kind	Budget request	\$102,310
Year 3 In-Kind	Budget request	\$105,379

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**10. Total Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11. Funding for Involved LEAs -** No funds are budgeted for this project.

**12. Supplemental funding for participating LEAs -** No funds are budgeted for this project.

**13. Total Costs -** Total Costs are calculated as the sum of Direct Costs, Indirect Costs, Funding for Involved LEAs, and Supplemental funding for participating LEAs.

## Budget Part II: Project-Level Budget Table

<b>Budget Part II: Project-Level Budget Table</b> <b>Project Name:</b> Implementing Reform Models in Low Performing Schools <b>Associated with Criteria:</b> School Improvement <b>(Evidence for selection criterion (E)(1) - (E)(2))</b>					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$291,000.	\$299,730	\$308,723	\$317,985	\$1,217,438
2. Fringe Benefits	\$ 84,390	\$ 86,922	\$ 89,530	\$ 92,216	\$ 353,058
3. Travel	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 340,000
4. Equipment	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
5. Supplies	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
6. Contractual	\$1,620,000	\$1,620,000	\$1,620,000	\$1,620,000	\$6,480,000
7. Training Stipends					
8. Other	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000
9. Total Direct Costs (lines 1-8)	\$2,115,390	\$2,126,652	\$2,138,253	\$2,150,201	\$8,530,496
10. Indirect Costs*	\$ 169,232	\$ 170,133	\$ 171,061	\$ 172,017	\$ 682,443
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	2,284,622	2,296,785	2,309,314	2,322,218	9,212,939
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

**BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

Personnel: The following requested personnel will all be hired as employees of the project for struggling schools.	% FTE	Base Salary	Total
<p>School Reform Project Director (1): This position will direct the work of the school reform team by being responsible for leadership and management of the project. Direct responsibilities include coordinating Kansas Learning Network and school reform coordinators. (3% each year)</p> <ul style="list-style-type: none"> <li>• Year 1 -\$76,000</li> <li>• Year 2- \$78,280</li> <li>• Year 3- \$80,628</li> <li>• Year 4-\$ 83,047</li> </ul>	80%	\$95,000	\$76,000
<p>School Reform Secondary Education Assistant Director (2) This position will coordinate school reform efforts at the Secondary Level and work closely with School Reform Project Director. (3% each year)</p> <ul style="list-style-type: none"> <li>• Year 1 -\$85,000</li> <li>• Year 2- \$87,550</li> <li>• Year 3- \$90,177</li> <li>• Year 4- \$92,882</li> </ul>	100%	\$85,000	\$85,000
<p>School Reform Early Childhood Project Coordinator (3) This position will coordinate the Early Childhood reform efforts on the school reform team. (3% each year)</p> <ul style="list-style-type: none"> <li>• Year 1 - \$65,000</li> <li>• Year 2 - \$66,950</li> <li>• Year 3 -\$68,959</li> <li>• Year 4- \$71,028</li> </ul>	100%	\$65,000	\$65,000
<p>School Reform Pre-K through 12 Kansas Literacy and Numeracy Learning Project Coordinator (4): This person will coordinate the Pre-K through 12 Kansas Learning Project in Literacy and Math and will serve on the school reform team. (3% each year)</p> <ul style="list-style-type: none"> <li>• Year 1 - \$65,000</li> <li>• Year 2 - \$66,950</li> <li>• Year 3 -\$68,959</li> <li>• Year 4- \$71,028</li> </ul>	100%	\$65,000	\$65,000

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School Reform Project Director:

The Project Director will have oversight of the progress of the initiatives of this Project and is responsible for negotiating with vendors and monitoring contracts. This is a new position for KSDE and will work with the School Reform Team. Responsibilities include directing the work of the team that supports schools as they adopt one of the four reform models. This person will also work with the Kansas Learning Network to align technical assistance provided to the schools and districts. The School Reform Director will also monitor the work of LEA grants and be sure the contracted services match the reform models. This position will manage the school reform team which includes Secondary Reform Coordinator, Early Childhood Coordinator, and Pre-K through 12 Learning Project Coordinator. KSDE staff which currently works on compliance issues will also work with the School Reform Project Director to modify and adapt procedures and materials to match new regulations.

