

Commonwealth of Virginia

Race to the Top Application

CFDA Number: 84.395A



January 15, 2010



COMMONWEALTH of VIRGINIA

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January 15, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am very pleased on behalf of the Commonwealth of Virginia and Governor Timothy M. Kaine to submit this application to the U. S. Department of Education for the *Race to the Top* (RTTT) grant. As you will see in your review, the activities outlined in the proposal are innovative, develop stronger accountability practices, and accelerate sound educational reforms.

This grant proposal was developed by the Virginia Department of Education in collaboration with the Offices of Governor Timothy M. Kaine and Governor-elect Robert F. McDonnell, school divisions, other state agencies, professional educational organizations, and business education partners throughout the Commonwealth. Virginia welcomes the opportunity to work with the U.S. Department of Education and all of its educational partners in implementing the initiatives presented in this grant proposal.

If you have any questions, please contact me at the Virginia Department of Education. I can be reached at patricia.wright@doe.virginia.gov or at 804-225-2023. We look forward to receiving a favorable response to this grant proposal.

Sincerely,

A handwritten signature in cursive script that reads "Patricia I. Wright".

Patricia I. Wright

PIW/jm

Attachment: Race to the Top Grant Application

Virginia’s Race to the Top Application

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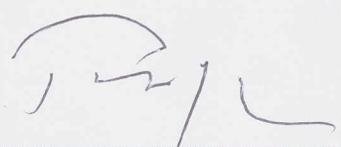
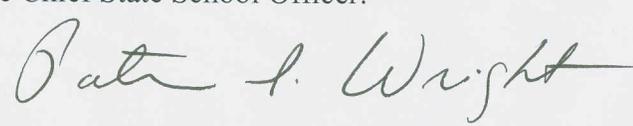
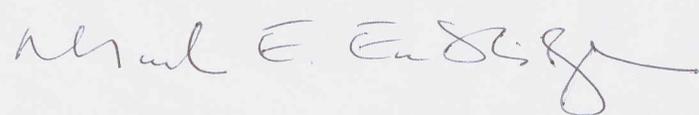
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RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)

Legal Name of Applicant (Office of the Governor): Governor Timothy M. Kaine	Applicant's Mailing Address: Office of the Governor Patrick Henry Building, 3rd Floor 1111 East Broad Street Richmond, Virginia 23219
Employer Identification Number: 546001771	Organizational DUNS: 809740129
State Race to the Top Contact Name: (Single point of contact for communication) Dr. Linda Wallinger	Contact Position and Office: Assistant Superintendent for Instruction Virginia Department of Education
Contact Telephone: (804) 225-2034	Contact E-mail Address: Linda.Wallinger@doe.virginia.gov
Required Applicant Signatures: To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): Governor Timothy M. Kaine	Telephone: (804) 786-2211
Signature of Governor or Authorized Representative of the Governor: 	Date: 1/11/10
Chief State School Officer (Printed Name): Dr. Patricia I. Wright	Telephone: (804) 225-2023
Signature of the Chief State School Officer: 	Date: 1/11/10
President of the State Board of Education (Printed Name): Dr. Mark E. Emblidge	Telephone: (804) 237-8900
Signature of the President of the State Board of Education: 	Date: 1/11/10

State Attorney General Certification

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

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

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

State Attorney General or Authorized Representative (Printed Name):

Telephone:

Deborah A. Love
Senior Assistant Attorney General

804/786-3807

Signature of the State Attorney General or Authorized Representative:

Date:



1/12/10

ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

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

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
 - the uses of funds within the State;
 - how the State distributed the funds it received;
 - the number of jobs that the Governor estimates were saved or created with the funds;
 - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
 - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)

- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)

- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)

- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))

- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

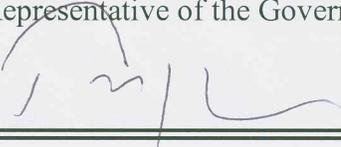
Other Assurances and Certifications

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

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

Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name):	
Governor Timothy M. Kaine	
Signature of Governor or Authorized Representative of the Governor:	Date:
	1/11/10

VIRGINIA'S PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS OUTLINED IN "RACE TO THE TOP"

(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) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)

- Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
- 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
- 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 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)

Overview

The last fifteen years of educational policy and practice in Virginia have demonstrated a significant commitment to positive educational reform on behalf of the Governor's Office, the General Assembly, the Board of Education, the Department of Education, as well as Virginia's 132 school divisions, 1,880 schools, 1.3 million students, their parents, local governing boards, and citizens of the Commonwealth. Spanning four different governors, two from each of the national political parties, Virginia's systemic reform has remained on course while responding to emerging needs and incorporating innovative and forward-looking components to meet those needs. Public education in Virginia has undergone a thorough transformation to a highly-integrated system:

- founded on college and work-ready standards in the four core disciplines;
- monitored through a comprehensive assessment program in grades 3-12;
- informed by a robust and accessible data management system;
- driven by school-level and student accountability based on policy, regulation, and law;
- supported with comprehensive resources to turn around struggling schools; and
- undergirded by demanding but flexible standards for teacher and principal licensure and educator preparation programs.

The following narrative describes the direction of Virginia's comprehensive and coherent reform agenda with a brief description of the progress to date. Each component of the reform agenda is organized beneath one of the four focus areas of the United States Department of Education's Race to the Top initiative.

Standards and Assessments that Prepare Students to Succeed in College and the Workplace and to Compete in the Global Economy

College- and Workplace-Ready Academic Standards

In 1994, Virginia initiated significant reform of its K-12 educational system. This reform, which began under the leadership of Governor George Allen, has evolved over the last fifteen years, consists of several major elements: rigorous academic content

standards, tests to measure progress, accountability for schools and students, and public reporting of results. In June 1995, after a yearlong development effort that involved K-12 teachers and administrators, higher education representatives, community and agency partners, and citizen groups, the Virginia Board of Education (Board) adopted a set of statewide standards, the Virginia *Standards of Learning* (SOL). The Virginia SOL set forth minimum learning standards for every child from K-12 in English, mathematics, science, and history and social science. Over time, the SOL were expanded to include the areas of technology, fine arts, foreign language, health and physical education, driver education, and computer technology.

State policy leaders recognized the need for regular review and evaluation of the SOL. Legislation established a cyclical schedule for the review of the standards every seven years. Following this schedule, revised history and social science SOL were adopted by the Board in 2001 and 2008, revised mathematics SOL in 2001 and 2009, and revised English and science standards in 2002 and 2010.

In January 2007, the Board of Education authorized the Virginia Department of Education (VDOE) to conduct studies to determine factors contributing to success in postsecondary education. As part of that effort, the Department of Education requested ACT, the College Board, and Achieve, the American Diploma Project (ADP), to conduct studies comparing their respective standards for postsecondary readiness to the Virginia *Standards of Learning* in English/Reading and mathematics. The College Board, ACT, and Achieve found that Virginia's mathematics and English/Reading standards showed strong alignment with their respective postsecondary readiness standards and likely prepared students for college and career success.

Additional details related to Virginia's *Standards of Learning* are found in Section (B)(1) of the application and in Appendix (B)(1).

A Statewide Assessment System in the Four Core Academic Disciplines

Development of tests to measure the English, mathematics, science, and history and social science SOL began in 1996 with heavy involvement of classroom teachers, curriculum specialists, and other local educators throughout Virginia. A statewide census field test took place in the spring of 1997 with the first administration of SOL tests in all four content areas taking place in the

spring of 1998. Initially the statewide testing program was administered to students in grades 3, 5, and 8 as well as at the end of certain high school courses. In 2006 reading and mathematics tests for grade 4, 6, and 7 were added to meet the requirements of the reauthorization of the Elementary and Secondary Education Act in 2002.

The Virginia SOL assessments are standards-based tests designed to measure student performance on Virginia's content standards, in the areas of reading, writing, mathematics, science, and history and social science. The SOL tests contain primarily multiple-choice items except for the writing tests administered at grades 5, 8, and high school, which include writing prompts in addition to multiple-choice items.

In the 2000 session of the General Assembly, legislation was passed that required and funded a statewide Web-based Technology Initiative. The goal of this initiative was for Virginia school divisions to implement online, Web-based SOL instruction, remediation, and testing beginning in Virginia's high schools. The initiative provided funding for school divisions to purchase hardware and software and to upgrade network and Internet capabilities.

Because the initial focus of the project was Virginia's high schools, the online testing initiative began with the End-of-Course (EOC) SOL tests. The first online EOC tests were administered in fall 2001. Since that time additional tests have been phased in to the Web-based delivery system so that all SOL tests with the exception of English:Writing are now available in the online system. Virginia's online SOL assessments mirror the paper/pencil SOL assessments in content but are administered to students via a computer. As each SOL test has been implemented in the online system, a comparability study has been conducted to ensure that students are neither advantaged nor disadvantaged by taking the online version of the tests. The volume of online tests administered in Virginia continues to increase with an accompanying decrease in the volume of paper/pencil tests administered. In the 2008-2009 school year Virginia administered 1.8 million online tests with 98 percent of its end-of-course assessments administered in the online mode.

Additional details related to Virginia's assessment system are found in Section (B)(2) of the application.

A Statewide Accountability System for Schools

In 1998, and again in 2000, the Virginia Board of Education revised the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (henceforth, *Standards of Accreditation* or SOA), establishing a rigorous school accountability system based on student performance on the state assessments where 70 percent of students (50 percent for grade 3 history and science) in the school at the grade or secondary subject needed to attain passing scores in each of the four assessed standards discipline areas for the school to achieve full accreditation (with the accreditation rating calculated on a trailing three-year average.) This accountability program was phased in over the next six (6) years, with the system fully in place beginning in 2006, having four accreditation levels for schools: Fully Accredited, Accredited with Warning in (specified academic area or areas), Accreditation Denied, and Conditionally Accredited. Since that time, Virginia’s accountability system has been strengthened such that the required pass rate in English will rise to 75 percent effective for assessments administered in academic year 2010-2011, with a pass rate of 70 percent required in all other subjects, based on assessments administered in academic year 2010-2011. Additionally, schools with a graduating class must achieve a minimum of 85 percentage points on the Board of Education’s graduation and completion index. Additional information about Virginia’s accountability system is in Appendix (A)(1)(A).

Rigorous Graduation Requirements and Graduation Rates

The 2000 *Standards of Accreditation* also established more rigorous graduation requirements for Virginia’s Standard and Advanced Studies Diplomas, effective with the ninth-grade class of 2000-2001. In addition to increasing the number of required standard credits (achieved by successfully completing the course), a minimum of number of verified credits (achieved by successfully completing the course and attaining a passing score on the state assessment for that course) was also added. The Board of Education also added an additional diploma – the Modified Standard Diploma–available only to students with disabilities who were not able to earn a Standard or Advanced Studies Diploma as determined by their Individualized Education Plan (IEP). (In Virginia, students with disabilities have the opportunity to remain in school until age 22 to complete a Standard or Advanced Studies Diploma after earning a Modified Standard Diploma.)

Through the 2000 *Standards of Accreditation*, the Commonwealth of Virginia defined its three academic high school

diplomas, the Standard Diploma (22 standard credits, with 6 verified credits), the Advanced Studies Diploma (24 standard credits, with 9 verified credits), and the Modified Standard Diploma (20 standard credits with assessed measures of numeracy and literacy). Despite the increased graduation requirements for Virginia’s graduating class of 2004, the majority of these students earned a Standard or Advanced Studies Diploma, providing a substantive foundation for workplace readiness and college-level work. These two diplomas respectively constituted 47 and 48 percent of the 2004 graduates or 95 percent collectively. Noteworthy of the Virginia reform and the Commonwealth’s march to world-class performance, in spring 2009, this level of diploma attainment had shifted to 42 and 53 percent respectively for each of the diplomas with an on-time, cohort graduation rate of over 82 percent.

In May 2006, and again in February 2009, the Virginia Board of Education adopted revisions to the *Standards of Accreditation*, fine tuning and enhancing the range of rigor for student achievement, school performance and accreditation, graduation, and specifics related to turning around “Schools in Warning” and “Schools with Accreditation Denied,” i.e., failing schools. Among the most critical elements of the 2009 revision were:

- the addition of two new challenging academic diplomas, the Standard Technical and Advanced Technical Diplomas (22 and 24 standard credits respectively, with additional coursework specifications) (See Appendix (B)(1))
- increasing the number of Standard Credits for the Advanced Studies Diploma from 24 to 26
- school-level graduation benchmarks necessary for school accreditation (See Appendix (A)(1)).

**Data Systems that Measure Student Growth and Success
and Inform Teachers and Principals About How They Can Improve Instruction**

A Statewide Data System

Virginia’s solution to meeting the data collection and reporting requirements of the *No Child Left Behind Act of 2001*, the Educational Information Management System (EIMS), leverages the data requirements to provide rich decision support tools to Virginia school division personnel. Accomplishments to date include institutionalizing the assignment of a unique identifier to each student, integrating multiple reporting requirements into a single state student record collection, and making accessible to school

division personnel a data warehouse that contains nine years of state assessment data with the ability to disaggregate overall and sub-strand results to student levels and on a voluntary basis to the teacher level. In addition to state assessment data, the EIMS data warehouse now contains student-level scores from external college-ready assessments including PSAT, SAT, AP, and ACT exams; graduation data; literacy screening data for students in kindergarten through grade 3; postsecondary enrollment and completion information; and a report that can be used to identify students at risk of dropping out. The longitudinal student information collected by EIMS enabled Virginia to calculate four-year cohort graduation, completion, and dropout rates beginning in 2008. Using each student's state testing identifier, the records of students who entered the ninth grade for the first time in 2004 were linked to their records over four years to determine their status and calculate cohort graduation, completion and dropout rates for individual schools, school divisions, and the Commonwealth.

Effective Teachers and Principals

An Integrated Statewide System of Support to Recruit and Retain Effective Teachers

Virginia has focused substantial fiscal and programmatic resources to recruit, train, and retain high-quality teachers in critical needs areas for schools, many that have been designated at risk. Virginia developed alternative routes to teacher licensure for individuals seeking to switch careers and become licensed teachers in response to a 1999 General Assembly resolution. The program has been in place since 2000. In that same year, the Board of Education adopted *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. These guidelines were developed as a result of the Virginia education reform efforts and the 1999 Education Accountability and Quality Enhancement Act (HB2710 and SB1145) approved by the Virginia General Assembly and signed into law by Governor James Gilmore. These guidelines provide the framework for school divisions to use to develop evaluation criteria for teachers, administrators including instructional central office personnel and principals, and division superintendents. They are intended to provide guidance for school boards in the development of evaluation policies and procedures. The guidelines clearly articulate the role and expectations of those individuals having the most effect on student learning and achievement and include recommended performance indicators. They also provide

continuity between the roles of teachers and administrators and their impact on student achievement. The Virginia Department of Education (VDOE) has provided school divisions with sample evaluation prototypes for teachers, administrators, and superintendents to encourage school divisions to implement new evaluation procedures aligned to the guidelines. This foundational work poises Virginia to take the next steps in evaluation through Race to the Top funding.

Virginia's investments in improving teacher quality have demonstrated success on available measures, as only two percent of our teachers do not meet the federal definition of highly qualified, with three percent in high poverty schools and one percent in low-poverty schools. This is a substantial drop from the 2003-2004 school year, when six percent of all teachers, eight percent in high-poverty and four percent in low-poverty schools, did not meet the federal definition of highly qualified. Several examples of key programs that support this success and are currently operating and currently funded are described briefly below, and with greater detail in Section D of this application.

Virginia Middle School Mathematics Teacher Corps. The Teacher Corps provides structures and incentives for school divisions to hire high-quality mathematics teachers for middle schools that have been designated at risk in mathematics. In an eligible school, funding is provided for a salary differential for the Teacher Corps member for up to three years. For 2009-2010 the state funding is \$415,000.

Career Switcher Program. The Career Switcher Alternative Route to Licensure Program is designed to attract individuals from various occupational and life experiences to become classroom teachers, thereby increasing the quantity and diversity of applicants to the profession. The program, in place since 2000, received state funds for 2009-2010 at \$296,453.

Virginia Teaching Scholarship Loan Program. The scholarship loan program provides financial support to students who are preparing to teach in one of Virginia's critical shortage areas. A recipient may repay the scholarship by teaching in Virginia for the same number of years that he or she was the beneficiary of such scholarship. For 2009-2010, the state funding is \$708,000.

Special Education Endorsement Program. This program provides awards to institutions of higher education to offer endorsement programs and tuition assistance to persons holding provisional licenses pursuing a full license with an endorsement in

special education-general curriculum. Teacher candidates eligible for participation are those with provisional licenses assigned to teach special education in the public schools of Virginia. The program received state funds for 2009-2010 at \$600,000.

TeachVirginia. The TeachVirginia Recruitment initiative is a three-pronged approach to recruiting highly-qualified personnel for Virginia public school divisions. TeachVirginia includes: 1) online educator career center to recruit high-quality individuals to teach in Virginia classrooms; 2) multimedia recruitment campaign to recruit individuals to the profession through the Internet and one-on-one advising opportunities; and 3) Response Center providing personalized career and job recruitment service through e-mail and phone consultation. In 2007-2008, school divisions reported that 2,287 candidates were hired statewide via TeachVirginia. In 2008-2009, federal funding of \$270,000 was used to conduct the highly successful program.

Clinical Faculty Grants. In 2008-2009, 11 clinical faculty grants were awarded. These grants are partnerships between school divisions and institutions of higher education. Student teachers are supported by the clinical faculty, a teacher in the school division who is assigned to work with and support them, and the supervising university faculty. The grants provide funding for training of clinical faculty, including the use of research-based mentoring and professional development. For 2009-2010, funding is \$337,500.

Retired Teachers Employed in Critical Shortage Areas. As provided in §51.1-155 of the *Code of Virginia*, Virginia Retirement System retirees who 1) hold a valid license issued by the Virginia Board of Education and 2) meet the bona fide break-in-service criteria, may continue to receive retirement benefits while working full-time in a designated critical shortage area.

National Board Certification. The National Board Certification is a voluntary certification process for teachers that is designed to complement, not replace, initial state licensure. National Board Certification attests that an individual has met rigorous standards, demonstrated effective teaching, and has been judged by peers as one who is accomplished in the teaching area. For 2009-2010, state funding is \$4,470,000.

The Statewide System of Support to Recruit and Retain Effective Principals and School Leaders

In 2000, the Commonwealth joined 14 other states in a multimillion dollar mission to improve leadership in public schools,

the State Action for Educational Leadership Project (SAELP), a grants initiative created by the Wallace Foundation to assist states in the development and implementation of policies and laws designed to enhance the capacity of school principals and superintendents to improve student performance. To support this initiative, the 2002 Regular Session of the General Assembly created a 21-member Joint Commission to Review, Study and Reform Educational Leadership (House Joint Resolution No. 20 and Senate Joint Resolution No. 58) to "evaluate the policy environment for educational leadership" as well as propose appropriate statutory and regulatory changes based on its review and research.

Complementing the work of the Legislative Commission was a Task Force to Evaluate and Redesign Preparation Programs and Professional Development for School Leaders, led by the Superintendent of Public Instruction and the Executive Director of the State Council of Higher Education for Virginia. Supported by many of the Task Force recommendations, the Legislative Commission ultimately adopted more than 20 recommendations that addressed, among other things, a) guidelines for mentorships and internships for school administrators; b) revision of licensure requirements for principals to require passage of the School Leaders Licensure Assessment (SLLA); and c) review of alternative licensure routes and a two-tiered licensure system.

In 2007, the General Assembly passed House Joint Resolution 622 requesting the Board of Education to establish and regularly convene a Commonwealth Educational Roundtable to facilitate the implementation and continuation of efforts to improve and sustain quality educational leadership in the Commonwealth's public schools. The Roundtable's membership includes state agency leaders in public and higher education, representatives of educational leadership organizations, and other individuals and organizations named by the Board and the Superintendent. In conducting its work, the Roundtable monitors the implementation of revisions to licensure of principals and preparation program regulations; reviews and evaluates the policy environment for educational leadership; communicates regularly with the Board of Education about any relevant findings, with recommendations for any regulatory action; and provides a forum for educational leaders to report the challenges and effects of their work.

As of 2009 recommendations from the Task Force and the Roundtable have resulted in statutory changes addressing school leaders, while others were promulgated by the Board of Education as regulations addressing licensure and preparation programs for

principals. Part of this initiative was the establishment in 2007 of a two-leveled endorsement for building-level administrators. In November 2008, the Board adopted a guidance document that includes standards and performance indicators for school leaders, including the recommended documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement established in 2007. Several school divisions have begun to implement the new standards and performance indicators to build capacity and strive for excellence throughout their system.

Turning Around Our Lowest-Achieving Schools

A Statewide System of Support to Low-Achieving Schools

To signal the importance of assistance and leadership in turning around Virginia's lowest-achieving schools, the Office of School Improvement was established in the Department of Education in 2002. Its primary job is to help low-performing schools to make substantial improvements in students' academic outcomes. In Virginia, schools that do not meet federal and/or state requirements for three consecutive years are considered persistently low-performing schools, and after four consecutive years of failing, these schools are required to restructure. This includes both Title I and non-Title I schools.

Governor Mark Warner and leadership of the VDOE initiated the Partnership for Achieving Successful Schools (PASS) program in 2002 when the first thirty-two schools were identified for school improvement. PASS coaches and auditors under the direction of the Office of School Improvement provided technical assistance to chronically-low performing schools that had been unable to meet adequate yearly progress (AYP) and/or Virginia accreditation benchmarks. Coaches and auditors were assigned to divisions to support low performing schools two days a month during which they monitored the school's implementation of their corrective action plan, met with a school group to discuss progress of the school, assisted the school in accessing additional resources, and submitted monthly reports to the school division and the VDOE.

As a result of this successful initiative, the context for a state's role in addressing school improvement and building school district capacity to support school improvement has shifted and accelerated dramatically over the past several years. Virginia shifted from trying to determine what had worked in schools that made substantial improvements in student achievement to

compiling information that described effective practices and, more recently, to researching how those practices can be used with some reasonable expectation that, if properly applied, the practices would produce improvement in similar low-performing schools. Thus, the PASS initiative has been used as the research tool that has helped guide the school improvement efforts in a broader context. Appendix (E)(2)(B) contains additional information about Virginia's PASS initiative.

Virginia's Educational Goals

Virginia's education improvement goals, which are directly aligned with the educational principles of the American Recovery and Reinvestment Act of 2009 (ARRA), include: eliminating the achievement gap and increasing the academic success of all students; assisting chronically low-performing schools in meeting state and federal accountability standards and supporting all schools to reach excellence goals; supporting efforts to help all children enter kindergarten with the skills they need for success; improving teacher effectiveness; increasing the college and career readiness of high school students; developing approaches to improve transitions among levels of education, promoting student success, and encouraging students to continue their education; developing strategies for data systems that provide information about students at all educational levels; and maximizing higher education access and affordability. Through a statewide performance management system, Virginia has articulated measurable educational objectives. These performance objectives, while not identical to those required for RTTT, will lead to improvements in Virginia's statewide assessment outcomes and improved NAEP scores. Most are more proximal indicators than NAEP, in particular. In this next section, we describe current performance objectives and indicators, Virginia's current status, current goals, how our proposed RTTT activities will contribute to meeting our goals, and how meeting these goals should translate into improved performance on statewide assessments and NAEP results.