School Reform Assistant Director (Secondary):

The Assistant Director of School Reform will work closely with the School Reform Project Director but focus on secondary schools. This is a new position for KSDE and will work with the School Reform Team. Responsibilities include working with identified secondary schools that are on improvement and helping them to adopt one of the four reform models. This person will also work with Kansas Learning Network Implementation Coaches as they work directly with the schools. The Secondary School Reform Assistant Director will also monitor the work of LEA grants and be sure that contracted services match the reform models. This position will work closely with the School Reform Team and KSDE Staff as they work on compliance issues.

School Reform Early Childhood Coordinator:

The School Reform Early Childhood Coordinator will work closely with the School Reform Project Director but focus on early childhood school reform issues. This is a new position for KSDE and will work with the School Reform Team. Responsibilities include working with identified schools that are on improvement that are on improvement and helping them to adopt one of the four reform models, including best practices in early childhood. This person will also work with Kansas Learning Network Implementation Coaches as they work directly with

the schools. The Early Childhood Coordinator will also monitor the work of LEA grants and be sure that contracted services match the reform models, in the area of early childhood. This position would also serve on MTSS Early Childhood Committee as they continue develop and train districts and schools in best practices in the model. This position will work closely with the School Reform Team and KSDE Staff as they work on compliance issues.

Pre-K through 12 Kansas Learning Project Coordinator:

The Pre-K through 12 Kansas Learning Project Coordinator will develop statewide literacy and numeracy instructional plan. This is a new position for KSDE and will work with the School Reform Team in the development of best cross-curriculum instructional strategies in literacy and numeracy. This position will work with the MTSS Core Team and service centers across Kansas in the training and implementation of the model. This position will also work with the Kansas Learning Network and Implementation Coaches that serve the districts. This position will work closely with the School Reform Team and KSDE Staff as they work on compliance issues.

**2) Fringe Benefits**

Fringe Benefits: The fringe benefit percentage of all personnel in the project.	%	Number of Employees	Total
This includes the School Reform Project Director, School Reform Secondary Education Assistant Director, School Reform Early Childhood Project Coordinator, and School Reform Pre-K through 12 Kansas Literacy and Numeracy Learning Project Coordinator <ul style="list-style-type: none"> <li>• Year 1 -\$ 84,390</li> <li>• Year 2- \$ 86,922</li> <li>• Year 3 - \$89,530</li> <li>• Year 4 - \$92,216</li> </ul>	29%	4	\$ 353,058

**3) Travel**

Travel: Travel expenses include the average mile reimbursements of \$100 each, in addition to an amount of per diem of \$50.	# Trips	\$ per Trip	Total
Kansas Learning Network Meetings (3 per year) for 150 participants.	3	100	\$45,000
National School Reform Conferences a year	16	\$2,500	\$40,000

KLN Meetings:

We will budget in three KLN meetings a year for 150 participants. The goal of the meetings is to provide a collaborative approach to school improvement, keep each other accountable for school improvement results, and to share opportunities to improve. These are located in state and are one day meetings.

School Reform Conferences:

We are anticipating 16 School Reform Conferences a year for district and agency staff.

These would assist the districts and agency in the implementation of the three reform models: Transformation, Turnaround, and Restart.

**4) Equipment**

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computers (3): Four desktop computers will be needed to expand our current office and supply the needs of 4 new employees. (year one only) Other equipment for employees and projects is included in \$10,000.00 annual budget. <ul style="list-style-type: none"><li>• Year 1 - \$10,000</li><li>• Year 2- \$10,000</li><li>• Year 3- \$10,000</li><li>• Year 4- \$10,000</li></ul>	(\$2,500.00 per computer)  Other equipment	Computer including monitor & printer plus other equipment for project.	\$40,000

Equipment:

Equipment includes computers for four employees and other equipment for employees and projects throughout the four years.

**5) Supplies**

Supplies: Estimation of materials and supplies need for the project by nature of expense or general category.	Cost of Item	Item Description	Total
Supplies	\$10,000 per year.	Supplies include materials for new positions including phone, copier, and professional development supplies (MTSS, Kansas Literacy and Numeracy Project Training, and KLN)	\$40,000

Supplies

Supplies include materials for new positions including phone, copier, and professional development supplies (MTSS, Kansas Literacy and Numeracy Project Training, and KLN) throughout the four years.

<b>6) Contractual: Products and Services to be provided</b>	<b>Number of Participants</b>	<b>Number of Days</b>	<b>Total</b>
Salary Stipends for implementation of Transformational Model (MTSS) each year.	100 participants	\$100.00 a day	\$10,000
Salary Stipends for implementation of PreK-through 12 Kansas Learning Project each year.	100 participants	\$100.00 a day	\$10,000
Salary of expansion of the Multi-tier System of Supports (MTSS)	From current 30 MTSS facilitators to 40	50 days of training each	\$500,000
Salary for creation of PreK-12 Kansas Literacy and Numeracy Learning Project	20 regional facilitators	25 days of training each	\$500,000
Contractual Services for Kansas Learning Network	Add a cohort per year (up to 8	24 technical assistance days, appraisal (3), network meetings (3) for each	\$500,000

	districts)	district. District facilitator will make contact monthly. Bi-weekly support for schools on improvement is also included.	
Program Eval-KLN	18+ districts	\$100,000 per year for outside evaluation	\$100,000

Salary Stipends for Transformational Model (MTSS):

KSDE has identified the Multi Tier System of Supports as a transformational model. This system will be expanded to include more schools and districts. Stipends will be used to pay teachers to come to summer training when not under contract.

- Year 1 -\$10,000
- Year 2- \$10,000
- Year 3- \$10,000
- Year 4- \$10,000

Salary Stipends for Pre K through 12 Kansas Literacy and Numeracy Learning Project:

KSDE will develop a literacy and math cross curriculum instructional plan for literacy and numeracy. Stipends will be used to pay t teachers as they come to regional training in the summer when under contract.

- Year 1 -\$10,000
- Year 2- \$10,000
- Year 3- \$10,000
- Year 4- \$10,000

Expansion of Multi-Tier System of Supports (MTSS):

We will be expanding the 30 MTSS facilitators (which are funded under IDEA Discretionary grant) to 40 MTSS facilitators.

- Year 1 - \$500,000
- Year 2 - \$500,000
- Year 3 - \$500,000
- Year 4- \$500,000

Creation of PreK-12 Kansas Literacy and Numeracy Learning Project:

We will train 20 PreK-12 Literacy and Numeracy Kansas Learning Project Facilitators. They will then work with identified districts on cross curriculum literacy and math training at regional location.

- Year 1 - \$500,000
- Year 2 - \$500,000
- Year 3 - \$500,000
- Year 4- \$500,000

Kansas Learning Network (KLN):

We will expand the Kansas Learning Network to add an additional Cohort each year. This will include a district facilitator, a district appraisal (3 days), 24 days of technical assistance, network meetings (3days), monthly contact with district facilitator, and bi-weekly contact for implementation coaches for schools on improvement. A cohort of up to 8 districts will be added per year.

- Year 1 - \$500,000
- Year 2 - \$500,000
- Year 3 - \$500,000
- Year 4- \$500,000

Program Evaluation for KLN

An outside evaluation will be done on the Network involving all districts and schools in network.

- Year 1 - \$100,000
- Year 2 - \$100,000
- Year 3 - \$100,000
- Year 4- \$100,000

**7) Training Stipends - None**

**8) Other**

<b>Other: Other items by major type of category</b>	<b>Total</b>
Printed communications, website, printing, postage, etc. Year 1- \$ 15,000 Year 2- \$ 15,000 Year 3- \$ 15,000 Year 4- \$ 15,000 .	     \$60,000

Other:

Other includes printed communications, website development printing, postage, and other expenses through the four years.

**9) Total Direct Costs**

Provide:

- The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

**10) Indirect Costs**

KSDE currently utilizes an indirect cost rate of 17.1 percent that was approved by the U.S. Department of Education. In order to maximize the amount of Race to the Top funds that are used to directly support grant activities and benefit students, we are limiting indirect costs to eight (8) percent of direct costs.

**11) Funding for Involved LEAs**

**12) Supplemental Funding for Participating LEAs**

**13) Total Costs**

**Budget: Indirect Cost Information**

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES  X  
NO  O

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):  
From: 07/01/2009 To: 06/30/2010

Approving Federal agency:  ED  Other  
(Please specify agency): \_\_\_\_\_

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
  - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
  - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.