1. Virginia's objective: Increasing the number of at-risk children served in high quality preschool programs.

Established in 1996 to reduce disparities among young children upon formal school entry and to reduce or eliminate those risk factors that lead to early academic failure, Virginia's Preschool Initiative has shown increased participation since enrolling fewer than 6,000 students in 2003-2004; the program is currently serving nearly 16,000 at-risk children in Virginia. Recognizing

the critical value of early childhood experiences in shaping children's educational outcomes and citizens long-term quality of life, and the role that both the public and private sectors play in providing quality experiences for young children, Virginia has built a strong infrastructure that will support quality improvement in a wide variety of public and private child care and early educational settings. Our Quality Rating and Improvement System (QRIS) has been developed and met early validation goals. The state is using a combination of state and ARRA funds to continue to expand participation in this effort to improve the quality of children's early experiences. With investments from ARRA, including Race to the Top funds, Virginia will be able to increase the number of public and private sector programs that have demonstrated quality, thereby increasing the number of children served by high-quality programs. The results of this investment will not be evident in statewide summative assessments or NAEP scores until after the RTTT funds expire, because quality enhancements in preK have the potential to impact third and fourth grade reading and mathematics scores four- and five-years after quality enhancements. We do anticipate that the percentage of students identified as requiring additional assistance in kindergarten to be on track for learning to read will decrease from the current 14 percent to less than 11 percent by the end of the grant period.

2. Virginia's objective: Increase the percentage of students successfully completing Algebra I by the eighth grade.

Virginia's investments in mathematics have led to continuous increases in the percent of students successfully completing Algebra I or higher levels of mathematics by the end of eighth grade. Our current goal is for 45 percent of students to successfully complete Algebra I by eighth grade; in the 2008-2009 school year, 39 percent of students participated in Algebra I by eighth grade compared to only 30 percent in the 2005-2006 school year. Virginia will continue to support improved mathematics instruction with current means, including Virginia's Algebra Readiness Diagnostic Assessment and a robust statewide system of support (see Section (A)(3) for more details). Our work will be substantially enhanced by increasing mathematics skills of far more Virginia students with the addition of targeted RTTT investments in early mathematics instruction and by providing new technologies for professional development in mathematics instruction as described in (D)(5). We also anticipate that our proposed work in more broad-based investments in improving teacher effectiveness (Sections (D)(1) through (D)(4)) and turning around our lowest

achieving schools (Section (E)(2)) are expected to further improve students' mathematics outcomes. We anticipate that our significant investments will lead to greater improvements for all students and subgroups (see Appendix (A)(1)(D) for our goals on state and NAEP assessments).

3. Virginia's objective: Increase career readiness of high school students enrolled in Career and Technical Education programs.

Virginia has demonstrated a strong commitment to rigorous and relevant academic content standards since the state's major reform began in 1995, as we briefly described earlier in this section and more fully describe in Section (B)(1) of this proposal. More recently, the state has made substantial investments to ensure that all high school students have the opportunity to participate in career preparation programs and to earn credentials that demonstrate their readiness for work. In the 2004-2005 school year, Virginia's students earned 6,337 career credentials by passing National Occupational Competency Testing Institute (NOCTI) assessments or earning state professional licenses or industry certifications. In the 2008-2009 school year, Virginia's high school students earned 19,842 career credentials that demonstrate their mastery of content and skills needed to enter the work force and to continue into postsecondary education. Having far surpassed our goal of 15,000 credentials earned by 2010, the state is poised to set more ambitious targets moving forward. A significant driver of future progress are the Governor's Career and Technical STEM Academies that provide the general student population with access to rigorous and relevant curriculum content and career skills that prepare them for postsecondary education and the workplace. These academies all focus on science, technology, engineering and mathematics (STEM), and involve partnerships between PK-12, higher education, and the local business community. With RTTT funds, Virginia plans to provide start-up costs to school divisions to establish new Governor's Career and Technical STEM Academies to propel our ability to increase students' career and college-ready credentials. More information on this initiative is included in Section (B)(3) of this application.

4. Virginia's objective: Increase Virginia's high school graduation rate.

In 2008, for the first time, Virginia published the Virginia on-time graduation rate, which is a cohort graduation rate

consistent with the formula prescribed by the National Governors Association, by permitting certain students with disabilities and English language learners to have their cohorts adjusted consistent with their educational plans. In 2008 and 2009, using an accurate count of Virginia's students, the on-time graduation rates were 82.16 and 83.22 percent, respectively. Virginia's Board of Education has also set a school accreditation requirement for all schools with a graduating class to have a weighted graduation and completion index of 85 (more information on the index is available in Appendix (A)(1)(A). Arguably, Virginia's entire RTTT proposal includes investments that support the state's goal of having all students graduate from high school with meaningful credentials, as we invest in our teachers' effective implementation of instructionally appropriate, rigorous and relevant coursework; provide additional screening, diagnostic, and instructional intervention tools; and invest in systemic reform. We have proposed targeted support for new teachers and principals in struggling schools (D)(5), and significant intervention models in middle and high schools that are persistently low achieving (E)(2) through a combination of proposed use of RTTT and School Improvement Grant 1003g funds. Section (B)(3) proposes a series of activities that directly support students' successful graduation from high school with meaningful credentials, and includes instructional supports throughout the PK-12 system.

5. Virginia's objective: Increase the proportion of high school students earning an Advanced Studies Diploma.

Currently, 53 percent of Virginia's students earn Advanced Studies Diplomas. Our current goal is to increase the percentage to at least 57 percent, and with the assistance of RTTT funds, we expect to exceed this goal. Seventy (70) percent of students who earn the Advanced Studies Diploma attend four-year colleges; of these students, approximately three percent of students who attend four-year schools require remedial/developmental coursework. As such, increasing the percent of students who earn Advanced Studies Diplomas will directly support our goal of reducing the need for remedial coursework in postsecondary education. Many more Virginia students attend two-year colleges after high school, including students who earn Standard and Advanced Studies Diplomas. In Virginia, approximately 12 percent of the 2009 graduating class participated in developmental education courses in reading, writing, mathematics, and English as a second language upon entering the higher education system. This represented approximately 24 percent of all students who enrolled in postsecondary education. The number and percent of students

participating in postsecondary remedial coursework in Virginia varies from year to year, fluctuating yearly between 18 and 24 percent since 2001 (source: data from State Council of Higher Education for Virginia).

6. Virginia’s objective: Increase the percent of students enrolled in Advanced Placement, International Baccalaureate, or dual enrollment courses.

Virginia has been investing in its goal of increasing the number of students enrolled in courses that lead to college credit for several years. Through a major policy initiative, all institutions of higher education in Virginia (with one exception – Virginia Military Institute) have agreed that upon enrollment in participating institutions, up to 13 credit hours in specific courses offered through the Virginia Community College System and often in high school through dual enrollment programs will be accepted and applied towards degree credit (not general education credit). We have also invested significantly in Advanced Placement (AP) and International Baccalaureate (IB) programs. However, additional resources are needed to reach our goal of having 25 percent or more high school students enrolled in these courses to increase preparation for postsecondary education. Currently, 19 percent of students participate in one or more AP, IB or dual enrollment courses in high school. Our RTTT proposal Section (B)(3) includes a request for funds to increase the impact of AP and IB programs to support our success in exceeding our goal.

Conclusion

Long before requirements for the *No Child Left Behind Act of 2001* and the State Fiscal Stabilization Funds plans were put into place, Virginia’s education stakeholders had already identified the important connections between rigorous standards, high-quality assessments, effective teachers, data-driven decision making, and comprehensive policies as they impact student achievement and school success. Virginia is proud of the progress of its educational reform to date. The Commonwealth has spent the last 15 years building and enhancing a strong educational infrastructure that embeds in its regulatory requirements required policy review and revision, facilitates the state’s ability to continuously learn from and improve upon educational programs, policy, and support services, and promotes education reform through clearly articulated goals and measurable objectives. Relying on this infrastructure and cycle of continuous process improvement, Virginia is prepared to continue the journey toward helping more

students enter college and the workplace by providing strong programs and assessments, accomplished teachers, reliable data, and strong policies.

Evidence for (A)(1)(ii)

A copy of Virginia’s standard Participating Local Education Agency (LEA) Memorandum of Understanding (MOU) is available in Appendix (A)(1)(B).

All LEAs used the same MOU, with no modifications.

The Detailed Table for (A)(1)(ii)(b) is available in Appendix (A)(1)(C).

Of Virginia’s 132 LEAs, 117 (88.6 percent) have signed a Memorandum of Understanding with the state to be a “participating” LEA in Virginia’s Race to the Top application.

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

Elements of State Reform Plans	# of LEAs Participating	% of Total Participating LEAs
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	101	86.32%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	103	88.03%
(ii) Professional development on use of data	95	81.20%
(iii) Availability and accessibility of data to researchers	79	67.52%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	69	58.97%
(ii) Design and implement evaluation systems	50	42.74%
(iii) Conduct annual evaluations	54	46.15%
(iv)(a) Use evaluations to inform professional development	54	46.15%

(iv)(b) Use evaluations to inform compensation, promotion and retention	32	27.35%
(iv)(c) Use evaluations to inform tenure and/or full certification	44	37.61%
(iv)(d) Use evaluations to inform removal	45	38.46%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	38	32.48%
(ii) Hard-to-staff subjects and specialty areas	50	42.74%
(D)(4) Improving teacher and principal preparation programs		
(i) Link student achievement and growth	47	40.17%
(ii) Expand preparation and credentialing programs	54	46.15%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	77	65.81%
(ii) Measure effectiveness of professional development	56	47.86%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	31	26.50%

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

Signatures acquired from participating LEAs:	# of Signatures Obtained	# of Signatures Applicable	Percentage (Obtained/Applicable)
LEA Superintendent (or equivalent)	117	117	100%
President of Local School Board (or equivalent, if applicable)	117	117	100%
Local Teachers' Union Leader (if applicable)*	N/A	N/A	N/A

*Virginia does not have teachers' unions.

Summary Table for (A)(1)(iii)			
	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	117	132	88.6%
Schools	1,758	1,861	94.5%
K-12 Students	1,160,612	1,214,176	95.6%
Students in poverty	381,578	397,553	96.0%

The Detailed Table for (A)(1)(iii) is available in Appendix (A)(1)(C).

(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)

Virginia's Capacity to Implement Its Race to the Top Plan

Strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed

The Virginia Department of Education, under the leadership of Dr. Patricia I. Wright, superintendent of public instruction, serves as the lead agency in the implementation of Virginia's statewide education reform agenda. Dr. Wright has served as Virginia's chief state school officer for just over a year, but she has been with the agency for 25 years, at various times serving as mathematics specialist, director of secondary instruction, assistant superintendent for instruction, deputy superintendent, and acting superintendent of public instruction. As such, she has demonstrated her ability to maneuver among bipartisan leaders to effect policies and initiatives that benefit Virginia's public school students. Additionally, she has earned the respect of the superintendents of the 132 public school divisions in the Commonwealth.

While Dr. Wright is a political appointee, the remaining staff members at the Department of Education (DOE) are career employees and thus positioned to maintain continuity from one gubernatorial administration to another. Many staff members have been with the agency throughout the changes to standards, assessments, teacher and principal qualifications, and policies as well as data system development required to implement the various components of the reform. More recent employees have generally come from school divisions in Virginia that have been implementing these programs and policies. DOE staff members who have helped to develop this proposal and who will provide leadership for implementation of its various components have strong ties with the school divisions, legislators, professional organizations, colleges and universities, private businesses, and others who will be key to successful implementation and institutionalization of the initiatives outlined. The DOE has ample experience in implementing, administering, evaluating, and reporting on large program and policy projects, and understands the importance of translating individual projects and initiatives into long-term policies to effect educational reform.

Leadership for development of Virginia's Race to the Top (RTTT) grant proposal has been shared by Dr. Linda Wallinger, assistant superintendent for instruction, and Dr. Deborah Jonas, executive director for research and strategic planning. Should Virginia receive the grant, initial implementation would continue to be shared by those two individuals. Ultimately, leadership for Virginia's Race to the Top grant would be transferred to a newly-hired executive director who reports directly to the state superintendent of public instruction. Direct reports to this individual would include one administrative support person, two general project coordinators, four RTTT educational specialists who will provide direct assistance to school divisions in meeting the terms of their Memoranda of Understanding (MOU), a data analyst, and two reports and grants managers. Additional staff for general administration would include a human resources specialist for one year to assist with the initial hiring of staff to implement the various components of the grant, as well as a budget analyst, an accounts payable specialist, a procurement officer, and a communications specialist beginning in year two to ensure that RTTT activities, best practices, and findings are shared throughout Virginia and the nation. These last five individuals would reside within the offices/divisions of the Department of Education that administer these services as a whole, but would interact frequently with the executive director and his or her staff members.

Additional personnel have been requested to implement specific activities proposed in this application and are indicated as such in the budget narrative.

Support to participating LEAs in successfully implementing the education reform plans the State has proposed

One hundred seventeen of Virginia's school divisions (89 percent) have signed an MOU to participate in Virginia's Race to the Top application, demonstrating a strong and supportive relationship among the Department of Education and Virginia local education agencies (LEA). The four RTTT educational specialists described above would provide technical assistance to LEAs in meeting the terms of their MOUs. Similar to the Department of Education's Title I specialists, each RTTT specialist would work with 25 to 30 school divisions in providing direct assistance to school divisions as well as to serve as a liaison between the DOE and the LEAs in implementing the various state-level components and policy development. They would also work closely between the LEAs and the DOE's divisions of instruction, student assessment and school improvement, teacher education and licensure, special education, technology and career education, and policy and communications to assist in 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.

Effective and efficient operations and processes for implementing a Race to the Top grant

As noted above, this grant proposal includes a request for a Race to the Top executive director who would report directly to the state superintendent of public instruction. Direct reports to this individual would include one administrative support person, two general project coordinators, four Race to the Top (RTTT) educational specialists who will provide direct assistance to school divisions in meeting the terms of their Memoranda of Understanding (MOU), a data analyst, and two reports and grants managers. Additional staff for general administration would include a human resources specialist for one year, as well as a budget analyst, an accounts payable specialist, a procurement officer, and a communications specialist beginning in the second year of the grant. These last five individuals would reside within the offices/divisions of the Department of Education that administer these services as a whole, but would interact frequently with the executive director and his or her staff members. Additional personnel have been

requested to implement specific activities proposed in this application and are indicated as such in the budget narrative.

Virginia is well aware of the importance of sustaining momentum of grant-funded initiatives beyond the grant period. As such, much of the policy and program work associated with Virginia's proposal would occur in the existing offices and divisions associated with that work. For example, work related to initiatives related to literacy, mathematics, science, and global competitiveness would occur out of the Division of Instruction so that non-grant-funded personnel would be able to sustain the momentum at the conclusion of the grant. A similar approach has been used in developing the plan for improved data systems, instructional improvement systems, the policy work associated with teacher and principal evaluation, and the plan to address the needs of Virginia's lowest-achieving schools. The work associated with those initiatives would actually occur in the Divisions of Technology and Career Education, Teacher Education and Licensure, or Student Assessment and School Improvement. The RTTT Executive Director and his or her staff members would serve in a coordinating capacity to ensure implementation of the terms of the grant as they related to both the SEA and its LEAs.

Use of grant funds 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

Virginia has become adept at coordinating all of its funding sources, including those from the various Titles of the Elementary and Secondary Education Act (ESEA), as well as the Individuals with Disabilities Education Act (IDEA) and the Carl D. Perkins Vocational and Technical Education Act. The offices and divisions that administer these funds are knowledgeable about the various funding sources and how they may be leveraged for maximum advantage. For example, multiple funding sources often support incentives for teachers in critical shortage areas; professional development for teachers (for example, in the areas of reading and literacy instruction); standards development and correlations that cross academic and career and technical areas, especially in English, mathematics and science; and Title I and school improvement funds that support schools with high numbers of economically disadvantaged students whose academic performance still needs improvement. Additionally, the state is careful to

align criteria for competitive funds among LEAs with state priorities and needs. Recent examples include emphasizing the need for professional development to support Virginia's *Mathematics Standards of Learning*, as a focus for the Mathematics and Science Partnership competition; including science, technology, engineering, and mathematics (STEM) as a focus for the Learn and Serve grant competition; and addressing the needs of underperforming disadvantaged youth in literacy and mathematics as criteria for our 21st Century Community Learning Centers grant competition.

Use of the State's fiscal, political, and human capital resources to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success

Virginia has a history of successfully using grant-funded programs to institutionalize practices and policies related to educational excellence. Recent examples include the use of a grant from the National Governors Association (NGA) to "redesign the American high school" to begin discussions related to increased high school rigor that led to revisions to Virginia's academic standards, high school graduation requirements, and school accreditation criteria. (See Sections (B)(1), (2), and (3) of this application. Virginia used funding from a NGA Science, Technology, Engineering, and Mathematics (STEM) Center grant to seed the development of Governor's Career and Technical Academies (See Section (B)(3) for more information), and the use of funds from a U.S. Department of Education Teacher Quality Enhancement Grant to review policies and practices related to teacher licensure that ultimately led to changes in the state regulations related to licensure.

Support From A Broad Group of Stakeholders to Implement Virginia's Race to the Top Plan

The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations

While Virginia does not have teachers' unions, the Virginia Education Association (VEA) advocates for public education as well as for the professional development and fair treatment of more than half of Virginia's 101,000 teachers. Since Virginia's RTTT application has a strong program emphasis on teacher quality and effectiveness, the VEA is a critical partner in this proposal. As such, a representative from the VEA served on the Virginia team that attended the RTTT technical assistance meeting held by the U.S. Department of Education in December 2009. The Virginia Department of Education works closely with the VEA on all

aspects of teacher licensure and evaluation in the state. The Virginia Association of Elementary School Principals (VAESP) and the Virginia Association of Secondary School Principals (VASSP) play key roles in collaborating with the VDOE to provide professional development for school leaders that is aligned with the goals of the Commonwealth. The VDOE also works closely with the Virginia Association of School Superintendents (VASS) and the Virginia School Boards Association (VSBA) on all matters of public education. These groups have been in close contact with their members and with the VDOE throughout the development of the proposal and have submitted letters of support (See Appendix (A)(2)), as have other organizations, groups, and individuals that have been involved in and apprised of the development of Virginia's RTTT application.

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

Over the years, the Virginia Department of Education has benefitted from working closely with a variety of critical educational organizations and stakeholders to achieve our common goal of a quality education for all young people in the Commonwealth. The Department of Education reached out to a broad range of key stakeholders in developing its Race to the Top proposal. Certainly Governor Timothy M. Kaine, Secretary of Education Thomas R. Morris, key members of their staffs, the Virginia General Assembly, and the Virginia Board of Education have been integrally involved in the development of the policies and programs leading to the development of this proposal. The assurances signed by Governor Kaine, the Superintendent of Public Instruction, the Board of Education president, and the Attorney General indicate their support of Virginia's Race to the Top application. On January 16, 2009, Governor-elect Robert F. McDonnell will become Virginia's seventy-first governor. He and his staff have been kept apprised as Virginia's application was prepared, and he has included a letter indicating his support of the proposal even as the administration changes. Secretary of Education, Thomas Morris; the chairman of the House Committee on

Education, Delegate Robert Tata; and the chairman of the Senate Committee on Education and Health, Senator Edward Houck have also written letters of support. Our partners in higher education, the Virginia Community College System and the State Council of Higher Education for Virginia have been supportive and collaborative in all efforts to provide a seamless PK-20 education system in Virginia. Their letters of support are included in Appendix (A)(2).

Finally, many other organizations have offered their support or expressed interest in being involved in the implementation of the proposed RTTT activities. Letters of support are also included in Appendix (A)(2) from the following groups: Innovation and Entrepreneurship Investment Authority; James Madison University's College of Arts and Sciences and College of Education; University of Virginia's Curry School of Education; Virginia Advanced Studies Strategies, Inc. of the National Math and Science Initiative; Virginia Association of Colleges for Teacher Education; Virginia Association of Elementary School Principals; Virginia Association of School Superintendents; Virginia Association of Secondary School Principals; Virginia Association of Science Teachers; Virginia Association of Teachers of English; Virginia Congress of Parents and Teachers (PTA); Virginia Council of Administrators of Special Education; Virginia Council of Teachers of Mathematics; Virginia Early Childhood Foundation; Virginia Education Association; Virginia School Boards Association; Virginia Science Education Leadership Association; Virginia Society for Technology in Education; and Foreign Language Association of Virginia.

As for charter schools, there is no group of charter school authorizers in Virginia. Charter schools in Virginia are authorized by local school boards, and additional information about this process is outlined in Section (F)(2) of this application. Governor-elect McDonnell has appointed Gerard Robinson to be his cabinet Secretary of Education. Mr. Robinson is a nationally recognized expert on charter schools.

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

Virginia's Race to the Top budget and budget narrative are included at the end of this application.

State Success Factors

(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

Section A(1) of this application details Virginia's education reform agenda and how it aligns to the four assurances of the ARRA. The progress Virginia has made with respect to developing, reviewing, and revising academic content standards, enhancing the statewide longitudinal data system, improving teacher effectiveness and equitable distribution of qualified teachers, and

providing intensive support and effective interventions for the lowest-performing schools is evident in the increases in student achievement discussed below.

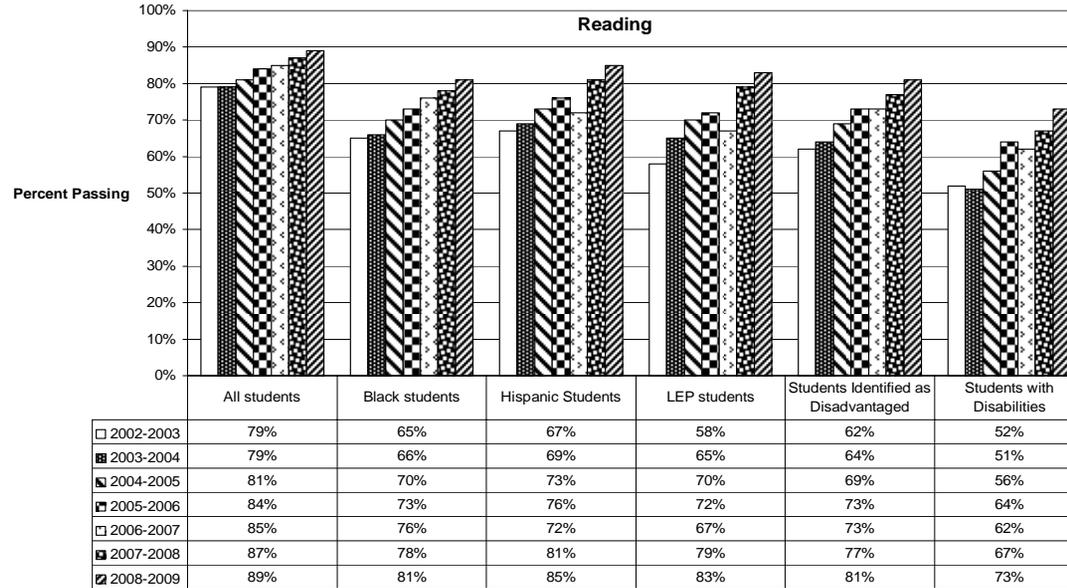
Appendix (A)(3) Table 1 shows the percent of students who passed Virginia's statewide assessments in each tested content area for all students and for traditionally underperforming subgroups for which Virginia is held accountable¹. The chart summarizes the improvements that traditionally underperforming subgroups in Virginia have made on statewide assessments, and the progress that all students in Virginia have made in achieving minimum proficiency as the Commonwealth strives to eliminate the achievement gap. Appendix (A)(3) also includes statewide school report cards released in the fall of 2006 through the fall of 2009. The report cards include pass rates on statewide assessments, the percent of students earning proficient and advanced proficient scores, graduation and dropout data, and other data required by state and federal laws and regulations. Appendix (A)(3) Tables 2 and 3 provide pass rates on statewide assessments in reading and mathematics beginning with the 2002-2003 school year and Tables 4 through 9 present Virginia's NAEP data for reading and mathematics. Table 10 shows NAEP participation rates for English language learners and students with disabilities, which demonstrate increases due to substantial efforts from VDOE to encourage inclusion. Virginia Guidelines for Participation of Students with Disabilities and Limited English Proficient (LEP) Students on the National Assessment of Educational Progress (NAEP) are included on page 16 of Appendix (A)(3). The remainder of this section describes Virginia's progress in increasing all students' achievement and closing the achievement gap.

Reading

Statewide assessments: Each year since 2002-2003, more of Virginia's students have met minimum proficiency standards on statewide reading assessments in each grade level. Students in grades three and eight had the lowest percentage of students passing the statewide assessments in 2002-2003; pass rates on the third- and eighth-grade reading assessments also showed the largest gains since 2003, 14 and 18 percentage points, respectively (See Appendix (A)(3) Table 2). All subgroups showed increases in reading pass rates during that same period. Simultaneous to successfully increasing the percent of students who achieve proficiency on statewide reading assessments, Virginia has narrowed the gap between the percent of students passing assessments in each subgroup

when compared to the pass rates for all students. A summary of the data is shown in Figure 1.

Figure 1. Percent of students earning proficient or higher on Virginia’s statewide reading assessments.



NAEP² reading: In grade 4 reading, all student subgroups made numerical gains in average scale score from 2003-2007, and the percent of students scoring at or above basic and proficient also increased during this time. Virginia’s average scale scores and percent scoring at or above basic and proficient are also higher than the national profile for all subgroups. Between 2003 and 2007, students eligible for free- and reduced-priced lunch and black students showed statistically significant increases in their average scaled scores; during that same time period, the percentage of all students, black students and students eligible for free- and reduced-price lunch earning scores that were at or above basic also showed statistically significant increases (see Appendix (A)(3) Table 5). Virginia’s NAEP grade 8 reading scores exceed those of the nation as a whole and are higher than all but five states. Virginia’s subgroups’ NAEP grade 8 average scale scores also exceed those of the national profiles for all student groups except white students; and the percent of students at or above basic and at or above proficient exceeds the national profile for many subgroups

(details are available in Appendix (A)(3)). While our scores are higher than the national profile, Virginia’s NAEP results since 2003 suggest that the Commonwealth continues to have significant work to do in order to ensure all students are prepared to enter high school with the literacy skills needed for success. Virginia’s NAEP results on the grade 8 reading have not changed statistically since 2003, despite more students passing state assessments. Both the average scale scores and cumulative percent reaching basic, proficient and advanced have numerically decreased or remained the same for all students and most subgroups.

Table 1. NAEP results, average scale scores reading

	Reading – Grade 4			Reading – Grade 8		
	2003	2005	2007	2003	2005	2007
Virginia	223	226	227	268	268	267
Nation (public)	216	217	220	261	260	261

Virginia’s demonstrated progress in improving the reading achievements of students in the early years is consistent with the state’s programmatic investments in improving student literacy. Virginia has a history of providing schools with state and federal funding to support research-based instructional practices in the early years. Since 1998, state funds have supported Virginia’s Early Intervention Reading Initiative. This program provides elementary schools with additional funds to provide intervention services for two-and-a-half hours per week to students who are identified as not being on track to learn to read by the end of third grade. The program also provides schools with no-cost access to the Phonological Awareness Literacy Screening (PALS) assessment and accompanying instructional resources to support their ability to identify, monitor, and implement effective interventions for students who are struggling to learn to read. In the past six years, Virginia’s federally funded Reading First program served an average of 21,177 students each year who attended about 101 schools in 48 school divisions statewide. Students in all participating grades have shown improvement, and third-graders in Reading First schools made significant gains—from 58 percent passing statewide assessments in 2004 to 83 percent passing in 2009, compared to statewide pass rates of 72 and 88 percent from 2004 to 2009.

Not unlike the focus at the federal level, Virginia’s history of making investments that directly target adolescent literacy is

relatively recent. The implications of this decade’s NAEP results have not gone unnoticed in the Commonwealth. Recognizing the critical role that adolescent literacy plays in students’ success in high school and beyond, Virginia has made significant efforts to improve adolescent literacy in recent years. In 2007, the Virginia Board of Education held an adolescent literacy policy summit to raise awareness and improve instructional practices in support of increased adolescent literacy. In the summer of 2008, VDOE’s office of federal programs focused its annual “Visions to Practice” summer training institute on adolescent literacy. This widely attended event provided educational leaders, classroom teachers, and local teams an opportunity to learn about effective adolescent literacy practices. As well, VDOE is collaborating with literacy experts at The College of William and Mary to work with targeted schools to improve instructional practices and embed literacy instruction in the content areas. This collaboration, funded through ESEA Title IIA, is providing 12 middle schools and the high schools they feed with targeted services that improve the quality of instruction and lead to increased student learning. VDOE is also partnering with the University of Virginia to provide ongoing, four-day *Reading Academies for Teachers of Special Education* (grades 4-12). Funded with federal Reading First funds, these academies are being offered across the Commonwealth and provide professional development in teaching exceptional learners to read and write. In 2009, VDOE applied for and was awarded funds under the U.S. Department of Education’s Striving Readers grant to implement an adolescent literacy reading program in middle schools in which significant percentages of students fail to meet literacy standards each year, and to assess the impact of the intervention. Virginia has made substantial changes to the English/language arts Standards of Learning to align the state learning standards to college- and career-ready expectations and to align with international benchmarks as defined by outside groups including the College Board, ACT, and the Achieve network (See Section (B)(1) of this application). Virginia plans to continue to invest in improving literacy instruction throughout the Commonwealth, with a particular focus on adolescent literacy. In this application, Virginia is requesting funds for several literacy-related projects that build on existing work.

Mathematics

As shown in Figure 2 Virginia’s students, including all student subgroups, have made substantial gains in all grade levels on

statewide mathematics assessments since 2003. A close review of the grade level data (see Appendix (A)(3)) shows that student performance dropped in 2005-2006, which was the first year statewide mathematics assessments were expanded to grades four, six, and seven. As well, there were substantive changes to the grade 8 and the end-of-course Algebra II assessments given that year. A review of the data in Appendix (A)(3) shows that students in all subgroups performed poorly in the first year of the grades 6 and 7 assessments in particular—and all groups increased their pass rates on these assessments by at least 19 points—with larger gains being made by student groups that had lower pass rates in the first year. Working with Virginia’s strong statewide system of support, Virginia’s teachers and educational leaders have worked hard to increase alignment between the standards and curriculum and to improve classroom instruction. Their work has substantially improved pass rates on Virginia’s grades 6, 7, and 8 mathematics assessments since they were implemented in 2005-2006. Nonetheless, the state recognized that much work is needed in this area, and continues to support teachers and other educational leaders to increase the instructional capability of our middle school teachers.

NAEP mathematics:³ Student improvement in statewide assessments has been mirrored in NAEP mathematics scores, which have improved since 2003. In 2009, Virginia’s fourth-grade students, including most subgroups, had higher average scale scores compared to the national profile. NAEP results show that average scale scores on the grade 4 assessments increased by 4 points between 2003 and 2009, which was a statistically significant increase. Numerically, average scale scores on NAEP grade 4 have increased for all available subgroups since 2003; the increase was statistically significant for all students and students eligible for participation in the National School Lunch Program. Average scale scores have also improved for all students in grade 8 by 4 points, a significant increase; for students with disabilities by 7 points; and for black students by 6 points. Virginia’s black students also increased in proficiency according to NAEP, with the percent of students scoring at or above basic increasing by 10 percentage points. The percentage of blacks scoring at or above proficient rose by 4 percentage points, nearing statistical significance ($p = 0.08$). Average scale scores for Hispanics also improved by six points, but the change since 2003 was not statistically significant. Details on Virginia student performance on NAEP mathematics assessments are provided in Appendix (A)(3).

Figure 2. Percent of students earning proficient or higher scores on Virginia’s statewide mathematics assessments.

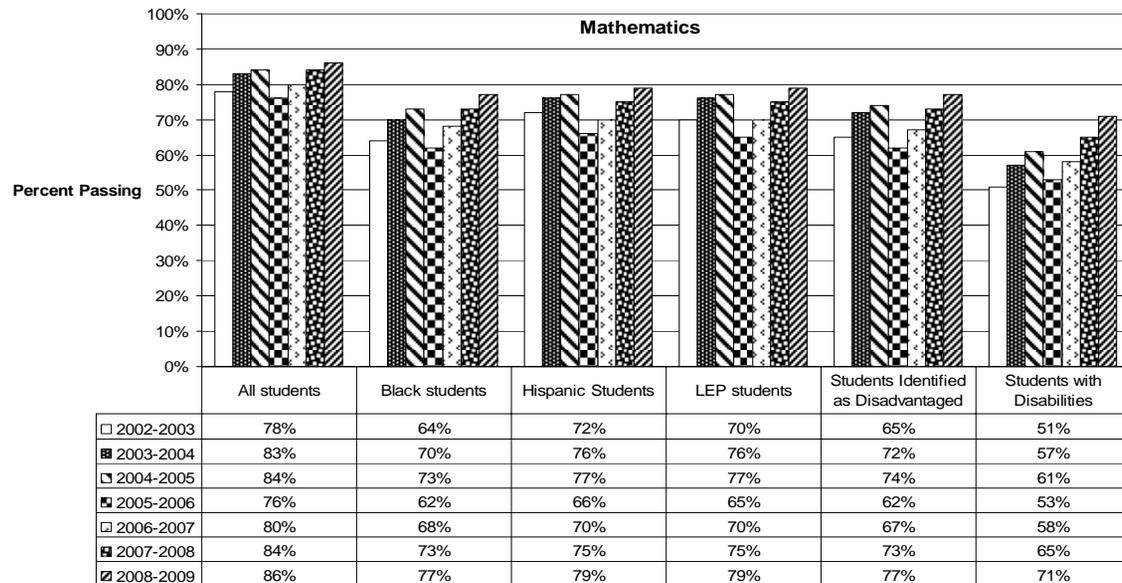


Table 2. NAEP results, mathematics, Virginia and the national profile

	Mathematics – Grade 4				Mathematics – Grade 8			
	2003	2005	2007	2009	2003	2005	2007	2009
Virginia	239	240	244	243	282	284	288	286
Nation (public schools)	234	237	239	240	276	278	280	283

Since 2003, Virginia’s investments in improving mathematics instruction have directly supported student progress. Beginning in fiscal year 2002, state education funds have supported the Algebra Readiness Initiative which provides an online diagnostic test for school divisions to identify students in grades six through nine who are at-risk of failing the Algebra I end-of-

course test in high school and incentive funds to provide mathematics intervention services to these students. As of this writing, 96 percent of Virginia's 132 school divisions are actively participating in the program, which has supported an increase in the percent of students passing the Algebra I end-of-course assessment since it became a graduation requirement. In addition to providing incentive funds to make screening tools and intervention services available to students, state funds have been used to support a Teacher Corps program to improve the instructional skills of qualified teachers in middle schools that have not earned full state accreditation or have not met federal annual measurable objectives due to their students' performance on statewide mathematics assessments. Schools that have teachers participating in this Teacher Corps program have seen gains in statewide assessments comparable to or larger than gains made by nonparticipating schools. Virginia also has a strong Math-Science Partnership, which is federally funded. These funds have directly supported professional development for mathematics educators and the creation of graduate-level mathematics specialists programs for elementary and middle education at Virginia's universities. Rigorous research studies have demonstrated that over time mathematics specialists in Virginia's elementary schools help classroom teachers develop more effective teaching practices that positively affect student learning and achievement (Virginia Mathematics and Science Coalition, 2009)⁴. The Commonwealth has also developed a series of instructional tools for teachers that are available via the Web (see <http://www.doe.virginia.gov/VDOE/middle-math-strategies/>). Tools include videos that demonstrate strategies and activities that can be used to teach key mathematics concepts that are included in the *Mathematics Standards of Learning* (SOL); a dictionary of mathematics vocabulary used in Virginia's mathematics standards; and an interactive Web site designed to assist teachers in effectively teaching students who have difficulty learning mathematics.

Graduation rates

Virginia's ESEA-approved graduation rates have remained the same or dropped since the 2002-2003 school year for all student groups for which data are available. It is important to note, however, that the method of data collection changed over the same period of time, as the state implemented a student-level record collection in which all students had a unique student identifier beginning at the end of the 2004-2005 school year. Since 2005-2006, the year when all students were issued a unique identifier and

the first year when data for all student subgroups were available, graduation rates increased for all student groups with the greatest increases being seen for Hispanic students, students with disabilities, and economically disadvantaged students.

Table 3. ESEA-approved graduation rates, 2002-2003 through 2008-2009

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
All Students	81.85	79.77	79.44	79.43	79.96	80.04	81.33
Black	75.12	70.96	70.08	70.64	71.79	71.94	73.24
Economically Disadvantaged				67.57	68.13	67.61	71.02
Hispanic	72.15	67.98	68.1	64.85	63.81	66.78	70.75
Limited English Proficient				64.07	64.22	64.71	64.93
Students with Disabilities				42.01	42.41	43.62	47.46
White	84.44	83.37	83.28	83.72	84.21	84.02	85.24

Virginia’s education leaders started the standards-based reform movement in the mid-nineties at least in part to ensure that when students earned a high school diploma in Virginia, the diploma signaled to postsecondary institutions and employers that students had met at least minimum achievement criteria regardless of where in Virginia students went to high school. However, a review of the graduation rate data suggested that standards-based accountability was not sufficient to improve graduation rates. In response to the data showing that graduation rates were not improving, the Virginia Board of Education adopted regulations as part of the *Virginia Standards of Accreditation (SOA)* that will require all schools with a graduating class to meet a minimum pass rate on end-of-course assessments *and* a minimum index score on a Graduation and Completion Index. The index results in a weighted percentage of students who graduate or earn alternative completion credentials from each high school. It is calculated by following each cohort of students for four or more years, starting the year that students first enter ninth grade. The weighting system emphasizes the importance of high school diplomas. Virginia’s policy also requires VDOE to provide support to schools that are not fully accredited each year. Unlike federal accountability requirements for graduation rates, the Virginia regulations require that schools continue to work with VDOE until they meet the minimum index of 85 the Board established as part of the final regulations,

regardless of their degree of improvement. This approach ensures that schools continue to receive funding and expert technical assistance needed to improve student outcomes in a way that leads to increased graduation rates. More information on the index and the requirements for schools that do not meet prescribed benchmarks is included in Appendix (A)(1)(A).

¹ Virginia's AYP subgroups include: all students, white students, black students, Hispanic students, Limited English proficient students, economically disadvantaged students, and students with disabilities. Data for the white student subgroup is not shown in Table 1 as students in this subgroup typically perform at higher levels than the all student subgroup.

² NAEP data prepared based on information provided by the U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), <http://nces.ed.gov/nationsreportcard>.

³ U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 and 2009 Mathematics Assessments.

⁴ Virginia Mathematics and Science Coalition. (2009). Mathematics Specialists in Virginia: Higher achievement and quality preparation. Viewed December 15, 2009 from: http://www.vamsc.org/Summary_of_Research_Results.html.

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

NAEP and ESEA results since 2003 are included at the end of Appendix (A)(3).

(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.

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

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

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

Virginia’s education system is based on high-quality standards in multiple areas. The *Standards of Quality*, part of the *Code of Virginia*, outline requirements for Virginia public schools in the areas of academic skills and subjects; licensing, employment, performance, and professional development for teachers and administrators; accrediting schools; graduation; statewide and division-wide comprehensive planning; parental involvement, and compliance. The *Standards of Accreditation*, regulations of the Virginia Board of Education, establish requirements for school accreditation, including student outcome measures on Board-prescribed assessments. Finally, the *Standards of Learning* describe the Commonwealth's expectations for student learning and achievement in the areas of English, mathematics, science, history and social science, foreign languages, fine arts, health, physical education, driver education, and computer technology.

While Virginia has had *Standards of Learning* since the mid 1980s, the current system of accountability had its genesis in 1995 with the Board of Education’s approval of revised standards in English, mathematics, science, and history and social science. Student performance on the accompanying statewide assessments in these four areas provides the basis for a statewide accountability system that now holds students accountable for their learning by requiring a certain number of standard and verified credits be earned for graduation; and holds schools accountable for the achievement of their students by incorporating the pass rate on the statewide assessments as a factor in school accreditation. Essentially, a student earns a standard credit when he or she passes the course, and a verified credit when he or she also passes the accompanying statewide assessment. Verified credits and

requirements are only in the subject areas noted above. (See Appendix (B)(1)(A) for further clarification on standard and verified credits and how they are used as factors in student graduation and school accountability.)

The Virginia Board of Education is a constitutional board with statutory authority to adopt K-12 academic standards. The *Code of Virginia* requires the Board of Education to review the *Standards of Learning* and revise them as necessary every seven years. (See Appendix (B)(1)(B)). Thus, the *Standards of Learning* have been revised twice since their initial approval in 1995, with approval of the most recently revised *Mathematics Standards of Learning* in February 2009, and approval of the revised *English Standards of Learning* on January 14, 2010.

The process to review and revise the *Standards of Learning* is comprehensive, involving extensive input from multiple stakeholders. In January 2007, Virginia joined the American Diploma Project (ADP) Network in order to inform the revision process for the *Mathematics and English Standards of Learning*. In 2004, ADP published [*Ready or Not: Creating a High School Diploma that Counts*](#), the result of two years of [research](#). The report includes [English and mathematics benchmarks](#) that describe the specific content and skills that graduates must have mastered by the time they leave high school if they expect to succeed in postsecondary education or in high-growth jobs. A subsequent report - [“Out of Many, One: Toward Rigorous Common Core Standards from the Ground Up”](#) - describes the emergence of a consistent and common core of knowledge in English and mathematics required of students in states that have adopted college- and career-ready standards. Research shows that ADP benchmarks are significantly more rigorous than current high school standards, resulting in an expectations gap that explains why many high school graduates are not prepared to succeed when they arrive at college or the workplace.

Governor Kaine’s letter of commitment for Virginia to join the ADP Network is contained in Appendix (B)(1)(C). This Network is a consortium of 35 states dedicated to ensuring that every high school graduate is prepared for college or careers. Together, Network member states are responsible for educating nearly 85 percent of all U.S. public school students. The 35 ADP Network states are: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Nebraska, New Jersey,

New Mexico, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington and Wisconsin.

Virginia's ADP Alignment Team participated in several ADP Alignment Institutes. The scope of services received as part of the ADP Network is outlined in Appendix (B)(1)(D). Through these Institutes, Virginia developed statewide academic standards for college and work in mathematics and English that ensure that high school graduates have the knowledge and skills they need to enter and succeed in credit-bearing courses and high-growth jobs that demand high skills; practical options for high school assessments aligned with these academic standards that provide more information on student preparation for use in postsecondary placement decisions; commitment from postsecondary institutions and faculty to use the academic standards and assessments in admissions and/or placement decisions; and validation and support for the standards and aligned assessments from the business community.

Beyond the ADP process, the standards development process in Virginia also sought extensive public comment and explicitly involved review from the College Board, ACT, higher education, and business and industry. Prior to final approval of the revised standards for both English and mathematics, the Department of Education took the following steps:

- Received online comments about the existing (old) standards from stakeholders, including teachers, parents, and administrators;
- Met with a teacher review committee that consisted of recommended individuals from school divisions to review the public comment and consider recommendations and reports from Achieve, the College Board, ACT, as well as the National Assessment of Educational Progress (NAEP) Frameworks, and other nationally recognized reports and documents in those subject areas;
- Convened a postsecondary review committee comprised of higher education faculty to review and offer comments to strengthen the standards;
- Solicited comments from leaders in business and industry to review the proposed Standards;

- Developed a draft of the proposed Standards;
- Conducted public hearings on the proposed Standards around the state and accepted e-mailed comments for a 30-day period; and
- Prepared a final draft of the proposed standards for final review and adoption.

Virginia's work with Achieve was valuable in producing Standards of Learning that position Virginia students to succeed in both college and careers. Achieve's letters of analysis and support for Virginia's *Mathematics and English Standards of Learning* are available in Appendices (B)(1)(E) and (F) respectively. Additionally, the College Board and ACT validated Virginia's standards as college ready. (See Appendices (B)(1)(G) and (H) respectively.)

In 2009, the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) initiated a state-led effort to develop common core standards in mathematics and English language arts for grades K-12. In May 2009, Governor Timothy M. Kaine and Superintendent of Public Instruction Dr. Patricia I. Wright signed a Memorandum of Understanding (See Appendix (B)(1)(I) with CCSSO and NGA, committing the state to the process of developing the common standards. Virginia has participated in the review of the drafts of the common core standards and submitted comments at each opportunity offered. Additionally, Virginia's English coordinator is on the committee to develop the K-12 learning progressions in the English/language arts common core standards.

At the request of the Virginia Board of Education, staff members at the Department of Education have analyzed the content and rigor of Virginia's *Standards of Learning* in English and mathematics vis à vis the proposed common core standards and found them to exceed the content and rigor of the drafts of the common core standards that are currently available. Virginia's 2009 *Mathematics Standards of Learning* and *English Standards of Learning* are available in Appendix (B)(1)(J) and (K) respectively.

Virginia's *Standards of Learning* (SOL) are recognized nationally for their clarity, specificity and rigor. This praise comes from organizations representing diverse viewpoints that share a commitment to preparing students for college and the work force.

- Virginia was the only state to receive a perfect score for academic standards in the American Federation of Teachers'

Sizing Up Standards 2008 report.

- The College Board found that Virginia’s mathematics standards are aligned to the board’s “Standards for College Success” and that students who complete a course of study aligned to the standards will be college and career ready.
- Achieve determined that the Commonwealth’s mathematics standards are “intellectually demanding” and “well aligned” with the American Diploma Project’s benchmarks for college readiness.
- The Thomas B. Fordham Institute’s *State of State English Standards 2005* report praised Virginia’s English standards for their detail and coherence, and for requiring elementary students to apply decoding skills independent of contextual approaches.
- The Fordham Institute’s *State of State Science Standards 2005* awarded Virginia an “A” for standards that provide for a “well sequenced curriculum” that is “both serious and interesting” to students.
- The Fordham Institute’s *State of State World History Standards 2006* awarded Virginia an “A” for history standards it described as “a model of clarity.”

But the true measure of the quality of the Standards of Learning is the recognition Virginia students have earned as a result of instruction driven by the standards.

- Virginia ranked third in the nation in 2009 for the percentage of students earning a score of three or higher on the rigorous Advanced Placement examinations.
- Virginia’s 2009 public school average SAT reading score of 509 is 13 points higher than the nationwide average.
- The average mathematics SAT score of 511 for Virginia public students is one point higher than the national average.
- The average Virginia public SAT writing score of 495 is eight points higher than the national average.
- Virginia’s composite ACT score in 2009 was significantly higher than the average for public school students nationwide. The composite score for Virginia public school graduates was 21.8, compared with 21.1 for public school graduates nationwide.

- Virginia fourth-grade and eighth-grade students outperformed their peers nationwide and in the South in mathematics on the 2009 National Assessment of Educational Progress (NAEP). Students in only five states performed at a statistically higher level on the grade-4 test, and students in only eight states achieved at a higher level on the eighth-grade assessment.
- The 2009 U.S. Department of Education “Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Education Progress ” report recognized Virginia for narrowing achievement gaps between black and white students in reading and mathematics.
- Achievement of Virginia fourth- and eighth-grade students in reading on the 2007 NAEP was significantly higher than that of students nationwide and in the South. Students in only two states performed at a statistically higher level on the fourth-grade reading test, and students in only five states achieved at a higher level on the eighth-grade reading test. In no state did African-American fourth and eighth graders perform at a statistically higher level in reading than black students in Virginia.
- Virginia students outperformed students nationwide on the 2007 NAEP writing test. The Commonwealth’s eighth graders achieved an average score of 157, three points higher than the national average of 154. Virginia students scored significantly higher than students in 20 other states. Test takers in only seven states achieved significantly higher average scores.
- In 2006, the National Center for Higher Education Management Systems estimated that 61.7 percent of Virginia’s high school graduates went directly to college, similar to the national estimate of 61.6. The same organization estimates that 80.1 percent of Virginia’s students return for the second year of postsecondary education, compared to only 75.5 percent nationally.

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

As noted in the narrative, the following evidence is contained in Appendix (B)(1):

- 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 are noted in the narrative above.

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

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and time frame for adoption is included in the narrative above, with additional documentation in Appendix (B)(1).

(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

Virginia has an extensive and mature standards-based assessment program. Initially implemented in 1998, revisions to the assessments have occurred on a rolling basis at approximately seven year intervals consistent with revisions to Virginia’s content standards, the Standards of Learning. Virginia has been a national leader in online testing since 2001, with all of its current assessments except for the writing test administered online. In the 2008-2009 school year Virginia administered 1.8 million online tests with 98 percent of its end-of-course assessments administered in the online mode. Virginia has also been a leader in the use of end-of-course assessments for accountability purposes and for graduation requirements. Virginia has provided guidance to a number of other states as they have considered implementing online testing and end-of-course assessments.

As noted in Section (B)(1), Virginia joined the American Diploma Project (ADP) Network in 2007 (See Appendices (B)(1)(C) and (D) for the letter of commitment and scope of services), working through the ADP Alignment Institutes to align Virginia's *Standards of Learning* to the ADP rigorous benchmarks that define what students should know and be able to do in English language arts and mathematics by the end of high school. The work done by the Network is intended to raise the rigor of high school standards, assessments and curriculum and align expectations with the demands of postsecondary education and careers. This Network is a consortium of 35 states that together are responsible for educating nearly 85 percent of all U.S. public school students. The 35 ADP Network states are: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Nebraska, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington and Wisconsin.

In 2009, Virginia adopted the revised mathematics content standards that resulted from the ADP work, an external analysis by the College Board and ACT, and an extensive stakeholder review process. In January 2010, the Virginia Board of Education adopted revised English standards that have been through the same vetting process. In both cases, Achieve, the College Board, and ACT provided analyses that validated the content and rigor of Virginia's standards as meeting or exceeding the ADP benchmarks. (See Appendices (B)(1)(E) and (F) for Achieve's validation letters). Additionally, the College Board and ACT validated Virginia's standards as college ready. (See Appendices (B)(1)(G) and (H) respectively.) Virginia's new mathematics assessments to measure the revised standards will be implemented in 2012 with new reading assessments scheduled for implementation in 2013. The rigor of these new assessments will reflect the increased rigor outlined in the standards.

Although Virginia has previously provided its tests in both the online and paper/pencil modes, the newly developed end-of-course assessments for reading and mathematics will be developed for online presentation only. Paper/pencil tests will be available only for students who have a documented need for this mode. Development of these assessments in the online mode only will allow for the use of innovative items, including open-ended questions, thus providing additional opportunities to measure a student's

knowledge, understanding of, and ability to apply critical concepts through a variety of item types and formats. In addition, Program for International Student Assessment (PISA) items will be embedded into the assessments to ensure that they are benchmarked to international standards. These assessments will enable measurement of student achievement and student growth; be of high technical quality; incorporate technology; include the assessment of students with disabilities and English language learners; and use universal design principles in development and administration.

Virginia continues to be engaged in discussions related to collaborative development of both formative and summative assessments, but definitive opportunities for participation have not yet been outlined. We seek every opportunity to improve the design and technical qualities of our assessments and would benefit from the work of such collaboration.

Evidence for (B)(2) is referenced in the narrative above as available in Appendix (B)(1).

(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

Sections (B)(1) and (B)(2) of this application outline Virginia's process to develop and adopt K-12 standards that are internationally benchmarked and build toward college and career readiness by the time of high school graduation and its commitment to improving the quality of its assessments that measure success on these standards. Virginia implemented significant changes to its statewide standards, assessment, professional development, and accountability system over ten years ago. At that time and since, multiple stakeholders in Virginia have influenced the rigor and breadth of all four components such that there is already significant buy-in to these components from the Department of Education, the Board of Education, the Governor's Office, the Secretary of Education, the General Assembly, local communities and school divisions, and professional organizations, as shown in this application by the signatures, letters of support, and number of memoranda of understanding from Virginia's school divisions (local education agencies).

Additionally, the Department of Education has worked closely with its higher education partners, the State Council of Higher Education for Virginia (SCHEV) and the Virginia Community College System (VCCS), to develop policies and tools that assist in better aligning high school graduation requirements and college entrance requirements. Examples of these policies and tools include the 2005 implementation of the Commonwealth College Course Collaborative (CCCC), the Transfer Tool, the Early College Scholars program, and the Path to Industry Certification: High School Industry Credentialing initiative. Additional information about these opportunities is available in Appendix (B)(3)(A).

It appears that Virginia is ahead of other states in terms of needing to develop a rollout plan for the standards and their supporting components or working with our institutions of higher education in aligning high school exit criteria and college entrance requirements with the new standards and assessments. To build upon existing statewide support systems, as we move to establish additional rigor in standards, assessments, and content for high school courses and diplomas, we propose a number of initiatives that will: a) develop and deliver high-quality professional development for teachers and school leaders; b) develop or acquire, disseminate, and implement high-quality instructional materials and assessments; and c) translate the standards and information from assessments into classroom practice for all students, especially as students prepare for global competitiveness and awareness. Under the heading of “College and Career Readiness,” we propose to establish statewide college and career readiness standards, assessments, a definition of college readiness, and develop a capstone course that provides high school seniors with the academic instruction, including interventions if necessary, that are needed for students to be ready for postsecondary education upon high school graduation. We also propose to expand student opportunities to prepare for careers in science, technology, engineering and mathematics (STEM) through an expansion of existing Governor’s academies and establishing additional professional opportunities for STEM instructional professionals and increase the number of students who are successful in Advanced Placement courses. Additionally, we propose to strengthen the pool of STEM instructional personnel by bringing to Virginia a program similar to UTeach to increase the quality and quantity of highly-effective new STEM teachers produced by its universities. The UTeach program actively recruits entering freshmen who have declared an interest in mathematics or science, providing immediate field

experience in elementary and middle school classrooms to inspire a pursuit of teaching science or mathematics. UTeach students receive personal attention and guidance from highly experienced and successful master public school teachers who are part of the UTeach faculty.

Additional initiatives further strengthen our students' foundation for the state's overall focus on college and career readiness by providing opportunities for teachers and students, from early childhood through high school, to improve their knowledge and skills in areas such as literacy; mathematics; science; and global awareness and competition.

Key Goals

- 1) To establish a subset of Virginia's recently revised *Standards of Learning* in reading, writing, and mathematics that are associated with a high probability of success in postsecondary education and define quantifiable levels of achievement needed to be ready to succeed in postsecondary education.
- 2) To develop sustainable professional development opportunities and course materials needed to support teachers' ability to provide instruction that prepares students to succeed in postsecondary education; and
- 3) To enhance Virginia's statewide system of support that provides students with support and interventions throughout their educational career that directly support the skills development and academic achievement that will lead students to be prepared for postsecondary education and global competitiveness before graduating from high school.

Activities

College and Career Readiness Initiative

- **Establish statewide college and career readiness standards, assessments, and definition of college readiness.**

Virginia's college and career readiness initiative is predicated on the knowledge, confirmed by the College Board, ACT, and the American Diploma Project, that the recently adopted mathematics and English/language arts standards provide the base of what is needed to prepare students for success in postsecondary education and careers. However, we also recognize that a subset of these standards—a core subset—are most critical for students to master in order to be prepared for success in postsecondary education.

We are committed to defining this core subset based upon empirical analysis of existing data and best practices research, and using this information to develop the assessment items that will measure student mastery of the core subset of college-ready academic standards. In recognizing that the level of achievement needed to be considered college ready is likely much higher than current performance expectations required to graduate from high school, Virginia has decided not to lower the bar on college and career readiness to ensure that most students meet the higher standard. Rather, we will define a level of high school achievement—college ready achievement—that is predictive of success in postsecondary education; we will also retain rigorous minimum high school graduation requirements. Within our system, we will have a single set of academic content standards in reading, writing, and mathematics, and a single assessment tool to measure student mastery of the content. Within the standards, however, there will be a pre-defined set of core “readiness” standards and associated assessment items, or a “testlet” embedded into the statewide assessment that will determine whether students are ready for college.

To meet this goal, the Virginia Department of Education (VDOE) in collaboration with public postsecondary sectors will jointly identify college readiness standards in reading, writing, and mathematics that become highlighted subsets of official statewide academic standards. Having one set of readiness standards that are adopted and used by K-12 and all public two- and four-year postsecondary institutions is vital to sending clear signals to high schools about what it means to be college/career ready and eliminate costly placement tests for prepared students who enter postsecondary education programs. Assessments that are developed to measure student achievement of Virginia’s college-ready *Standards of Learning* adopted in 2009 and 2010 will include items and a corresponding score that indicates students’ mastery of the established college-ready standards. We will also continue a key part of Virginia’s college-readiness initiative, which is a series of empirical analyses investigating the associations between performance on high school end-of-course assessments and outcomes in the first year of postsecondary education. These analyses will support the state’s work to quantify college-ready achievement. As the core standards and achievement measures are established, Virginia will prepare qualitative descriptions of student achievement that are consistent with the high school indicators of postsecondary readiness. This information is critical to providing concrete information to teachers, school leaders and

administrators, students, and parents about what it means to be academically prepared for college. As the academic standards and performance measures are established, and in collaboration with the public postsecondary sectors, VDOE and the Board of Education will establish a formal definition of college readiness that incorporates at minimum, mastery of state standards and other measures of readiness such as performance on external assessments such as SAT/ACT, course completion, and relevant program information.

- **Develop a capstone course that provides high school seniors with the academic instruction, including interventions if necessary, that are needed for students to be ready for postsecondary education upon high school graduation.**

VDOE, in collaboration with participating school divisions and institutions of higher education (IHEs), will develop standards, curriculum frameworks, local curriculum materials and supporting professional development for a capstone course to increase students' preparation for postsecondary education. The course will be designed to provide additional instruction to students who are on track to graduate high school, but, who based on 11th grade assessments are not college or career ready. VDOE will provide some of its share of the RTTT funds to support participating school divisions to pilot course implementation and also in support of initial professional development for the course.

- **Develop statewide professional development to assist teachers and school leaders in understanding college readiness standards and effective instructional methods for teaching content associated with standards in grades 8-12, and for teaching the capstone course.**

VDOE, partner state agencies and IHEs will work with participating school divisions to develop and implement plans to provide professional development and technical assistance to teachers, principals, and central office staff in understanding the college readiness standards and providing effective instructional methods for teaching content associated with the standards in grades 8-12. Throughout the process, VDOE will also work with the IHEs to support their work to revise preservice teacher preparation programs and continuing education courses to incorporate the new college-ready standards.

- **Work with state policy makers to make recommendations to revise Virginia's school accountability program to include**

student performance on college- and career-ready measures and for adjusting relevant teacher licensure and certification regulations.

VDOE and partner agencies and institutions will use existing channels to keep state policymakers informed of the work, and to work with the Board of Education, state legislative and other regulatory authorities to consider revisions to Virginia’s school accountability program and adjustments to teacher licensure and certification regulations to embed outcomes of Virginia’s college- and career-ready initiative into the state’s education policies.

- **Expand opportunities in science, technology, engineering and mathematics to help students meet the need for high-demand, high-skill careers.**

- *Provide startup funds for eight additional Governor’s Career and Technical Academies—Virginia’s Science, Technology, Mathematics, and Engineering (STEM) Academies*

Governor’s Career and Technical STEM Academies in Virginia are programs designed to expand options for the general student population to acquire STEM literacy and other critical skills, knowledge and credentials that will prepare them for high-demand, high-wage, and high-skill careers in Virginia. Each academy is a partnership among school divisions, postsecondary institutions and business and industry. Additional information about the Governor’s Career and Technical (STEM) Academies is available in Appendix (B)(3)(B).

Virginia views STEM literacy as an interdisciplinary area of study that bridges the four areas of science, technology, engineering and mathematics. STEM literacy does not simply mean achieving literacy in the individual strands. STEM classrooms shift students toward investigating and questioning the interrelated facets of the world. Governor’s Career and Technical STEM Academies can be viewed as the practical complement to academic year Governor’s Schools. They may be new centers or existing ones where the standards are raised and efforts are refocused to align with Virginia’s STEM goals. Academies are defined by program content, not location or delivery system. Courses may be held at a high school, technical center or community college campus or may be delivered online, or through other innovative methods. However, all programs must include opportunities for

internships, job shadowing, mentorships, projects, service learning or a combination.

Graduates of the Governor's Career and Technical STEM Academies complete the program by meeting one or more of the following benchmarks:

- Earning an industry certification or state occupational license;
- Demonstrating competency on an assessment recognized by postsecondary institutions such as College-Level Examination Program (CLEP), or college placement tests;
- Earning at least 9 transferable college credits as defined by Virginia's Early College Scholars program including dual enrollment and Advanced Placement; and/or
- Earning an associate degree.

The operation of Governor's Career and Technical STEM Academies are funded locally, although most existing academies were developed with the assistance of a planning grant made possible by a grant to Virginia from the National Governors Association. As part of our continued work to improve students' readiness for college and careers, we propose to use funds from the Race to the Top grant to: 1) provide startup funding for an additional 8 academies; and 2) establish a STEM network to promote more effective interaction among the STEM areas and between arts and sciences and career and technical education.

RTTT funding will be utilized to expand the current number of Governor's Career and Technical STEM Academies that were begun with a National Governors Association (NGA) STEM grant. New academies will be developed using the guidelines established under the NGA grant (see Appendix (B)(3)(B) for information on academy guidelines) that offer career pathways addressing both immediate regional skill gaps and longer-term STEM-related strategic gaps for Virginia. Through high standards, recognition, acceleration options and industry and higher education partnerships, these programs will directly challenge current belief structures about career and technical education. The expansion will double the number of Governor's Career and Technical STEM Academies to provide services throughout Virginia. They will serve as model programs for the transformation of CTE throughout Virginia and the nation.

- *Establish a STEM network to promote more effective interaction among the STEM areas and between arts and sciences and career and technical education*

Through a multi-agency effort, Virginia has established a Career Pathway Systems Plan to support a more effective interaction among all program areas through the alignment of professional development activities from PK-20 education, Career and Technical Education funding and input from the Career Pathway Systems Advisory Council, Virginia will provide training for school division teams on the utilization of individual academic and career plans to provide students with the necessary and appropriate interaction of courses, work-based learning, dual-enrollment opportunities and assessments to assure that students are prepared for STEM careers and college preparation when they leave Virginia's academies. This process will utilize existing resources such as the Virginia Wizard, STEM career clusters and career pathways, and guidelines for developing academic and career plans. The effort will also promote interdisciplinary collaboration teams that will be trained to use research-based strategies to improve curriculum and instruction that provides embedded academic content within the arts and sciences and career and technical education; and that provides embedded arts and sciences and career and technical education applications within the core academic components of STEM curriculum. This effort will utilize development of integrated lesson plans that align teacher assignments and student work to rigorous standards; provide opportunities throughout the school year for monitoring of success, revision, and modification of lesson plans; provide opportunities for collaborative teaching, and identification of industry credentials and degrees to be associated with curriculum. Finally, the network will provide for expansion of Virginia's Career Coaches program to embed coaches, employed by the Virginia Community College System, with expertise in STEM education and careers into more of Virginia's high schools.

- *Develop voluntary K-8 STEM standards*

Virginia's STEM work resulting from the NGA grant has emphasized even more the need to begin addressing STEM in the early grades. As such, Virginia's Race to the Top proposal includes an initiative to create voluntary K-8 STEM standards that will demonstrate the effective integration of STEM concepts and skills utilizing Virginia *Standards of Learning* and Career and

Technical Education competencies as a basis.

Activities to broaden Virginia’s support for college- and career-ready standards

As discussed earlier in this section, Virginia’s educators and state leaders consider it critical to ensure that the college readiness initiative in high school is supported throughout the PreK-12 system so that more students are prepared to meet college and career ready achievement standards when they arrive in high school. The following initiatives provide support to students, teachers, and school leaders in transitioning to enhanced content standards and assessments as well as the proposed college and career readiness standards.

Early Childhood Development

A successful start in school is critical to students’ long-term success. Evidence from longitudinal studies of high quality preschool programs, such as the Abecedarian project, the High/Scope Perry Preschool initiative, and a study of the Child Parent Centers in Chicago show that high quality preschool programs can lead to long-term benefits to society, and are less costly than interventions applied later in life (see summary from Heckman & Masterove, 2003¹). Virginia has approached the challenge of improving the preschool and early care and education system by establishing the Commonwealth’s Quality Rating and Improvement System (QRIS) and implementing the system with significant local support through local “Smart Beginnings” coalitions.

- **Expand and Enhance Virginia’s Quality Rating and Improvement System (QRIS) for early childhood care and educational programs**

QRIS (also known as the Virginia Star Quality Initiative) is a method to assess, improve and communicate the level of quality in early care and education settings that families consider for their children. Virginia’s QRIS not only defines standards for early childhood education and creates a framework for accountability; it also establishes a network of support and outreach for programs and provides incentives linked to achieving and maintaining quality standards. As well, it improves information available to parents. There is an existing, and unmet, need to increase provider participation in the Commonwealth’s Quality Rating and Improvement System (QRIS). Expansion of QRIS will increase state capacity for quality preschool delivery, facilitate coordination

of school and community resources, enhance local and state collaboration, establish and promote best practices, and allow for intensified technical assistance and quality professional development to localities. Private and public early education providers will apply and participate in QRIS through local Smart Beginnings coalitions. Smart Beginnings (SB) is a project of the Virginia Early Childhood Foundation (VECF). Virginia proposes to subgrant funds to the VECF, which will in turn award funds to local Smart Beginnings coalitions to support QRIS. Local private and public early education providers will apply and be qualified through this program. Appendix (B)(3)(C) contains additional information about Quality Rating Improvement Systems.

Virginia has a unique structure for its Office of Early Childhood Development (OECD), which is housed in both the Virginia Department of Education (VDOE) and the Virginia Department of Social Services (VDSS). Largely serving in a coordinating capacity, it works strategically with the VECF and Smart Beginnings to leverage resources for and to improve the quality of care and education for Virginia's youngest residents. Almost 80 Virginia communities are now served by Smart Beginnings coalitions, which support the implementation of QRIS in Virginia's local communities. Establishing six new SB coalitions will allow expansion of QRIS and other early childhood system improvements to almost every part of the state. The project will be coordinated in conjunction with VDOE and the VDSS. A two-phase rollout will support existing and new SB coalitions, as they expand QRIS efforts. The Smart Beginnings coalitions provide technical assistance to communities to conduct needs assessments including mapping systems and finances, developing strategic plans, and building capacity to sustain long-term school readiness efforts. The QRIS effort becomes a part of the broader technical assistance and systemic improvement efforts of local coalitions to improve the quality of early care and education in Virginia.

Adolescent Literacy Initiative

- **Establish literacy diagnostic and screening tools, associated instructional and resource materials, and a statewide implementation plan.**

Virginia proposes to use funding from Race to the Top to identify or develop a diagnostic and instructional tool to address adolescent literacy needs, especially in grades 6-10. Section (A)(3) of this application summarized Virginia's results on state and

NAEP reading assessments, and concluded a need for a greater and more comprehensive focus on improving adolescent reading instruction statewide. Appendix (B)(3)(D) further outlines Virginia's need for additional support in the area of adolescent literacy, to include both reading and writing. Virginia proposes to identify the tools through the Request for Proposal (RFP) process for reading. Additionally, Virginia proposes to use grant funding to develop an online essay assessor aligned with Virginia's 2010 *English Standards of Learning* writing rubric.

Virginia's proposed adolescent literacy diagnostic screening assessment would be a computer-adaptive reading diagnostic test (RDT) in which the student's next test item is developed by the student's response to the previous test item. Each student taking the RDT will be delivered a unique diagnostic test based on his individual abilities. The RDT will assess the students' knowledge and skills of the *English Standards of Learning* for grades 6-10. Based on each student's results from the assessment, RDT will automatically assess and place each student into the correct skill cycle in the online interactive reading program. Teachers will receive a detailed strand report indicating the percent of test items the students answered correctly or incorrectly, and they are able to view the test item and corresponding student response. Reports will explain each student's reading progress. These tools further facilitate student placement and provide opportunities for intervention when a student needs additional assistance. The RDT will be made available to selected schools within participating school divisions in the state. Also, through the RFP process, Virginia will identify or develop and provide a Web-based writing tool, enabling students to write more and attain higher scores on statewide writing assessments. This tool will allow teachers to provide students with the practice they need to improve their writing skills. The program's scoring engine will grade students' essays instantly and provide targeted feedback. Students will receive consistent and individualized feedback on their writing, identifying strengths and weaknesses. The auto-scoring format will provide consistent scoring using Virginia's writing rubric. The rubrics from the *Standards of Learning* writing program will be used to calibrate the scoring engine as well as to score the practice/remediation essays submitted by students participating in the pilot. The essay auto-scoring service will employ artificial intelligence to emulate the process.

Virginia's educators will have access to both tools via Virginia's educational resource portal that will also be developed with

RTTT funds. (See Section (C)(3) of this proposal.)

National Mathematics and Science Initiative's (NMSI) Advanced Placement Training and Incentive

- **Expand the Advanced Placement Training and Incentive Program (APTIP).**

Virginia proposes to use RTTT funds to increase participation and performance of public high school students in rigorous college-level work in mathematics, science, and English Advanced Placement (AP) exams, and expand access to college-level courses for traditionally under-represented students through the expansion of the NMSI's APTIP. The Virginia Advanced Studies Strategies, Inc., a nonprofit state organization created in September 2007 by a partnership between Virginia and the National Math and Science Initiative (NMSI), has received a multi-year grant from the NMSI to replicate the APTIP in Virginia. During the first two years of the NMSI grant the program has been successful in increasing both participation and performance of public high school students in English, mathematics, and science AP programs. Virginia proposes to expand the APTIP by implementing a component for which funding is not currently available – The College Board's *Laying the Foundation* - but which experience has shown would be valuable in creating a pipeline for students to begin preparing for college-level work at the middle school level. *Laying the Foundation*, a component of APTIP provides quality teacher training, rigorous classroom materials, and Web-based resources to improve the quality of mathematics, science and English instruction at the middle school level in preparation for students to succeed in college-level courses at the high school level. Thus teachers and students both would have a better understanding of and preparation for Advanced Placement programs when they enter high school. Appendix (B)(3)(E) provides additional information about Virginia Advanced Studies Strategies implementation of the NMSI APTIP.

- **Develop a program to increase the pool of licensed secondary mathematics and science teachers.**

Virginia proposes to bring a program similar to the NMSI-supported UTeach program to Virginia to increase the quality and quantity of highly-effective new STEM teachers produced by its universities. The UTeach program actively recruits entering freshmen who have declared an interest in mathematics or science, providing immediate field experience in elementary and middle school classrooms to inspire a pursuit of teaching science or mathematics. UTeach students receive personal attention and guidance

from highly experienced and successful master public school teachers who are part of the UTeach faculty. Appendix (B)(3)(F) contains additional information about the proposed expansion of a UTeach-type program.

Global Awareness and Competitiveness

Virginia is committed to ensuring the global competitiveness of its residents as well as to capitalize on the diversity of languages among speakers of native and heritage languages other than English. Our proximity to Washington, DC, which serves as a gateway city to the nation as well as an international political and defense hub, and the Port of Virginia that provides global access to markets across the United States, offers great incentive to present opportunities to our students that will position them to communicate and do business around the world.

- **Increase Virginia's International Baccalaureate Programs**

The International Baccalaureate (IB) offers high quality programs of international education to a worldwide community of schools. Three IB programs serve students aged 3 to 19 and help to develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. There are more than 775,000 IB students at 2,816 schools in 138 countries. Currently in Virginia, 68 schools offer IB programs, with five primary years programs; 38 middle years programs of which 12 continue into diploma programs; and 25 programs geared solely toward awarding the IB diploma. Universities and governments around the world recognize the benefits of an IB education, especially as students in a mobile society seek some standardization of curriculum from one country to another and one state to another. Additionally, many colleges and universities award college credit for IB courses and programs completed in high school. VDOE proposes to provide startup funding for participating school divisions to implement additional primary and middle years IB programs and to expand IB diploma programs where possible. Appendix (B)(3)(G) contains additional information about the IB programs.

- **Develop or expand foreign language immersion programs in Virginia's public schools.**

VDOE will expand or develop each of the following programs: a) At the elementary level: partial immersion programs, especially dual language with equal representation of minority/majority language speakers. b) At the middle/high school level: late

immersion specialty center programs that also focus on topics related to international studies and global economics. c) At the middle/high school level: language courses geared to improve the literacy skills of native/heritage speakers in their home languages that can transition into Advanced Placement language courses, if available. Increasing proficiency in languages other than English will help young Virginians develop skills that are more marketable in the United States and around the world. Appendix (B)(3)(H) provides additional information on the structure and success of foreign language immersion programs, noting that Virginia is among the leading states to offer such programs. Notable successful programs are found in Fairfax, Henrico, and Chesterfield Counties. The latter two counties have had significant success with late immersion programs at the high school level.

Timeline				
	Year 1	Year 2	Year 3	Year 4
<p>College and Career Readiness Initiative</p> <p><i>Responsible Office: Office of the Superintendent – Executive Director for Research and Strategic Planning</i></p>	<p>Define subset of Virginia’s Standards of Learning that comprise college- and career-ready standards for mathematics and English.</p> <p>Establish state definition of college readiness.</p> <p>Develop and field-test items to measure student achievement of the college ready mathematics standards.</p> <p>Plan professional development and technical assistance.</p> <p>Inform state policymakers.</p> <p>Conduct research to quantify college-ready benchmarks on state assessments.</p>	<p>Develop capstone course, including standards, curriculum frameworks, local curriculum materials, and professional development materials needed for implementation.</p> <p>Implement professional development and technical assistance.</p> <p>Implement assessments aligned to Virginia’s college- and career-ready <i>Mathematics Standards of Learning</i>.</p> <p>Develop and field-test items to measure student achievement of the college ready English standards.</p> <p>Inform state policymakers.</p> <p>Conduct research to quantify college ready benchmarks.</p>	<p>Continue professional development and technical assistance to teachers and school leaders.</p> <p>Implement new assessments aligned to Virginia’s college- and career-ready <i>English Standards of Learning</i>.</p> <p>Inform state policymakers and consider revisions to Virginia’s school accountability program and regulations governing teacher licensure and certification.</p> <p>Conduct research to quantify college ready benchmarks on state assessments.</p>	<p>Continue professional development and technical assistance to teachers and school leaders.</p> <p>Conduct research to quantify college ready benchmarks on state assessments.</p> <p>Inform state policymakers and consider revisions to Virginia’s school accountability program and regulations governing teacher licensure and certification.</p>

<p>Expand Governor’s Career and Technical (STEM) Academies and Establish a STEM Network</p> <p><i>Responsible Office: Office of Career and Technical Education</i></p>	<p>Initiative staff and Virginia Career Pathways System STEM Sub-Committee create a detailed plan for expansion and replication of Governor’s Career and Technical STEM Academies.</p> <p>Orientation and explanation of grant award process and requirement of Governor’s Career and Technical STEM Academies.</p> <p>Utilizing existing Governor’s Career and Technical STEM Academies (NGA grant awardees) to work with new applicants.</p> <p>Orientation and explanation of grant award process for career coaches.</p> <p>Visits to local school divisions who have implemented or getting ready to implement GCT STEM Academies.</p> <p>Plan and conduct first STEM Institute.</p>	<p>Hold Web conferences for sharing of academy and career coach activities.</p> <p>Visits to local school divisions who have implemented or getting ready to implement GCT STEM Academies.</p>	<p>Hold Web conferences for sharing of academy and career coach activities.</p> <p>Visits to local school divisions who have implemented or getting ready to implement GCT STEM Academies.</p> <p>Plan and conduct second STEM Institute.</p>	<p>Hold Web conferences for sharing of academy and career coach activities.</p> <p>Visits to local school divisions who have implemented or getting ready to implement GCT STEM Academies.</p>
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<p>Develop Voluntary K-8 STEM Standards</p> <p><i>Responsible Offices: Office of Middle and High School Instruction and Office of Career and Technical Education</i></p>	<p>Convene an advisory group to help determine the structure and content of the standards</p> <p>Select writing team</p> <p>Develop first draft of voluntary K-8 STEM standards for Board of Education review</p>	<p>Conduct public hearings on the first draft of the voluntary K-8 STEM standards</p> <p>Prepare final draft in response to public comment</p> <p>Present final voluntary K-8 STEM standards to the Board of Education for approval</p>	<p>Disseminate information related to the voluntary K-8 STEM standards</p> <p>Introduce the STEM eLearning instructional modules (See Section (D)(5))</p>	
<p>Innovative High-Quality Formative Assessment Professional Development and Authoring Tools</p> <p><i>Responsible Office: Division of Student Assessment and School Accountability – Assistant Superintendent for Assessment and Student Accountability</i></p>	<p>Select a professional development provider</p> <p>Begin development of online training modules</p>	<p>Complete development of modules</p> <p>Deliver training via webinar and solicit school division feedback</p> <p>Modify training modules as needed based on school division feedback</p> <p>Provide online assessment authoring tool to involved divisions</p>	<p>Deliver training via webinar and solicit school division feedback</p> <p>Modify training modules as needed based on school division feedback and prepare modules for posting on the VDOE web site</p> <p>Provide online assessment authoring tool to involved divisions</p>	<p>Provide training modules VDOE web site and solicit feedback from school divisions</p> <p>Modify modules as needed based on school division feedback</p> <p>Provide online assessment authoring tool to all involved divisions</p>

<p><i>Early Childhood Development</i></p> <p>Expand and Enhance Virginia's Quality Rating and Improvement System (QRIS)</p> <p><i>Responsible Office: Office of Early Childhood Development – Director of Early Childhood Development</i></p>	<p>Virginia Early Childhood Foundation (VECF) hires and trains staff required for implementing initiatives.</p> <p>VECF issues Requests for Proposals (RFP) for QRIS grants to six existing Smart Beginning (SB) communities.</p> <p>VECF begins QRIS rating process for classroom-based programs in six new SB communities.</p> <p>VECF issues RFP for existing SB communities to expand existing QRIS programs.</p> <p>VECF issues RFP for planning grants to establish four new SB communities</p>	<p>VECF will monitor accountability, data collection and implementation of all activities</p> <p>VECF will issue RFP for six new SB communities to begin QRIS and renew six existing QRIS grants.</p> <p>Continue QRIS rating process for 12 SB communities.</p>	<p>VECF will monitor accountability, data collection, and implementation of all activities</p> <p>Outside evaluator will Implement all phases of evaluation.</p> <p>VECF and SB communities will develop sustainability plans.</p> <p>Continue QRIS rating process.</p>	<p>VECF will monitor accountability and implementation of all activities.</p> <p>VECF data and accountability manager will produce final summary reports.</p> <p>VECF will provide outcomes from summary data collected.</p> <p>VECF will issue RFP for partnership phase of six SB communities and an RFP to existing SB communities for the next phase of grants. These grants will be sustained at the local level.</p>
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<p><i>Adolescent Literacy Initiative</i></p> <p>Establish or identify Literacy Diagnostic and Screening and resource tools, and Writing Assessor</p> <p><i>Responsible Office: Office of Middle and High School Instruction – English Coordinator</i></p>	<p>SEA will hire staff, develop RFP, and identify/develop a reading diagnostic test (RDT).</p>	<p>Through the RFP process SEA contracts for a RDT that is aligned to Virginia’s 2010 <i>English Standards of Learning</i>.</p>	<p>Participating LEAs begin use of RDT.</p> <p>SEA Adolescent Literacy staff updates Web site providing resources and FAQ section.</p> <p>SEA Adolescent Literacy staff holds regional training sessions.</p> <p>LEAs provide SEA with performance data from RDT.</p> <p>Through the RFP process, the SEA will contract for a Web-based writing assessor (WWA) that is aligned to the 2010 <i>English Standards of Learning</i> writing rubric.</p>	<p>LEAs have access to WWA.</p> <p>SEA staff holds regional training on use of WWA.</p> <p>LEAs choose model teachers for video vignettes using WWA and RDT. Video vignettes are placed on the Virginia’s electronic learning environment Web site.</p> <p>LEAs continue to use RDT and WWA monitoring student use and performance.</p> <p>LEAs provide SEA with data from SOL assessments analyzing impact of initiative.</p>
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<p><i>Mathematics and Science</i></p> <p>Expand the National Mathematics and Science Initiative's (NMSI) Advanced Placement Training and Incentive Program (APTIP)</p> <p><i>Responsible Office: Office of Middle and High School Instruction – Science Coordinator</i></p>	<p>VDOE contracts with VASS to manage and supervise the expansion of APTIP and LTF.</p> <p>VASS expands APTIP and LTF program at 10 additional schools.</p> <p>LTF training for teachers at 10 additional schools –150 teachers.</p> <p>Stipends and incentives provided to teachers. Incentives provided to students for passing AP exams.</p>	<p>Expand program to 10 additional schools (20 total) and continue all program components.</p> <p>Collect and report achievement data.</p>	<p>Expand program to 10 additional schools (30 total) and continue all program components.</p> <p>Collect and report achievement data.</p>	<p>Maintain all program components at 30 schools.</p> <p>Collect and report achievement data.</p>
<p>Develop a Program similar to UTeach to Increase the Pool of Licensed Secondary Mathematics and Science Teachers</p> <p><i>Responsible Office: Office of Middle and High School Instruction – Mathematics and Science Coordinators</i></p>	<p>Hire program specialist. VDOE releases RFP for grant awards at a university. Review proposals and award grant.</p>	<p>University advertises and plans program components and recruits students.</p> <p>Conduct site visits to university.</p>	<p>First courses offered.</p> <p>Programs are expanded to additional students in second semester.</p>	<p>Continue to advertise programs and expand enrollment.</p>

<p><i>Global Awareness and Competitiveness</i></p> <p>Expand the International Baccalaureate Program</p> <p><i>Responsible Office: Office of Middle and High School Instruction – Foreign Language and Fine Arts Specialists</i></p>	<p>Identify participating schools</p> <p>Provide funding for IB candidate fee, instructional resources, staff (IB coordinator), staff development</p>	<p>Provide funding for IB candidate fee, student assessment fees (MYP), instructional resources, staff (IB coordinator), staff development</p>	<p>Provide funding for IB candidate fee, student assessment fees (MYP), instructional resources, staff (IB coordinator), staff development</p>	<p>Provide funding for IB candidate fee (PYP, MYP), student assessment fees (MYP), instructional resources, staff (IB coordinator), staff development</p>
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<p>Develop or Expand Foreign Language Immersion Programs in Virginia’s Public Schools</p> <p><i>Responsible Office: Office of Middle and High School Instruction – Foreign Language Specialist</i></p>	<p>Identify participating schools</p> <p>Provide funding for instructional materials, innovative technologies, communication and outreach, staff development, curriculum development</p> <p>Begin process of developing SOL for K-5 foreign language, native speakers, non-Roman alphabet languages</p> <p>Hire DOE K-5 foreign language specialist, administrative support; Provide technical support for participating schools</p>	<p>Provide funding for instructional materials, innovative technologies, communication and outreach, staff development, curriculum development, student assessment, immersion jump-start</p> <p>Develop SOL for K-5 foreign language, native speakers, non-Roman alphabet languages</p> <p>Provide technical support for participating schools</p>	<p>Provide funding for instructional materials, innovative technologies, communication and outreach, staff development, curriculum development, student assessment, immersion jump-start</p> <p>Develop SOL for K-5 foreign language, native speakers, non-Roman alphabet languages; Provide technical support for participating schools</p>	<p>Provide funding for instructional materials, innovative technologies, communication and outreach, staff development, curriculum development, student assessment, immersion jump-start</p> <p>Provide technical support for participating schools</p>
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(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.

Recommended maximum response length: Two pages

Virginia established its statewide longitudinal data system in part to meet the data collection and reporting requirements of the Elementary and Secondary Education Act (ESEA). Appendix (C)(1)(A) shows the data elements currently included in the student record system. Appendix (C)(1)(B) shows the data elements currently included in the instructional personnel database. At this time, Virginia cannot link student data to teachers directly. However, our proposal to the Institute of Education Sciences statewide longitudinal grant competition, also included in this proposal (see Appendix (C)(2)) describes the changes Virginia has planned to ensure that we capture sufficient data to link students to teachers in the statewide data system.

Elements of the America COMPETES Act

With respect to preschool through grade 12 education and postsecondary education—

(I) a unique statewide student identifier that does not permit a student to be individually identified by users of the system

Each student is assigned a unique, meaningless identifier upon entry into Virginia public schools that persists with that student throughout his or her PK-12 career. Schools are required to place the unique identifier on the high school transcript and postsecondary institutions are required to include the unique identifier in their state reporting. This places the unique identifier in both the postsecondary and PK-12 data systems.

(II) student-level enrollment, demographic, and program participation information

Virginia collects and stores all of the student-level enrollment, demographic, and program participation information that is needed to meet state and federal reporting requirements.

(III) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs

Virginia collects student level information on the points at which students exit, transfer in, transfer out, drop out, or complete PK-12 education programs. Virginia contracts with the National Student Clearinghouse to match secondary data with postsecondary enrollment data. Virginia has acquired data for the graduating classes of 2006 through 2009, and will continue to do so in the future.

(IV) the capacity to communicate with higher education data systems

Virginia uses a third party to link secondary and postsecondary data.

(V) a State data audit system assessing data quality, validity, and reliability

Virginia has an established data audit process that includes substantial automatic validation checks, local validation and audit verifications, and a statewide data quality program that provides training, information, support and resources to school division personnel involved with data and data quality. The program provides a way for data managers and data coordinators to register and access curriculum leading to earning up to 35 hours of staff development credits, certification and recognition.

With respect to preschool through grade 12 education—

(I) yearly test records of individual students with respect to assessments under Section 1111(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b))

Virginia maintains individual ESEA student test records in the Educational Information Management System (EIMS). There are nine years of test records in the system; the last four years are longitudinal (i.e., linked by students' unique identifier).

(II) information on students not tested by grade and subject

Virginia maintains individual student records on each student not tested in the Educational Information Management System (EIMS) by grade and subject. This enables us to calculate participation rates for AYP.

(III) a teacher identifier system with the ability to match teachers to students

Virginia has requested funds in the LDS grant proposal to develop a data collection and reporting system to collect course enrollment and outcomes by student and teacher, thus connecting the student to the teacher, which meets this requirement (III) as well as requirement IV below.

(IV) student-level transcript information, including information on courses completed and grades earned

Virginia has requested funds in the LDS grant proposal to develop a data collection and reporting system to collect course enrollment and outcomes by student and teacher, thus providing student-level transcript information and meeting this requirement as well as requirement III above.

(V) student-level college readiness test scores

Virginia collects, stores, and reports data on Pre-Scholastic Aptitude Tests, Scholastic Aptitude tests, Advanced Placement tests, and ACT tests in the longitudinal data warehouse.

With respect to postsecondary education, data that provide—

(I) information regarding the extent to which students transition successfully from secondary school to postsecondary education including whether students enroll in remedial coursework

Virginia is currently assessing the associations between first-year college outcomes and state assessment data.

(II) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

Information on remedial coursework in postsecondary is available in the data warehouse maintained by the State Council for Higher Education in Virginia (SCHEV). Virginia has requested funds in the LDS grant proposal to further connect college readiness to the K-12 state assessment program.

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.

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

We plan to make significant enhancements to our existing longitudinal data system that will put additional high quality, actionable data into the hands of a number of stakeholders, including teachers, administrators, researchers, policymakers and the public, providing transparency in additional aspects of PK-12 education in Virginia and enabling us to achieve the 12 elements of the America COMPETES Act. Our plan features a Web-based portal, accessible in part to the public, with other areas accessible to authorized users. The portal will feature PK-12 data linked to postsecondary and the work force as well as provide feedback to schools of education on the classroom outcomes of recent graduates. The portal will provide users with access to prepared data reports and permit users to develop custom reports. This much-needed data will provide decision-makers with powerful information on how well our students are prepared for college and careers that can influence policy and practice. Information in the hands of teachers will influence classroom practices.

Reports within the portal will be available within in a variety of formats depending on the user’s preferences. Tables, charts, and graphs will be presented to provide different views of the data. Maps will also be used to provide a geographic perspective.

GIS data layers, including county and city boundaries, roads, schools, school divisions, and related information such as census counts and income levels will be integrated with the geographic reports to provide contextual information for the data and for further analysis. Outcomes of this project are described in detail in our LDS grant application, which may be found at Appendix (C)(2).

To establish such a portal we propose to:

- **Develop a Web-based portal to provide one-stop access to education and work force data by policymakers, educators, the public, program directors, researchers, etc.** We propose to develop a state-of-the-art tool that will provide a single Web-based portal to provide access to publicly releasable reports created from the longitudinal data linking and reporting system. In addition to providing the public with access to prepared reports, the portal will include Web-based tools for creating custom reports from publicly available datasets that link data from several agencies. The portal will also provide access for authorized users to secure data that are not publicly releasable via the portal.
- **Create a longitudinal data linking and reporting system with the ability to link data among state agency data sources, including K-12, higher education, and work force systems.** Using a federated system to merge data across agencies, we will develop a rubric to document data element definitions, data requirements, and technical requirements for de-identified data sets that can be linked among agencies; build a central linking directory based on data sharing agreements in place or established as part of the grant project; and establish a query process for authorized user access that uses the linking directory to anonymously join individual-level records from multiple data sources.
- **Create an integrated K-12 student-teacher information system that matches individual teachers to students.** We will accomplish this by developing and validating course enrollment/completion and teacher/principal evaluation data collections, upgrading the existing teacher licensure system to capture information on teachers' preparation programs, and developing a needs-based competitive grant program for school divisions to support their efforts towards system integration. Linking students to teachers will enable us to provide data to teachers and LEAs via our secure data warehouse to inform their instruction.

- **Design a data management and control system that enables us to maximize data quality, ensure accessibility with appropriate security, and enhance the usefulness of the data in both existing and proposed systems.** We plan to develop and implement comprehensive cross-agency data sharing policies and practices and standards for data exchange, as well as data security measures that maintain privacy of personally identifiable information, and clear protocols for role-based data access at all levels. We also intend to enhance existing data audit systems to improve data quality, validity, and reliability.

(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

Background

Virginia is a leader in the use of technology to support and inform instruction. Our online high stakes testing program, begun in 2001 with end-of-course high school assessments, has grown to include both middle and elementary school tests. In the 2008-2009 school year, 1,850,448 (62%) of Virginia's Standards of Learning assessments were given online.

Virginia has initiated several instructional technology projects for use by teachers in their classrooms, as well as pushing

instruction out beyond the walls of the classroom. The Infinite Learning Lab Web site, the Share the Skies remote telescope, the use of mobile devices by students along with media-rich content, and a multimedia digital storytelling platform are all projects that integrate technology with both instructional content acquisition and skill development.

Virginia also hosts Virtual Virginia⁶, an online course delivery system available to all Virginia school divisions at little or no cost. Starting in 2004 with 10 courses and approximately 1,100 students, Virtual Virginia has grown to serve 2,989 students with 50 course offerings. These include foreign language courses such as Arabic and Chinese, and Advanced Placement courses that include Calculus, Statistics, Biology, Physics, U.S. History, and World History.

Virginia's Educational Information Management System (EIMS), started in 2004, is a rich warehouse of student-level state assessment, demographic, and program participation data that are accessible to all Virginia educators free of charge. Virginia's Web-based SOL technology initiative, started in 2001, has resulted in approximately \$525 million in technology dollars for school division technology infrastructure improvements.

The use of leading-edge technology and commitment to data quality is evidenced by Virginia's Educational Information Management program, the foundation of which is standards-based, nonproprietary technology. Virginia has demonstrated a commitment to data quality by adopting the Schools Interoperability Framework (SIF) specification for the transfer of student information both locally and to the state and the development of *Investing in Data Quality (IDQ)*⁷, a data quality training and recognition program for school divisions. Virginia is in the process of developing true electronic transfer of student records and transcripts using both SIF and Postsecondary Electronic Standards Council (PESC) standards.

The proposed activities will propel Virginia's technology initiatives far into the future by providing school personnel—teachers, leaders, and administrators—with access to an integrated system that offers resources to provide students with rich, relevant, rigorous, and effective instruction and is connected directly to the data needed to understand the impact of instruction on student outcomes.

Key Goals

- 1) To provide school divisions with technology-based instructional improvement systems that are scalable and structured to meet individual school division needs.
- 2) To provide a single portal for accessing VDOE-developed instructional resources and professional development.

We envision an electronic learning environment that connects data, instructional content, and resources in a single, integrated system. Virginia proposes to provide school divisions with a technology-based instructional improvement system that is scalable and structured to meet individual school division needs. The system will be grounded in standards-based technology, which will enable seamless integration of systems, timely data to inform instruction, maintenance of high quality data, access to electronic content and resources; and tools for online summative and formative assessments. As many school divisions may already have all or portions of these systems in place, we plan a menu-like offering that school divisions can use to select the systems or components of a system that meets their needs. Our framework for the instructional improvement system consists of three major components: Classroom Improvements, Practitioner Improvements, and Organizational Improvements; all accessed via a secure Web-based portal. Further, we propose to use the portal for access to numerous Web-based instructional tools that VDOE provides to school divisions.

Part iii of this Selection Criterion ((C)(3)) - 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 – has been addressed extensively in Sections (C)(1) and (2).

Activities

- **Define Requirements for an Instructional Improvement System**

Instructional Improvement Systems target three main areas: improvement in teaching, improvement in learning, and improvement in organizations. These improvement areas can be structured around the components of the *Smart Teacher Desktop*

described by the Education Commission of the States.⁸ The following characteristics comprise the Web-based desktop:

- A database of local and state learning standards;
- Instructional support components such as locally-developed learning activities, curriculum strategies, lesson plans, and learning objects all linked to the learning standards;
- Assessment support tools that allow teachers to develop, administer, and score online standards-based teacher-created, formative, summative and benchmark assessments;
- Tools to monitor student progress and provide appropriate follow-up instruction and resources;
- Online professional development tools such as online courses and Web collaboration tools;
- Access to data from multiple sources such as the student information system, the human resources system, finance system, teacher licensure system, and the assessment system with easy-to-use tools that allow for evaluation and predictive analysis;
- Teacher productivity tools such as a grade book, lesson-planner, online attendance, online career guidance, and online personalized student learning plans; and
- Appropriate levels of access for students, teachers, parents, administrators, and the public.

We propose to engage educators and other stakeholders across Virginia in a dialogue around the need for various aspects of instructional improvement systems, bringing in vendors for demonstrations as appropriate. The resulting system requirements will be based on this dialogue.

- **Develop, Post, and Award a Request for Proposals**

We will work collaboratively with school divisions to develop specific requirements such as modules, data elements, and optional components. Mandatory components will include nonproprietary standards-based technology, Section 508 accessibility, and SIF certification. All electronic products proposed by vendors must meet our specifications and be able to be integrated into the portal. A Request for Proposals (RFP) will be developed and posted. It is our intention to award the RFP to multiple vendors. In this manner, school divisions will be able to select the vendor of their choice without competition.

- **Assist School Divisions in Making Decisions and Using Systems**

VDOE will host vendor orientations with the selected vendor(s) to ensure school divisions make the best decision regarding their purchase. We will sponsor “User Groups” that highlight school divisions’ and schools’ use of the Instructional Improvement System, featuring locally developed content and strategies.

- **Define Requirements for the *Electronic Learning Environment***

VDOE will work with school divisions to define the requirements for the Electronic Learning Environment Web-based portal to house a number of VDOE-approved/developed instructional resources such as Standards of Learning Curriculum Frameworks, Enhanced Scope and Sequence documents, instructional videos, as well as resources outlined throughout this proposal such as the adolescent literacy diagnostic and instructional tools described in Section (B)(3), and several tools described in Section (D)(5), including the Infinite Learning Lab, Comics Lab Extreme, Share the Skies, and Learning Without Boundaries. The portal will house instructional resources aligned to content standards across a variety of content areas and grade levels. The portal will provide students, teachers, parents, administrators and the public with a searchable database to enable them to access the resources named above, and be linkable to local instructional improvement systems. The requirements will include mandatory non-proprietary, standards-based technology and, where appropriate, a single-sign on to access all of the portal’s nonpublic resources, including the division-selected components of the instructional improvement system described above.

- **Develop the *Electronic Learning Environment* portal**

VDOE anticipates contracting with a third-party to develop a Web-based portal using nonproprietary standards-based technology; compliant with Section 508 and SIF-Certified. The contract will include developing tools and resources that reflect the requirements determined through school division user groups. The portal will be accessed using role-based access controls, including such elements as role definitions, credentialing, and audit capabilities.

- **Develop Vendor Adaptors**

Existing and planned instructional resources are marketed by different vendors. We will work with vendors to develop or

enhance SIF-Certified adaptors for their software to further integrate it within the portal.

- **Provide Training and Professional Development on the Electronic Learning Environment**

Throughout the project, VDOE will provide training and professional development to Virginia educators to familiarize them with the system and to help them understand and develop skills in use of the system. Training will be conducted using a variety of approaches including seminars, hands-on activities, webinars, and pod casts.

- **Provide online professional development modules for teachers that focus on the development and use of data from high quality formative assessments**

As part of the state's work to increase the use of instructional improvement systems as part of classroom instruction, Virginia will provide professional development modules for teachers that address the development of high quality formative assessments. The modules will address topics such as the following: 1) the role of assessment in instruction, 2) identification of learning targets and the selection of appropriate assessments based on the target (will include an overview of the assessment types to be addressed in the training modules), 3) the use of informal observation and oral questioning as assessment tools in the classroom, 4) developing extended response and performance-based assessments, 5) developing rubrics and student exemplars for constructed response items and using them to score student work, 6) developing selected response items, 7) providing feedback to students, and 8) using assessment results to inform instruction. Training modules will initially be provided to school division staff through webinars. Feedback from webinar participants will be used to adjust the content and structure of the modules so that they can be included in the proposed Web-based portal for long-term use.

In addition to the training modules, teachers will be provided with a test item authoring/administration tool that they may use in developing and administering formative assessments. The authoring tool will support the development, administration, and scoring of both selected response and constructed response items. Classroom assessments will be presented to students through a Web-based interface that mirrors that used for the *Standards of Learning* (SOL) tests. While item types used for formative assessment may not reflect those used on the SOL tests, the use of a similar interface for testing and the availability of the same

tools (e.g., ruler, calculator, formula sheets, highlighter, answer eliminator tool) used with the SOL tests will provide students with practice in taking tests in an online environment. In addition to supporting teacher developed items, the authoring tool will provide templates that teachers may use in creating innovative items that incorporate technology in the presentation of the item and/or in facilitating the students' response. Examples of innovative item templates may include: 1) blank Cartesian planes which teachers could populate to create items and 2) equation editors with a wide array of mathematical symbols for use in developing items. In addition to supporting students' responses to constructed response items, templates that allow the use of "drag and drop" technology in selecting answers could be provided. The item authoring/test administration tool will be SIF-certified to allow for the automatic transfer of student demographic data into the system and to facilitate the eventual transfer of student results on the formative assessments into a student data warehouse.

Training modules provided via webinar will address the use of the authoring tool in developing formative assessments using various item types. However, instruction specific to the use of the authoring tool will not be included in the professional development modules housed on the VDOE Web site for long-term use. This step will ensure that the training modules will continue to be useful even if the authoring tool changes or if funding for its use is no longer available.

⁶ www.virtualvirginia.org

⁷ http://www.doe.virginia.gov/statistics_data/data_quality/

⁸ Smart Desktops for Teachers. ECS issue paper, October, 2000

Timeline				
Responsible Office/Party	Year 1	Year 2	Year 3	Year 4
Virginia Department of Education—Office of Educational Information Management	Define requirements for an instructional improvement system	Assist school divisions in making decisions and using systems Define requirements for the <i>Electronic Learning Environment</i> Provide training and professional development Provide online professional development modules for teachers Provide online test authoring and administration tools for teachers	Assist school divisions in making decisions and using systems Provide training and professional development Provide online professional development modules for teachers Provide online test authoring and administration tools for teachers	Provide training and professional development Provide online professional development modules for teachers
Virginia Department of Education—Office of Educational Information Management	Develop, post, and award an RFP	Develop, post, and award an RFP		Completion
Virginia Department of Education—Office of Educational Information		Develop <i>the Electronic Learning Environment</i> Portal		

Management				
Virginia Department of Education—Office of Educational Information Management		Develop vendor adaptors	Develop vendor adaptors	

Completion

At the conclusion of the project we expect to have in place an integrated instructional improvement system that will provide electronic tools and resources that will enable participating parties to more closely individualize and personalize learning. Instruction will be delivered utilizing traditional and electronic resources. The supporting tools will be utilized to streamline administrative processes, effectiveness of instruction will be measured through a hierarchy of assessments, data will be generated and analyzed for group and individual progress, adjustments will be made to instruction tools and processes, and the cycle will be repeated.

(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

(i) Legal, Statutory, or Regulatory Provisions that Allow Alternative Routes to Certification (Licensure): Section 22.1-298.1 of the Virginia statute (*Code of Virginia*) authorizes the Board of Education to prescribe, by regulation, the requirements for the licensure of teachers and other school personnel required to hold a license. [Refer to **Appendix (D)(1)--A.**] The Virginia Board of Education promulgated the *Licensure Regulations for School Personnel*, effective September 21, 2007, (8VAC20-22-10 et seq.) that provide for multiple pathways to certification (licensure) for teachers and principals. [Refer to **Appendix (D)(1)--B.**] The chart in **Appendix (D)(1)--C** shows the alternative pathways to licensure for teachers and principals allowable in Virginia and how these routes meet the definition of alternate routes to certification defined in the *Race to the Top* notice. Section § **22.1-303** of the *Code of Virginia* stipulates that school boards shall provide each probationary teacher, except probationary teachers who have prior successful teaching experience, a mentor teacher, as described by Board guidelines developed pursuant to § 22.1-305.1, during the first year of the probationary period. [Refer to **Appendix (D)(1)--D.**] Guidelines for mentor teachers have been approved by the Virginia Board of Education. [Refer to **Appendix (D)(1)--E.**]

(ii) Alternative routes to certification (licensure) – Teachers: Below are alternative pathways to certification set forth in the Virginia Board of Education *Licensure Regulations for School Personnel*. Refer to **Appendix (D)(1)--B** for detailed information regarding the following pathways.

Career Switcher Program: The career switcher program is an alternate route to licensure for career professionals. An alternate route is available to career switchers who seek teaching endorsements pre-kindergarten through grade 12 with the exception of special education. Programs are currently offered by a school division, a consortium of school divisions, the Virginia Community College System, and four-year colleges and universities. **In the 2008-2009 school year, 282 individuals completed the Career Switcher Program.**

Experiential Learning: Individuals applying for an initial license through the alternate route as prescribed by the Board of Education must meet the specified criteria to be eligible to request experiential learning credits in lieu of the coursework for the

endorsement (teaching) content area. **During the 2008-09 school year, 51 individuals received an initial license through the Experiential Learning Pathway.**

Provisional License Route: An alternate route is available to individuals employed by an educational agency who seek teaching endorsements pre-kindergarten through grade 12. Individuals must complete the requirements for the regular, five-year license within the validity period of the provisional license. **In the 2008-09 school year, 2,954 individuals completed requirements for a license via the Provisional License Route.**

Provisional (Special Education) License Route: This alternate route in special education allows for the issuance of a three-year accredited nonrenewable provisional license to an individual employed as a special education teacher in a public school or a nonpublic special education school in Virginia who meets prerequisite requirements but who does not hold the appropriate special education endorsement. **In the 2008-09 school year, 738 individuals completed requirements for a license in special education via the Provisional (Special Education) License Route.**

Alternate Programs at Institutions of Higher Education or Virginia School Divisions: Alternate programs developed by institutions of higher education must recognize the unique strengths of prospective teachers from nontraditional backgrounds and prepare these individuals to meet the same standards that are established for others who are granted a license through an alternate route. **Data are not available regarding the specific number of alternate route program completers through institutions of higher education.**

Adding Endorsements by Testing: An individual who holds a teaching license may add an additional endorsement to the license by passing a rigorous academic subject test prescribed by the Board of Education. This testing option does not apply to individuals who are seeking an early/primary preK-3 or elementary education preK-6 endorsement or who hold a technical professional license, vocational evaluator license, pupil personnel services license, school manager license, or division superintendent license. **Data are not available on the number of endorsements added via Adding Endorsements by Testing; however, enhancements in the data system presented in this proposal will allow for expanded collection of information.**

Alternative routes to certification (licensure) – Principals: The *Licensure Regulations for School Personnel* provide two alternative routes to an endorsement in administration and supervision. [Refer to **Appendix (D)(1)--F.**] **Data are not available on the number of individuals who added an endorsement in administration and supervision via the alternate route; however, enhancements in the licensure system presented in this proposal will provide the mechanisms to calculate this information.**

(iii) Process for Monitoring, Evaluating, and Identifying Areas of Teacher and Principal Shortage and for Preparing

Teachers and Principals to Fill Areas of Shortage: The state statute requires school divisions to submit a supply and demand report annually to the Department of Education, and school divisions are required to submit an instructional personnel report each year. Results of the instructional personnel survey are reported on the Web for public review, and are used to monitor and identify critical shortage areas. These two reports and the licensure database provide the number of unfilled positions for teaching and administrative assignments, the number of teaching positions filled by teachers who are provisionally licensed, and the number of positions filled by teachers who are teaching in subject areas other than their area of preparation. These data are used to calculate areas of shortage [Refer to **Appendix (D)(1)--G.**] The instructional personnel report and school accreditation are established processes to monitor the licensure and appropriate endorsements of instructional personnel.

Virginia monitors compliance with school divisions' Highly Qualified Teacher plans in the following ways:

- *Instructional Personnel Report* – Each school division submits data on an annual basis that outlines the qualifications of each teacher. Reports are created that provide a detailed analysis for each school division and school that list all teachers who are not highly qualified, their current assignments and areas of endorsement, and the reasons why they are not highly qualified. Designated personnel in each division are able to access these reports through a secure Internet connection. Additionally, the Virginia Department of Education provides a hardcopy of a verified report for each school division superintendent on an annual basis to assist with program planning and targeting funds for the next year.
- *Annual Grant Applications for NCLB Funding* - Each school division submits an annual application for federal funds,

including Title II, Part A. Within the application, school divisions indicate the current number of classes being taught by qualified and nonhighly qualified teachers. In addition, strategies are outlined to meet the goal of 100 percent of classes taught by highly qualified teachers. Applications are denied, and funds are withheld until each school division has provided its plan related to attaining the highly-qualified teacher (HQT) goal.

- *Title II, Part A, Federal Program Monitoring* - Title II, Part A, programs receive formal desk or on-site reviews to evaluate plan progress on an ongoing cycle using Virginia's Federal Program Monitoring Reviewer's Instrument that was developed as an on-site guide and checklist for the federal program monitor. The instrument has also been prepared for use by the local educational agency (school division) that is to receive a monitoring visit. It outlines the Title II, Part A, legislation section-by-section and lists possible evidence or documentation that can be presented by the school division to demonstrate compliance with the law. The monitoring protocol document is available on the VDOE Web site.
- *Monitoring Percentage of Teachers Receiving High Quality Professional Development*
 - School divisions indicate the percentages of teachers each year who have participated in high quality professional development when they submit their annual instructional personnel data. This information is included in the IPAL report that is sent to division superintendents and available online to designated school division personnel.
 - Professional development plans for each school division are reviewed through the Title II, Part A, application and federal program monitoring processes. Additionally, reimbursements for professional development activities are reviewed and approved by the program specialists for Title II, Part A.

In addition to the alternate pathways for preparing teachers and principals [**Appendix (D)(1)--B**], Virginia has implemented programs to address critical shortage areas [**Appendix (D)(1)--H**]. These programs include: mentor teacher programs, mentor teacher programs in hard-to-staff schools, the Virginia Teaching Scholarship Loan Program, Clinical Faculty Grants, National Board Certification Incentives, Career Switcher Program, Special Education Endorsement Program, Employment of Retirees in Critical Shortage Areas, Special Education Incentive Programs, and TeachVirginia.

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) is available in Appendix (D)(1).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals is contained in both the narrative above as well as in Appendix (D)(1):

- 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.

(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

Among the factors within our control as educators, teachers offer the greatest opportunity for improving the quality of life of our students. As noted in *How the World's Best-Performing School Systems Come Out on Top*, an international study comparing data from the United Nations' Office of Economic and Community Development's (OECD) Programme for International Student Assessment (PISA), "The quality of an education system cannot exceed the quality of its teachers" (Barber & Mourshed, 2007, p. iii).

Interest is intensifying in how to go beyond current measures of teacher qualifications to measures that more closely evaluate teachers' effectiveness in relation to student learning. Virginia recognizes the critical importance that state policy, practice, and guidance plays in ensuring that teacher effectiveness is measured in ways that differentiate among teachers; provide useful feedback; and inform a wide variety of decisions that include teachers' professional development plans and a variety of personnel decisions such as retention/promotion, salary increases, and more. Any serious and systematic effort to improve the quality of teachers entering or already practicing in our nation's schools must include development of reliable and valid measures of how well they perform in the classroom, linked to multiple sources of evidence of their effectiveness in promoting learning for students. We must also apply the same systematic effort to measuring principal quality, as strong school leadership is second only to teacher quality in improving student learning and outcomes.

To support the development of a statewide system to improve the quality of practicing education professionals, Virginia is proposing a network of activities that will: 1) define levels of effectiveness using multiple measures including student growth data, observational protocols and reports of behavioral indicators of high quality teacher-student interactions, and student perspectives of instructional and organizational supports; and 2) enable the evaluation data to be used for a variety of personnel and educator development decisions; and 3) lead to the development of statewide model human resources policies that will be adaptable for local use.

The remainder of this section describes Virginia's plan to advance information available to teachers and school leaders regarding teacher performance in the classroom. The plan to advance the quality of principal evaluations in Virginia's public

schools—as leadership is critical to ensuring students’ success is described.

(D)(2)(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student

Key Goals

Primary Goals: 1) To establish valid and reliable measures of student growth on statewide assessments in mathematics and reading; and 2) provide growth measure data to students and their families, teachers, schools, and divisions, and the public disaggregated by subgroups specified in ESEA, for grades 4-8 in reading and mathematics, and end-of-course assessments in mathematics no later than September 30, 2011, as required under the State Fiscal Stabilization Fund.

Secondary goals: 1) Explore the establishment of growth measures for other statewide assessments that are administered in nonconsecutive years (e.g., grade 11 reading; writing grades 5, 8, and 11; science grades 3, 5, 8); 2) Work with growth model experts and VDOE’s assessment specialists to determine whether appropriate, valid and reliable growth measures can be developed for content areas in which the construct being measured may not be directly related to students’ “growth” in understanding more complex constructs (e.g., end-of-course assessments in Earth science, biology, and chemistry); 3) Develop standards for school divisions to measure growth on valid and reliable locally administered assessments; 4) Provide data tools to school divisions that calculate growth using locally administered assessments that meet standards for calculating growth on local assessments; and 5) Establish methodology and calculate growth-based targets to support their use in teacher, school, school division and state decisionmaking.

Key Activities

- **Conduct research required to establish a valid and reliable measure of student growth based on statewide reading and mathematics assessments administered in consecutive years.**

Staff at Virginia Department of Education (VDOE) is in the process of establishing contracts with nationally recognized experts to model student growth percentiles (SGPs) based on data from reading and mathematics assessments in grades 3-8 and end-of-course assessments in mathematics and reading as appropriate. SGPs, currently used to measure growth by other states, including

Colorado and Massachusetts, describe the percentile rank of students' growth by examining student achievement in year X relative to the achievement of their academic peers, defined as students who had identical (or similar) performance on measures of achievement in the prior year X-1 (Betebenner, 2009). Virginia will begin this work using funds from Title IIA. Additional funds from the RTTT or the IES Longitudinal Data System (LDS) grant program, if awarded, will be used to complete the work required to establish a valid and reliable measure of student growth on reading and mathematics assessments; ensure the data are available by student and linked to individual teachers; and to provide meaningful reports for parents, teachers, schools, and divisions. Note that at present, student assessment data cannot be linked to individual teachers. Therefore, early reports of student growth will be aggregated by grade, school, and school division. Virginia will have the data capacity to report growth data by individual teacher no later than September 30, 2011.

Through work with national experts, we will use data from assessment years 2005-2006 through 2008-2009 to establish a model for valid and reliable SGPs. Initial work will focus on reading and mathematics assessments administered in consecutive years. Once the calculation is established for reading and mathematics, VDOE will continue to work with nationally recognized experts and Virginia's stakeholders to determine whether the models can apply to assessments given in nonconsecutive grades, such as writing in grades 5, 8, and 11; and science in grades 3, 5, and 8. VDOE also will explore the developmental and "building-block" nature of content-focused assessments such as end-of-course assessments in science (Earth science; biology; chemistry) to determine whether the SGP measure is valid in these applications. Where applicable, Virginia will calculate and report SGPs in these areas no later than September 30, 2012.

- **Establish growth targets.**

In contrast to value-added models that attempt to explain the variability in student performance in terms of school or teacher effects, the SGP describes the variability. The measure supports decisionmakers' ability to answer questions such as: 1) How much growth is sufficient? 2) How much growth is needed for underperforming schools⁹ to meet their educational goals? 3) Given no change in instruction, what is the probability that schools will achieve their educational goals? 4) What intensity of intervention is

needed to increase students' chances of reaching their educational goals?

Being able to answer these questions using data is quite useful to educators in understanding what needs to be done to support student success. The combination of growth measures, proficiency measures, and their probabilistic relationship provides all involved parties—policymakers, division leadership, school leaders and teachers, advocacy groups, communities, and parents—with a clear understanding of the magnitude of change needed for students to be successful. With this in mind, Virginia will work with stakeholders to establish growth targets that describe the SGPs needed over time (e.g., in each of three years) to enable students, teachers, schools, and divisions to meet accountability or other targets of interest (e.g., percent of students achieving advanced proficiency). This approach has the potential to drive significant, focused, and systemic change in schools and in communities and improve the strategic use of resources.

VDOE further plans to use this information to inform school improvement and other statewide educational policies, such as school accountability. Figure 1 in Appendix (D)(2) shows an example of the type of information that will be available from the SGPs. The figure shows the percent of students earning proficient or above on statewide assessments plotted against the school's median growth percentile in a given subject. While there are a significant number of schools where more than half of the students are scoring below proficient, there is significant variability in the median growth in these same schools. While all low performing schools must have fiscal and human capital to achieve accountability and other educational goals, the interventions needed in schools with lower proficiency and higher growth (bottom right quadrant of the figure) are likely different than schools with lower proficiency and lower growth (bottom left quadrant of the figure). Furthermore, schools with higher proficiency and relatively lower growth (top left quadrant) likely require a different set of interventions to support more students' ability to meet higher expectations. State leaders will incorporate the information developed from growth models and target setting into their work to integrate the new information developed from our work with funds from ARRA to improve education policy in Virginia.

- **Establish criteria and provide tools for measuring student growth for measures of student achievement other than statewide assessment.**

VDOE will work with participating school divisions to develop student growth measures for assessments between two points in time for measures of student achievement other than statewide assessments. This work will be conducted in collaboration with researchers who have conducted this type of work with school districts across the country. Through our work with school divisions and researchers, VDOE will establish criteria that: 1) identify and define methods for calculating growth using locally administered assessments; 2) define psychometric properties of local assessments for which growth can be measured using different approaches; 3) define the information needed to determine whether the constructs being measured at time 1 and time 2 are appropriate for measuring growth; 4) establish minimum data requirements for calculating growth using various methods (e.g., minimum sample size); and 5) develop a template that schools and school divisions can use to document the characteristics of their local assessments to determine whether they are considered appropriate for measuring growth and how to apply the measures locally. Virginia does not expect to rely on the SGP modeling process for measuring growth on local assessments because preliminary information suggests that a minimum of 5,000 assessments are necessary to apply the methodology to a given pair of assessments (Betebenner, personal communication, November 23, 2009). All but four school divisions in Virginia have fewer than 5,000 students per grade level. Therefore, VDOE plans to establish standards and guidance on measuring growth using other methods at the local level that do not require such large numbers of assessments. As part of the work, participating school divisions will apply these other growth measures using locally administered assessments.

- **Establish statewide policy on the appropriate use of student growth measures.**

VDOE will convene a working group comprised of key stakeholders including state policymakers, local school division and school board personnel, and relevant associations in Virginia (e.g., Virginia Education Association (VEA); Virginia Association of Secondary School Principals (VASSP); Virginia Association of Elementary School Principals (VAESP); Virginia School Boards Association (VSBA); Virginia Education Coalition (VEC); Virginia Association of School Superintendents (VASS); Virginia Association of Colleges of Teacher Education (VACTE); Association of Teacher Educators in Virginia (ATE-VA)) to make recommendations for statewide policy that defines appropriate use and abuse of student growth data. The recommendations will cover

policies including, but not limited to, the use of growth measure data: 1) as one component of teacher and principal evaluations; 2) to inform professional development plans for teachers; 3) to inform the development of school and school division improvement plans; 4) to provide interventions or educational enrichment programs for students; 5) in developing individualized education plans and academic and career plans; and 5) in making various personnel decisions such as retention, promotion, compensation, and contract status.

- **Provide information, training, and guidance to stakeholders on interpreting growth measures.**

VDOE will work collaboratively with Virginia’s school divisions and other stakeholders (e.g., parents, advocacy groups, education associations, policymakers, researchers) to develop guides and training programs to interpret SGPs for parents, administrators and policymakers, and to determine the report content and format so that we provide useful reports to stakeholders. To gather input, VDOE will work with the Virginia’s Innovation and Entrepreneurship Investment Authority (IEIA) using an established process that combines research to identify best-practices with a feedback process to inform report developers of the content and formats that will best meet the needs of the varied audiences interested in the data products. The feedback process includes gathering input from stakeholders using focus groups, surveys, and interviews, and has been used to collect stakeholder input on such topics as benefits and challenges encountered when student data are linked to individual teachers; contents of student academic and career plans; and measuring workplace readiness in Virginia. VDOE also will host statewide regional trainings to inform school division personnel about the new measures and how they can be most appropriately used. VDOE also will host webinars and provide ongoing technical assistance to ensure school division personnel understand and can access the data for the measures. To the extent practicable, technical assistance will be developed using tools and presentations that can be made available online to enhance the sustainability of technical assistance measures.

⁹ We note that “underperforming” represents all achievement is less the groups educational goals, including schools that regularly exceed proficiency standards but are not performing at high enough levels (e.g., at a level that supports college preparation) to meet their own goals.

Timeline				
	Year 1	Year 2	Year 3	Year 4
<i>Responsible office/party- Executive Director for Research and Strategic Planning</i>	<p>Establish valid and reliable models to calculate SGPs</p> <p>Conduct best practices research and gather stakeholder input as we develop interpretive guides, and the content and format of public and secure data reports on growth measures</p> <p>Begin technical assistance activities (develop materials and provide training) on the use of student growth percentiles.</p> <p>Develop framework and standards for measuring student achievement growth using local assessments.</p>	<p>Develop materials and provide initial training on student growth percentiles.</p> <p>Complete statewide data collection that links students to courses and teachers.</p> <p>Report student growth percentiles by teacher no later than September 30, 2011, and annually thereafter.</p> <p>Establish a committee to define student growth targets.</p> <p>Begin to establish growth targets and accompanying technical assistance materials.</p> <p>Begin work to establish limits of SGPs and growth targets as applied to statewide assessments not administered in</p>	<p>Develop template and data tools to support school divisions' ability to calculate student growth based on valid local measures.</p> <p>Finalize growth targets and accompanying technical assistance materials.</p> <p>Finalize work to establish limits of SGPs and growth targets as applied to statewide assessments not administered in consecutive years and other content areas (e.g., science).</p> <p>Develop framework and standards for measuring student achievement growth using local assessments.</p>	<p>Develop framework and standards for measuring student achievement growth using local assessments.</p>

		consecutive years and other content areas (e.g., science). Develop framework and standards for measuring student achievement growth using local assessments.		
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(D)(2) (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.

(D)(2) (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.

Effective teacher evaluations require multiple inputs and multiple measures for success. In Virginia, decisions about specific evaluation tools are local decisions—the state does not prescribe evaluation methodologies required at the local level. Nonetheless, VDOE recognizes the critical role that ongoing feedback through a standardized methodology plays in day-to-day instructional decisions, long-term professional development decisions, and personnel decisions. In support of school divisions’ work to improve teacher quality through evaluations, the Virginia Board of Education has approved the *Virginia Standards for the Professional Practice of Teachers; Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendent; and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and*

Supervision Endorsement (See Appendix (D)(2)(A through C) for copies of these documents). Many school divisions have used the performance indicators included in these documents to develop rich and comprehensive evaluation systems that incorporated data available at the time of development; however, improvements in these tools and systems are necessary. Additionally, the *Code of Virginia* (§ 22.1-295) (See Appendix (D)(2)(D)) requires that instructional personnel be evaluated in a prescribed manner that takes into account student academic progress and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge. The proposed activities will build on this work and directly support LEAs' work to choose and apply valid, reliable, and appropriate protocols for teacher and principal evaluation; use the information in conjunction with student achievement and growth measures to develop policies that support personnel decisions and continuous school improvement. By developing criteria for evaluations, VDOE continues to provide local flexibility in adopting evaluation tools. This approach is important not only because of "local control" model used in Virginia, but also because VDOE expects that as evaluation tools are updated and improved and new tools are developed in the future, this work will be immensely valuable to all of Virginia's school divisions.

Throughout this effort, Virginia will be investing significant amounts of RTTT funds to design and implement new and enhanced evaluation systems. VDOE also notes concern about the sustainability of this work beyond the grant project. In an effort to best understand the impact of our work, and to support long-term sustainability, VDOE has incorporated the following features into our methodology:

1. The work will build on work that has been completed in Virginia and will be conducted collaboratively with partners throughout the education community, including teachers and principals, education associations, and organizations that provide preparation programs for teachers and educational administrators. This collaborative process will support our effort to build statewide capacity for improving teacher quality through evaluation as part of a continuous improvement process.
2. School divisions will be permitted to develop and use a variety of teacher and principal performance protocols, including

validated instruments available through the retail market and those currently being developed on a national scale. As well, VDOE will contract with recognized experts in the field to work with school divisions to enhance existing evaluation systems that are aligned with Virginia's guidelines for the evaluation of school personnel the state has developed over the past several years. This process will permit Virginia to update current guidelines for the evaluation of school personnel as part of its RTTT work.

3. Many experts have recommended the use of comprehensive evaluation for purposes of improving student growth and ultimately student achievement. However, research that establishes causal connections between the behaviors and practices of teachers and principals and student outcomes is in its early stages, and much remains to be learned. Working with experts, VDOE will consider the applicability of rigorous research designs as we build the evaluation program to scale in participating school divisions. We plan to learn from research associated with the implementation of new performance evaluations and feedback loops used in this process. Examples of research questions of interest are: a) To what extent are the results of the evaluation protocols consistent with value-added measures of teacher and principal effectiveness and with supervisor assessments of their staff (principal assessments of teachers and superintendent assessments of principals); and b) How do schools employ teacher and principal evaluation information and what effect does this information have on student achievement? For example, what differences exist between school divisions employing the teacher evaluation protocols and those not employing them across a variety of measures that ultimately affect student outcomes, such as teacher tenure, attrition, mentoring and professional development? Answering these questions will support Virginia's and the country's understanding of the impact of comprehensive performance evaluations that include teacher and principal feedback on student outcomes.

Key Goals

Primary Goals: Virginia will 1) establish statewide criteria for rigorous, transparent, and fair teacher and principal evaluations; 2) pilot the appropriate use of the teacher and principal evaluation criteria in school divisions; 3) document successful

approaches participating school divisions use to move from current practice to adopting the new and rigorous approaches to teacher and principal evaluation; 4) conduct research to understand the impact of teacher and principal evaluation on student outcomes and other indicators of impact (e.g., teacher retention).

Key Activities

- **Establish criteria that define the components of rigorous, transparent, and fair teacher and principal evaluations and define multiple levels of teacher and principal effectiveness.**

To establish statewide criteria for rigorous, transparent, and fair teacher and principal evaluations, VDOE will establish a workgroup comprised of participating school divisions, experts from Virginia’s institutions of higher education, and members of other key stakeholder groups including, but not limited to, the Virginia Education Association (VEA); Virginia Association of Elementary School Principals (VAESP); Virginia Association of Secondary School Principals (VASSP); Virginia Education Coalition (VEC); Virginia Association of School Superintendents (VASS); Virginia School Board Association (VSBA); Virginia Association of Colleges of Teacher Education (VACTE); Association of Teacher Educators in Virginia (ATE-VA). Research support for the workgroup will be provided by experts from the colleges of education in Virginia, supplemented with additional support contracted by VDOE as needed. Researchers contracted to support this project will provide the workgroup with information needed to establish the criteria including: a) review existing validated tools for measuring teacher and principal effectiveness; b) syntheses of the peer reviewed literature focused on this topic; c) a summary of measures and evaluation systems currently in use in Virginia’s school divisions; d) the research literature of the attributes of effective teachers; and e) other relevant work to develop a common set of criteria that define the requirements for teacher and principal evaluation systems that provide rigorous, transparent, and fair teacher and principal evaluations. As part of their work, the workgroup will document the alignment of existing evaluation tools with current performance standards and associated indicators in Virginia. For example, the work will identify existing evaluation methods that are aligned with the indicators required for principals to earn Virginia’s *Principal of Distinction (Level II) Administration and Supervision* endorsement on their license. The criteria will incorporate the use of timely and constructive

feedback to teachers and principals; definitions of multiple levels of teacher and principal effectiveness that are measurable; incorporate measures of student growth; and include important characteristics of effective teachers (e.g., Goe, Bell, & Little, 2008; Stronge, 2007). The criteria will also provide information about resources that can assist school divisions in choosing and implementing new performance measures.

VDOE's project management approach will ensure the workgroup is regularly updated on progress and products that develop from our growth model implementation, so that the information can be used to consider how to best develop criteria that build upon existing work in Virginia, as the two projects will be managed by the same office.

- **Pilot evaluation systems that include performance measures for teachers and principals in participating school divisions.**

Evaluation systems require multiple components that include, but are not limited to, observational protocols of on-site performance (e.g., in the classroom for teachers). As part of the Race to the Top program, participating school divisions will have an opportunity to design or enhance existing comprehensive teacher and principal evaluation systems. Participating school divisions and schools will partner with experts in the design of teacher evaluation systems to develop new or enhance existing evaluation systems. The evaluation systems, designed through a collaborative process, will include research-based practices in evaluation; teacher (and principal) performance standards and quality indicators adapted from Virginia's existing guidance documents; multiple data sources to document performance; a multi-level rating scale with behaviorally anchored scoring rubrics that are aligned to levels of teacher effectiveness defined by the workgroup; and guidelines for teacher improvement, to include models of improvement assistance plans for struggling teachers as well as model plans for exemplary teachers. Data sources to be included in the teacher and principal performance evaluation systems will include: 1) results of observational protocols, as applicable, 2) artifact review (e.g., portfolios, document logs), 3) client surveys (e.g., student feedback), and 4) measures of student progress and achievement. To date, Virginia has identified two observational protocols for teachers that will be available for use in the pilot project—the Classroom Assessment Scoring System (CLASS; Pianta, LaParo, & Hamre, 2008) and the Teaching Performance Record (TPR; University of Virginia, 2006); and one measure of principal performance (Vanderbilt Assessment of

Leadership in Education (VAL-ED); Porter, Murphy, Golding, & Elliot, (2006)). Other measures of teacher and principal performance that are already being used in Virginia’s participating school divisions also will be included in the pilot project if they are already validated and meet the minimum requirements for comprehensive evaluation systems, or if the division is willing to modify the evaluation to meet RTTT criteria and conduct validation studies as part of the process. Virginia is also participating in a partnership formed by the Council of Chief State School Officers (CCSSO), the American Association of Colleges of Teacher Education (AACTE), and a team of researchers at Stanford University and the University of Washington. The national collaboration has undertaken to develop, pilot, and validate two nationally available Teacher Performance Assessments (TPA), which will be made available to states and programs that wish to improve their capacity to evaluate teachers for initial licensure (Tier 1) and professional licensure (Tier 2, following the probationary period) based on concrete evidence of effectiveness, not just grades or paper-and-pencil tests. As such, school divisions also will have the option to participate in a national initiative to develop and pilot measures of teacher performance.

Our approach to implementing performance evaluations also will incorporate the availability of professional development opportunities—some that are “just-in-time” opportunities—that are aligned with the evaluation measures. For example, school divisions may choose to purchase the complete TPR toolkit which includes observational protocols, professional development coursework opportunities as well as a method of linking student data to teacher performance data; divisions that implement the CLASS will have access to an online video library of activities that demonstrate effective teaching practices aligned with CLASS measures and they will also have the option to participate in a mentoring/coaching opportunity associated with the CLASS. As part of the pilot process, participating school divisions will choose other professional development opportunities available through the national consortium, Virginia’s experts who collaborate on this project, other RTTT initiatives, and the breadth of existing opportunities available at the state or local level. Divisions will document teacher and principal participation in professional development programs for purposes of evaluating the impact of professional development on teacher performance and student outcomes.

To pilot the performance measurement systems, VDOE will work with school divisions to select and use multiple data sources and with behaviorally anchored rating scales to judge teacher and principal performance in a way that builds capacity at the state and local level throughout the four year project. As part of this process, VDOE will group participating divisions and schools into year 2, year 3, and year 4 implementers based on several factors including, but not limited to, availability of data linking students to teachers via the state testing identifier (STI); geographic and demographic diversity; and local capacity to implement. All divisions participating in this initiative will participate in annual two-day workshops to engage with experts, colleagues, and local planning teams to prepare for implementation. Divisions/schools that participate in the first implementation year will be required, at minimum, to have a data system that enables student data to be linked to teachers of record via the state testing identifier. Each year, VDOE will add participating schools and school divisions to the pool of implementers applying lessons learned from the previous years. VDOE will develop mentoring/partnership capabilities using webinars and other methods that participating divisions find useful such as social networking tools; podcasts, etc. These tools and the information we develop through this aspect of the program will be maintained beyond the life of the grant to sustain statewide implementation of the evaluation tools and support leadership turnovers in the future—this latter piece is critical as nearly 20 percent of the teaching work force and 25 percent of principals and assistant principals are at or near retirement age. The tools and information will be incorporated into Virginia’s Electronic Learning Environment (See Section (C)(3) of this application).

Participating school divisions will work directly with the developers to receive training on use and implementation of observational and other validated protocols. Divisions that choose to enhance and validate existing measures with RTTT funds will work with experts in teacher and principal evaluation systems contracted by the VDOE to review and enhance evaluation protocols to ensure they meet criteria for comprehensive evaluation. These experts will be contracted primarily from Virginia’s institutions of higher education with expertise in developing evaluation systems. Divisions that choose to join the national partnership pilot project will receive technical assistance from the partnership. As well, VDOE and our partner researchers/subject matter experts will provide information during summer workshops and throughout the project on the long-term goals of the work; progress updates on

this project as well as relevant updates related to other state initiatives, such as the growth model work; and VDOE will make products available to participating school divisions as they become available. In addition to working with their respective partners in implementing and enhancing evaluation tools, participating school divisions will be expected to provide data to support research and evaluation of Virginia’s “Great Teachers and Leaders” program, participate in state-sponsored annual workshops to review progress, share lessons learned, and learn about the potential uses for comprehensive teacher and principal evaluations in public schools.

- **Conduct research that supports the state’s and the nation’s understanding of the impact of evaluation and greater support for teachers and principals in Virginia.**

The initiative to develop, enhance, or implement more comprehensive evaluation systems, as well as other aspects of Virginia’s work to increase teacher effectiveness requires significant research support to: 1) provide objective, evidence-based information and best practices to school divisions and policymakers working to measure and improve teacher effectiveness; 2) conduct significant analytic work to bring together data from teacher performance measures and student growth and achievement to determine how to map quantitative data onto the qualitative definitions of teacher performance that will be developed as part of this project; and 3) understand (via evaluation) whether the chosen interventions—including, but not limited to, changes in evaluation systems, professional development and associated policies—have their intended effect. In support of the work focused on great teachers and leaders (Section (D)(2)) and also to support research and evaluation of other initiatives aimed at improving teacher and principal quality in this grant application, VDOE is requesting funds to establish dedicated research and support programs and implement project-specific evaluations that will include the following:

- 4) Direct support to the Virginia “Great Teachers and Leaders” program by developing research briefs and other information needed for workgroups and school divisions to conduct their work in relation to improving teacher and principal evaluation in Virginia, and conducting implementation research to document implementation progress and bridges, barriers, and solutions school divisions used to implement new evaluation systems.

- 5) A research-based professional development program for school administrators and teachers designed to generate principal, assistant principal, supervisor, and teacher discussions about teacher classroom behaviors and evidence-based strategies that increase student learning. This program will include the critical work to support leaders' successful integration of evaluation feedback and other data to support the continuous improvement process by creating collaborative dialogue focused on improving instructional quality and student outcomes.
- 6) Teacher effectiveness research, modeling, and dissemination program aimed at understanding the qualities of effective teachers and principals; their value-added impact; effective strategies for improving teacher effectiveness; and the association between teachers' path to licensure and endorsement, teacher effectiveness, and student outcomes.
- 7) Cost-effectiveness modeling to assist the divisions and the state in understanding costs and savings from the implementation of comprehensive evaluation systems and the application of new personnel policies.

Timeline

	Year 1	Year 2	Year 3	Year 4
<p><i>Responsible office/party- Executive Director for Research and Strategic Planning</i></p> <p>Work will be conducted in close collaboration with VDOE's Office of Teacher Education and Licensure</p>	<p>Establish workgroup to establish criteria for teacher and principal evaluations.</p> <p>Hire VDOE-personnel.</p> <p>Prepare RFPs and award contracts to qualified partners to provide research support for the project.</p> <p>Begin workgroup activities.</p>	<p>Workgroup to continue.</p> <p>LEAs to complete training required to pilot local evaluation process in a sample of schools.</p> <p>First pilot implementation completed.</p> <p>VDOE-sponsored summer institute for participating LEAs.</p>	<p>Workgroup continues and makes recommendations to modify statewide policy.</p> <p>Expand evaluation pilot projects.</p> <p>Continue research and analysis of the teacher and principal evaluation programs established under RTTT.</p>	<p>Workgroup continues and makes recommendations to modify statewide policy.</p> <p>Conduct VDOE-sponsored summer institute.</p> <p>Complete pilot program.</p> <p>Complete and finalize data analyses/research</p>

	<p>In collaboration with participating school divisions, determine the observational protocols and other support tools required for teacher and principal evaluations to be used and establish statewide contracts with relevant vendors to provide evaluation tools, training, and ongoing support.</p> <p>Participating LEAs to establish workgroups. With leadership provided through VDOE, LEAs will begin local work required to pilot the implementation of new or enhanced evaluation systems.</p> <p>Two-day project kick-off meeting with divisions participating in evaluation initiative.</p>	<p>Conduct research and analysis on first implementation.</p> <p>Update evaluation systems as needed.</p> <p>Establish social networking tools.</p>	<p>VDOE-sponsored summer institute.</p>	<p>reports.</p> <p>Compile final documentation of promising and best practices; lessons learned; evaluation systems; etc.</p>

(D)(2) (iv) Use these evaluations, at a minimum, to inform decisions regarding

(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.

Virginia's school divisions have local autonomy to choose their own evaluation systems with the requirement (in the *Code of Virginia*) that instructional personnel are evaluated in part on student academic progress. The *Code of Virginia* also requires that local school boards adopt employment policies and practices that promote the employment and retention of highly qualified teachers who effectively serve the educational needs of students. The *Code* further requires that such policies include incentives for excellence in teaching and financial support for teachers attending professional development seminars or are seeking and obtaining national certification (*Code of Virginia* §22.1-295).

The previous section of this application described how Virginia plans to build on existing work to define criteria for evaluation systems that permit leaders to quantify teachers and principal performance levels using validated measures from a variety of sources and include student achievement and growth into those evaluations. VDOE will be providing student growth data at the student, teacher, principal (school) and division level in a way that describes variability in student growth between teachers and

enables us to quantify teacher and school-level impact on growth. Below VDOE describes plans to use the totality of new information to inform decisions regarding professional development; personnel decisions (e.g., compensation, promotion, retention, removal), and tenure.

Key Goals

Primary goals: Facilitate school divisions' work to develop model policies that apply teacher and principal performance protocols in conjunction with student growth and achievement to: 1) differentiate compensation based on performance levels, including teachers and principals considered highly effective; 2) develop promotion and retention policies; 3) make continuing contract for teachers and principals; and 4) remove teachers and principals after providing ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

Key Activities

- **Establish workgroup to develop and test model personnel and compensation policies.**

VDOE will work with experts in teacher employment policies from institutions of higher education and other Virginia institutions/organizations to facilitate a coordinated locally-led policymaking initiative aimed at developing and testing model personnel and compensation policies in Virginia's school divisions. The working group will be comprised of participating school divisions and relevant associations in Virginia that include, but are not limited to, the VEA, VASSP, VAESP, VASS, and VSBA. Their purpose will be to craft human resources and incentive policies that can be tested and improved upon during the Race to the Top grant period.

The workgroup will be supported directly by researchers with expertise in crafting local personnel policy models that can be adapted for local use. The workgroup will develop multiple models using evidence provided through research support and experience in Virginia. For example, one model might develop whole-school incentives for improvement, whereby all paid staff share in recognition and reward policies for meeting school improvement targets; another model could provide incentive policies for teachers and principals to work in hard-to-staff schools, such as the model that has already been developed and piloted in Virginia

(See Appendix (D)(2)(D); and another policy could provide the model for changing salary structures so they account for teachers' performance (merit) and overall career development as well as years of experience. In addition to facilitating the workgroup, researchers will provide the workgroup with background information on existing policies and practices and determine their applicability in Virginia, including a review of any evidence on the benefits, limitations, and unintended consequences of policies that have been tried across the country. The first year of the project will be spent reviewing and drafting potential local policies that could be considered for implementation. Participating school divisions will pilot the models in subsequent years. The collaborative working group will follow the pilot process and at the end of the grant period, and with support from researchers, the working group will provide information on the strengths, impact, limitations, unintended consequences, and concerns that arose from the pilot process. It is important to recognize that the time frame to pilot these models is limited, and additional work will need to be conducted beyond the grant period to determine whether the process had a significant impact on teacher effectiveness and retention or student growth and achievement.

- **Conduct research to determine the impact of model policy implementation.**

Unfortunately, there is little firm evidence of effective practice for most of the key goals outlined in this section, despite their consistency with the RTTT requirements. VDOE and participating school divisions will work with nationally recognized experts to implement the pilot programs using the methods that support rigorous analytic research, including random-assignment where practicable. Throughout the project, researchers will collaborate with school divisions to collect and analyze data to determine the impact of the work on teacher quality/effectiveness and student outcomes.

Timeline

	Year 1	Year 2	Year 3	Year 4
<i>Responsible office/party- Executive Director for Research and Strategic Planning</i>	Establish workgroup (possibly a subcommittee of the workgroup previously described in section	Obtain commitments from LEAs to pilot each model in Virginia. Plan for pilot	Implement model policies. Conduct research.	Implement model policies. Conduct research.

Work will be conducted in close collaboration with VDOE's Office of Teacher Education and Licensure	(D)(2). Establish contracts with experts to support the workgroup. Develop frameworks for model policies to be pilot-tested in Virginia's school divisions.	implementation in select schools/school divisions. Begin implementation of new models. Conduct research.		Complete and finalize data analyses/research reports. Compile final documentation of promising and best practices; lessons learned; etc.
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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
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).						
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	10%	10%	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	5%	5%	14%	26%	37%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	4%	4%	14%	26%	37%
(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"> Developing teachers and principals. 	6%	6%	14%	26%	40%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 	1%	1%	5%	13%	19%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	2%	2%	5%	17%	21%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	6%	6%	5%	17%	21%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 	6%	6%	10%	18%	30%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	6%	6%	10%	17%	36%

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

General data to be provided at time of application:

Total number of participating LEAs.	117		
Total number of principals in participating LEAs.	1,810*		
Total number of teachers in participating LEAs.	96,206		

Virginia will provide growth data for all school divisions based on statewide assessments no later than September 30, 2011, which is in the 2011-2012 school year. Therefore, all divisions will have a growth measure by that time.

VDOE also anticipates approximately 20 percent of divisions participating in Virginia's RTTT program section (D)(ii) to enhance or develop evaluation systems to pilot qualifying evaluation systems will do so no later than year 2, with the remaining piloting by year 3. Note that year 1 is a planning year and Virginia's project management team plans to pilot the project with smaller number of school divisions in year two with the remaining divisions and schools being added in each subsequent year. We anticipate that school divisions will pilot implementation in a fraction of their schools before going to scale.

Virginia anticipates developing and implementing principal evaluation systems simultaneously with our work to implement teacher evaluation systems.

*In the 2008-2009 school year, school divisions participating in Virginia's RTTT program reported employing 1,810 principals and 96,206 teachers. These school divisions also employed 2,231 assistant principals.

Criterion	Data to be requested of grantees in the future:		
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.		
(D)(2)(iii)	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)(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

Key Goals

Ensure equitable distribution of effective teachers and principals by: a) increasing participation and training for the Virginia

Middle School Teacher Corps; b) creating screening tools for the employment of teachers and principals; c) providing access to and opportunities for professional development for teachers and principals; d) increasing teacher and principal retention rates in high-need schools; e) monitoring and reporting the distribution of effective and highly effective teachers and principals using the model described in Section (D)(2); f) increasing the supply of highly effective teachers and principals in high poverty and high-minority schools; and g) increasing the support for beginning teachers and principals; and h) researching strategies to improve student achievement.

Activities

In 2005, Virginia implemented two pilot incentive initiatives with school divisions that have difficulty attracting and retaining teachers and principals in hard-to-staff schools and/or in areas of critical shortage. The preliminary structure and criteria for implementation of the Hard-to-Staff Schools Initiative and the Virginia Middle School Teacher Corps were developed during the pilots. With SEA grant funds, Virginia proposes to expand the Virginia Middle School Teacher Corps and support school divisions that want to establish a Hard-to-Staff Schools Initiative, such that they become sustainable in school divisions with the greatest need. School divisions with hard-to-staff schools will be encouraged to use their funds to implement the Hard-to-Staff Schools Initiative, and the specialist for recruitment and retention will work to assist them in establishing the program in the division. A more detailed description of these initiatives is available in Appendix (D)(3)(A).

- **Virginia Middle School Teacher Corps.**

The Virginia Middle School Teacher Corps Program reinforces the quality of mathematics instruction in middle schools or any school housing grades six, seven, or eight and ensures that students receive a solid foundation in mathematics as they prepare to enter high school. The Teacher Corps provides support for middle schools having difficulty finding qualified mathematics teachers by providing incentives for school divisions to recruit and retain experienced, highly qualified mathematics teachers—when the measures are available, eligibility will account for teachers whose students demonstrate high levels of growth. To be eligible, middle schools must be designated as "at risk in mathematics" as a result of being accredited with warning in mathematics or not

meeting the Annual Measurable Achievement Objectives (AMAO) for mathematics performance as required for Adequate Yearly Progress (AYP).

- **Electronic Job Bank and Hiring Hall.**

Virginia successfully implemented a statewide electronic job bank and application system to be used in recruiting teachers and principals with the help of a Teacher Quality Enhancement Grant from the U.S. Department of Education. The system is widely used by all school divisions in the Commonwealth, such that additional features would benefit statewide recruitment of teachers and principals. Virginia's state-of-the-art job bank and electronic hiring hall helps schools identify qualified teachers and provides essential information for prospective teachers, including career switchers, paraprofessionals, and other traditional and non-traditional teacher candidates, who are interested in teaching as a profession. Funds from the grant will be used to expand the recruitment tool to provide an electronic format for preliminary candidate interviews prior to face-to-face interviews, to create an online portfolio addressing student achievement, to enhance the ability for teachers and principals to provide student performance information, to provide the technology for school divisions to schedule interviews, and to develop a mechanism to videotape interviews so principals can select candidates who will meet the needs of their schools. A more detailed description of the electronic job bank and hiring hall is available in Appendix (D)(3)(B). In addition, a recruitment and retention study will be conducted in select divisions with low performing schools and a history of difficulty hiring and retaining effective teachers to research the best strategies for recruiting teachers and principals for high need schools, the reasons teachers in Virginia leave the lowest-achieving schools, and strategies to improve conditions to retain highly effective teachers in high need schools. The study will include the effectiveness of providing bonuses, housing assistance, community partnerships, and other support for beginning teachers.

- **High Quality Job-Embedded Professional Development.**

Virginia will develop and provide highly effective, research-based professional development for teachers and administrators that is accessible, meaningful, and targeted to their needs. The professional development opportunities will be

focused on specific needs of teachers in challenging high-needs schools to include strategies to improve student achievement and differentiated instruction, data driven decision-making, classroom management, and the needs of children with disabilities, English Language Learners, and students from urban, rural, and high poverty areas. This professional development will be integrated into the technology-based instructional improvement system described in Section (C)(3)(i) of this proposal. It will also be an integral part of Virginia’s support for teachers and principals as outlined in Section (D)(5)(i).

- **Evaluation of State Equity Plan.**

Virginia’s State Equity Plan, which has been approved by the U.S. Department of Education and implemented statewide, will be enhanced to include initiatives of the grant and address the additional data provided to monitor the equitable distribution of highly qualified teachers and principals. This process would include the development of a task force to work to improve the plan and develop a mechanism to share successful strategies across hard-to-staff schools. In addition, a study will be conducted to identify those initiatives that have the greatest impact on student achievement in high poverty and high-minority schools. Virginia’s plan is comprehensive, and may be accessed at the following Web site: <http://www.doe.virginia.gov/VDOE/nclb/va-revised-state-plan.pdf>. An update to the plan was completed in December 2009 and is available at:

http://www.doe.virginia.gov/federal_programs/esea/title2_teacher_quality/part_a_improving_teacher_quality/reports/update_equity_plan.pdf.

Timeline and Responsible Parties

Responsible Office/Party	Year 1	Year 2	Year 3	Year 4
Hard-to-Staff Schools Initiative	The Virginia Department of Education will provide assistance to school divisions interested in using their RTTT funds to implement the Hard-to-Staff Schools Initiative Model in their schools.			

<p>Virginia Middle School Teacher Corps</p> <p><i>Responsible Office – Virginia Department of Education: Division of Teacher Education and Licensure</i></p>	<p>A plan is developed to expand the program. Additional Virginia Middle School Teacher Corps members will be recruited.</p>	<p>School divisions must submit proposals, and schools will be selected to participate.</p> <p>School divisions recruit using incentives.</p> <p>A field study and data analysis of the program will be conducted.</p>	<p>School divisions must submit proposals, and schools will be selected to participate.</p> <p>School divisions recruit using incentives.</p> <p>A field study and data analysis of the program will be conducted.</p>	<p>School divisions must submit proposals, and schools will be selected to participate.</p> <p>School divisions recruit using incentives.</p> <p>A field study and data analysis of the program will be conducted.</p>	
<p>Electronic Job Bank and Hiring Hall</p> <p><i>Responsible Office – Virginia Department of Education: Division of Teacher Education and Licensure</i></p> <p><i>Contractor</i></p>	<p>A specialist is employed to oversee this work. Contractor hired to convene workgroup and develop guidance in the development of the enhancements to the system. Procurement procedures are implemented. The project is awarded.</p>	<p>A contractor develops enhancements.</p>	<p>The enhancements are implemented statewide.</p>	<p>The enhancements are implemented statewide.</p>	

<p>High Quality Job-Embedded Professional Development</p> <p><i>Responsible Office – Virginia Department of Education: Division of Teacher Education and Licensure</i></p>	<p>A Request for Proposals is developed for grants to school divisions, institutions of higher education, and other viable interested educational agencies/organizations to develop high quality job-embedded professional development.</p>	<p>School divisions and other entities will develop professional development opportunities for teachers and principals.</p> <p>Professional development activities will be offered.</p>	<p>School divisions and other entities will develop professional development opportunities for teachers and principals.</p> <p>Professional development activities will be offered.</p>	<p>Professional development activities will be offered.</p>	
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<p>Evaluation of State Equity Plan</p> <p><i>Responsible Office – Virginia Department of Education: Division of Teacher Education and Licensure and the Office of Program Administration and Accountability</i></p> <p><i>Task Force on Equity</i></p>	<p>A recruitment and retention specialist will be employed to coordinate recruitment and retention initiatives, including efforts relative to ensuring equitable distribution of effective teachers and principals.</p> <p>Data will be collected and analyzed, and the equity plan will be updated annually.</p> <p>Equity Plan task force efforts/meetings will be held to study the effectiveness of current strategies as well as propose grant-funded activities and plan for additional activities as needs are identified.</p> <p>Develop a mechanism to share successful strategies and provide technical assistance in implementing them.</p>	<p>Provide technical assistance on recruitment and retention to school divisions and share successful strategies</p> <p>Collect information from various existing systems in a more streamlined manner (Free/Reduced lunch data, student demographics, AYP data, IPAL teacher data by experience, content area, HQT status, Hard-to-Staff status, Critical Shortage Areas, etc..</p> <p>Obtain/analyze/report on teacher/principal effectiveness data</p> <p>Collect/report on principals (experience, effectiveness, qualifications, distribution, etc.)</p> <p>Principal data are not currently included in the Equity Plan</p>	<p>Provide technical assistance on recruitment and retention to school divisions and share successful strategies</p> <p>Collect information from various existing systems in a more streamlined manner (Free/Reduced lunch data, student demographics, AYP data, IPAL teacher data by experience, content area, HQT status, Hard-to-Staff status, Critical Shortage Areas, etc..</p> <p>Obtain/analyze/report on teacher/principal effectiveness data</p> <p>Collect/report on principals (experience, effectiveness, qualifications, distribution, etc.)</p> <p>Principal data are not currently included in the Equity Plan</p>	<p>Provide technical assistance on recruitment and retention to school divisions and share successful strategies</p> <p>Collect information from various existing systems in a more streamlined manner (Free/Reduced lunch data, student demographics, AYP data, IPAL teacher data by experience, content area, HQT status, Hard-to-Staff status, Critical Shortage Areas, etc..</p> <p>Obtain/analyze/report on teacher/principal effectiveness data</p> <p>Collect/report on principals (experience, effectiveness, qualifications, distribution, etc.)</p> <p>Principal data are not currently included in the Equity Plan</p>	
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Evidence

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.**

High-poverty schools are defined as those in the top quartile of poverty based on Free and Reduced Lunch data as reported in the Consolidated State Performance Report (CSPR). Low-poverty schools are defined as those in the bottom quartile for poverty. Quartile breaks for each year are:

	<i>High-poverty elementary</i>	<i>Low-poverty elementary</i>	<i>High-poverty secondary</i>	<i>Low-poverty secondary</i>
<i>2006-2007</i>	<i>Poverty level greater than 59.2</i>	<i>Poverty level less than 21.7</i>	<i>Poverty level greater than 47.9</i>	<i>Poverty level less than 18.7</i>
<i>2007-2008</i>	<i>Poverty level greater than 58.4</i>	<i>Poverty level less than 21.8</i>	<i>Poverty level greater than 48.4</i>	<i>Poverty level less than 18.7</i>
<i>2008-2009</i>	<i>Poverty level greater than 60.1</i>	<i>Poverty level less than 22.4</i>	<i>Poverty level greater than 50.3</i>	<i>Poverty level less than 20.3</i>

Performance Measures for (D)(3)(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
<i>Note: All information below is requested for Participating LEAs.</i>					
General goals to be provided at time of application:	Baseline data and annual targets				
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).	Less than 1%	Refer to information below*			
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).	0	Refer to information below*			
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	Less than 1%	Refer to information below*			

Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	0	Refer to information below*
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).	Less than 1%	Refer to information below*
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).	0	Refer to information below*
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	0	Refer to information below*
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	0	Refer to information below*
*Performance measures and targets will be established after Virginia develops its growth model that is scheduled to be completed by September 2011. The definition of “qualifying evaluation system requires a rigorous, transparent, and fair evaluation system for teachers and principals that differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor. Upon developing a qualifying evaluation system model and establishing a growth model, Virginia will be a position to develop performance measures and targets.		
General data to be provided at time of application:		
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	Refer to date below.**	
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	Refer to data below.**	
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	Refer to data below.**	
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	Refer to data below.**	
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	Refer to data below.**	
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	Refer to data below.**	

**

	High-Poverty	High-Minority	Both
Number of Schools	470	446	271
Number of Teachers	19,954	24,615	13,008
Number of Principals	880	1,028	577

	Low-Poverty	Low-Minority	Both
Number of Schools	481	455	114
Number of Teachers	31,075	18,906	5,859
Number of Principals	1,209	835	258

Data to be requested of grantees in the future:

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

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

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

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

Performance Measures for (D)(3)(ii)	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<i>Note: All information below is requested for Participating LEAs.</i>					
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.	0	Refer to the note below.***			
Percentage of science teachers who were evaluated as effective or better.	0	Refer to the note below.***			
Percentage of special education teachers who were evaluated as effective or better.	0	Refer to the note below.***			
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	0	Refer to the note below.***			
***Annual targets will be established after Virginia develops its growth model that is scheduled to be completed by September 2011. The definition of “qualifying evaluation system” requires a rigorous, transparent, and fair evaluation system for teachers and principals that differentiate effectiveness using multiple rating categories that take into account data on <u>student growth</u> as a significant factor. Virginia does not currently have baseline or historical data to establish these targets. Upon developing a qualifying evaluation system model and establishing a growth model, Virginia will be a position to develop performance measures and targets.					
General data to be provided at time of application:					
Total number of mathematics teachers.	6,144				
Total number of science teachers.	5,357				
Total number of special education teachers.	14,149				
Total number of teachers in language instruction educational programs.	1,881				
Optional:					

Data to be requested of grantees in the future:	
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

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

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

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

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

Recommended maximum response length: One page

Key Goals

Virginia will link student achievement and student growth data to the students’ teachers and principals and then to the Virginia preparation program or pathway. This information will be published on the Department of Education’s Web site. Virginia will expand programs that are successful in producing effective teachers and principals.

Key Activities

- **Data System**

Virginia’s Education Personnel Data System (Instructional Personnel Assignment and Licensure (IPAL) system will be enhanced such that it can link to Virginia’s Educational Information Management System (EIMS), which contains K-12 student data. The added EIMS capability to link K-12 student data to higher education data will permit the linking of student achievement data to teachers and principals, and then teachers and principals to their preparation programs. A more detailed description of IPAL and the

proposed enhancements are available in Appendix (D)(4). The data linking abilities are outlined more completely in Section (C)(2).

- **Master’s Degrees in Content and Pedagogy**

This initiative will provide funding to colleges and universities to design and implement four master’s degree programs that focus on content and pedagogy in specific content areas. Currently teachers who wish to pursue a master’s degree often choose a program in educational administration and supervision since these programs are more widely offered. However, many teachers in these programs do not intend to pursue a career in educational administration. The proposed master’s degrees in content and pedagogy will enable teachers to expand their knowledge in their content area and improve their instructional effectiveness.

Additional information about the master’s degree programs in content and pedagogy is available in Appendix (D)(4).

- **Teacher Residency Programs**

Teacher Residency Programs, similar to the medical residency program, will be established to help novice teachers make the transition from preparation to practice. The prospective teachers will have an opportunity to participate in a learning community in a year-long classroom apprenticeship. These programs will be partnerships among institutions of higher education, school divisions, and high-need schools. A more complete description is provided in Appendix (D)(4).

- **Principal Preparation**

Virginia’s *Licensure Regulations for School Personnel* allow for two levels of principal licensure. Funding will allow school division(s) to establish model programs for individuals interested in seeking the “principal of distinction” administration and supervision endorsement. A pilot program will be implemented to compare the performance of individuals receiving the “principal of distinction” endorsement with other principals and provide incentives to principals who are willing to serve in hard-to-staff schools. The two levels of principal licensure in Virginia are further explained in Appendix (D)(4).

- **Expansion of Pathways to Teaching**

The *Licensure Regulations for School Personnel* provide multiple pathways to teacher licensure. School divisions may employ individuals who have met the content requirements and who must meet the professional studies requirements during the three-

year validity period of the license. While traditionally, teacher preparation programs are provided by institutions of higher education, Virginia’s regulations also allow *school divisions* to develop an alternate program for individuals to meet professional studies. To date though, funding has not been available for the development of an online program for teachers offered by school divisions. The grant will provide funds for a school division or divisions to develop and deliver the professional studies requirements that may be developed in partnership with an institution of higher education. The program must be online and specifically address the competencies required in the regulations as well as focus on working in hard-to-staff schools, instructional design based on assessment data, differentiated instructional strategies, English language learners, and children with disabilities, and include a research-based mentoring/coaching program. Virginia’s licensure regulations that outline this alternate program opportunity are available in Appendix (D)(4).

- **Expansion of Programs for Special Educators**

Virginia has an acute shortage of qualified special educators. The funds will provide the expansion of current online programs provided by Virginia institutions of higher education with program approval to assist individuals currently employed under a provisional license to complete licensure requirements. An online state approved program will be developed for early childhood special education as there is no such program operational in Virginia, and program access to teachers is limited. A description of the current online program, along with the proposed expansion, is available in Appendix (D)(4).

Timeline and Responsible Parties

Responsible Office/Party	Year 1	Year 2	Year 3	Year 4
Data System: see Appendix (C)(2)				

<p>Master's Degrees in Content and Pedagogy</p> <p><i>Responsible Office - Virginia Department of Education: Division of Teacher Education and Licensure</i></p> <p><i>Institutions of Higher Education</i></p>	<p>A project specialist is employed. A Request for Proposals will be issued. The successful grantees will begin planning for the development of the programs</p>	<p>Institutions of higher education begin developing and implementing programs</p>	<p>Institutions of higher education offer programs</p>	<p>Institutions of higher education offer programs</p>
<p>Teacher Residency Program</p> <p><i>Responsible Office: Virginia Department of Education: Division of Teacher Education and Licensure</i></p> <p><i>IHE in partnership with school division(s)</i></p>	<p>A project specialist is employed; a comprehensive plan for the initiative is developed. A Request for Proposals will be issued.</p> <p>Colleges and universities, in partnership with school divisions, will submit proposals. An award will be granted, and the grantee will begin implementation planning.</p>	<p>Institutions of higher education awarded project, in collaboration with school divisions, will begin implementation of the Teacher Residency Program. During this year, the IHE will select candidates for the program and begin implementation, training, etc.</p>	<p>The Teacher Residency Program will be implemented.</p>	<p>The Teacher Residency Program will be implemented.</p>

<p>Principal Preparation (Principal of Distinction)</p> <p><i>Responsible Office - Virginia Department of Education: Division of Teacher Education and Licensure</i></p> <p><i>School divisions</i></p>	<p>A project specialist is employed. A Request for Proposals will be issued. Awards will be granted to school divisions.</p>	<p>School divisions will develop the professional development plan for exemplary principals who wish to pursue the Principal of Distinction Administration and Supervision endorsement. School divisions may begin implementing the program in Year Two.</p>	<p>The Program will be fully implemented</p>	<p>A field study and data analysis of the program will be conducted.</p> <p>A Web site will be created to share best practices and successful programs across the state.</p>
<p>Expansion of Pathways to Teaching</p> <p><i>Responsible Office - Virginia Department of Education: Division of Teacher Education and Licensure</i></p> <p><i>School divisions and collaborators</i></p>	<p>A project specialist is employed.</p> <p>A Request for Proposals will be issued to school divisions to develop the online delivery of the professional studies coursework for individuals seeking licensure via the provisional route to licensure.</p>	<p>Funds will be awarded to the school division to develop the professional studies requirements, and the school division will begin development of the online program. Coursework will be offered as soon as developed.</p>	<p>Funds will be awarded to the school division to develop the professional studies requirements, and the school division will begin development of the online program. Coursework will be offered as soon as developed.</p>	<p>The program will be fully implemented.</p>

<p>Expansion of Programs for Special Educators</p> <p><i>Responsible Office - Virginia Department of Education: Division of Teacher Education and Licensure and the Division of Special Education and Student Services</i></p> <p><i>Institutions of Higher Education</i></p> <p><i>School Divisions</i></p>	<p>A project specialist is employed to work with the expansion of programs for special educators – including the creation of a distance-learning program for Early Childhood Special Education and the enhancements to the existing special education general curriculum program.</p> <p>Awards will be granted, and institutions of higher education and school divisions will begin planning for the implementation of the programs.</p>	<p>Institutions of higher education and school divisions will develop and begin implementation of programs.</p>	<p>Programs will be implemented.</p>	<p>Programs will be implemented.</p>	
<p>Performance Measures</p>	<p>Actual Data: Baseline (Current school year or most recent)</p>	<p>End of SY 2010-2011</p>	<p>End of SY 2011-2012</p>	<p>End of SY 2012-2013</p>	<p>End of SY 2013-2014</p>
<p>General goals to be provided at time of application:</p>		<p>Baseline data and annual targets</p>			

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	*Refer to note below.
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	*Refer to note below.
* Annual targets will be established after Virginia develops its growth model that is scheduled to be completed by September 2011. The definition of "qualifying evaluation system" requires a rigorous, transparent, and fair evaluation system for teachers and principals that differentiate effectiveness using multiple rating categories that take into account data on <u>student growth</u> as a significant factor. Virginia does not currently have baseline or historical data to establish these targets. Upon developing a qualifying evaluation system model, establishing a growth model, Virginia will be a position to develop performance measures and targets. . The data linking abilities are outlined more completely in Section (C)(2).		
General data to be provided at time of application:		
Total number of teacher credentialing programs in the State.	37	
Total number of principal credentialing programs in the State.	18	
Total number of teachers in the State.	100,908	
Total number of principals (principals and assistant principals) in the State.	4,187	
[Optional: Enter text here to clarify or explain any of the data]		
Data to be requested of grantees in the future:		
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.		
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.		
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.		
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.		

Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	

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

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

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

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

Recommended maximum response length: Five pages

Key Goals

Virginia will provide highly effective support to teachers and principals by providing professional development and technical assistance that is responsive to teachers', principals', and students' needs in the key areas of 1) literacy instruction; 2) mathematics instruction; 3) use of innovative technologies in teaching and learning; and 4) mentorships for teachers and principals.

The goals to ensure that Virginia is providing effective support to teachers and principals include:

- To work with strategic partners to provide data-informed and job-embedded professional development to teachers and principals that supports the attainment of literacy skills for all students PreK through grade 12;

- To provide teachers and principals with diagnostic tools and professional development resources that will support differentiating mathematics instruction in response to students' needs for the purpose of increasing mathematics achievement across the Commonwealth of Virginia;
- To provide tools and professional development that support the integrated cross-curricular delivery of STEM content;
- To better leverage students' interest in being both consumers and producers of technology by providing teachers and principals with professional development, along with online tools and digital assets, focused on using technology to improve student learning outcomes; and
- To provide coaching and mentoring for novice teachers and principals that ensures a successful transition into teaching or administration by engaging successful, veteran teachers and principals to serve as coaches and mentors.

Literacy Instruction Activities

- **PreK through Grade Six Literacy.**

This initiative will build on the success of Virginia's Early Intervention Reading Initiative (EIRI) that is designed to reduce significantly the number of children, in kindergarten through grade three, with reading problems through early diagnosis and immediate intervention. Virginia's Phonological Awareness Literacy Screening (PALS) instrument, developed as a key component of EIRI, will be expanded and enhanced to create a seamless online resource that will support universal screening, diagnosis, and progress monitoring for students PreK through grade six. Additional information about PALS is available in Appendix (D)(5).

There has traditionally been extensive support to reading instruction in the primary grades, with many educational leaders and policymakers assuming that all children have developed strong reading skills by the end of the third grade. However, Virginia's experience indicates that additional screening, diagnosis, and reading instruction is needed in the late elementary grades on into middle school (See Adolescent Literacy Initiative in section (B)(3)). Through a partnership between the Virginia Department of Education and the Curry School of Education at the University of Virginia, the PALS-PreK, PALS-K, and PALS 1-3 will be enhanced through continued field studies to refine the technical adequacy of the instruments. The three equivalent forms of PALS

1-3 will be extended to assess students up through grade six, including new passages, word lists and spelling words to allow for seamless screening and diagnostic evaluation. Additional *Quick Checks*, progress monitoring probes for reading achievement, will be added to assist teachers in monitoring the progress of their struggling readers.

To accommodate the extra online users, the PALS network infrastructure will also be upgraded. This upgraded system will create one seamless, statewide database and online score entry and reporting system for students PreK through grade six. School divisions will be able to download posted data files, and their data will be automatically uploaded to Virginia's Educational Information Management System (EIMS).

In order to help teachers administer the assessment correctly and use the data gained to drive instruction, the PALS office at the Curry School of Education will provide phone and e-mail support to teachers and administrators. Appendix (D)(5)(A) contains additional information about Virginia's successful literacy initiatives as well as further evidence of the need for expanding PALS.

Mathematics Instruction

- **Mathematics eLearning Modules**

This initiative will identify or develop professional development tools for Virginia's teachers delivered through electronic eLearning modules. The focus of the eLearning modules will be on 1) mathematics assessment and instruction of primary students and 2) vertical articulation of mathematics content.

Virginia's successful Early Intervention Reading Initiative for kindergarten through grade-three students has provided diagnostic opportunities and supplemental intervention services to young children who struggle with reading. We believe a similar focus in early mathematics would help to strengthen the mathematics skills of young students to better prepare them for more advanced and longer mathematics study. eLearning modules will be developed to support the assessment and instruction of primary students in mathematics with a focus on formal and informal assessment techniques. Teachers will be supported by additional modules and instructional resources to focus on instructional strategies that address students' mathematical weaknesses.

Additionally, vertical articulation modules organized by 'big idea' will provide teachers with knowledge of the logical

progression of mathematical content and effective instructional strategies in order to differentiate instruction and raise student achievement. All eLearning modules will include instructional strategies and discussion tools that may be implemented with individuals, small groups, or during whole class instruction. Development will be coordinated and facilitated by Virginia Department of Education staff in conjunction with K-8 mathematics specialists that graduated from a Math and Science Partnership licensure program in Virginia, division mathematics supervisors, mathematics education experts, and identified exemplary teachers. The mathematics eLearning modules will be made available to teachers as part of the instructional improvement system described in Section (C)(3)(i). Appendix (D)(5) of this proposal provides additional information about eLearning mathematics modules for teachers.

Elementary STEM Activities

- **Voluntary K-8 STEM Standards**

VDOE will establish voluntary K-8 STEM standards that provide educators with information to effectively apply and integrate into instruction STEM concepts and skills utilizing Virginia Standards of Learning and Career and Technical Education competencies as a basis. Development of these standards is described further in Section (B)(3).

- **K-8 STEM eLearning Modules**

This initiative will develop professional development in the form of eLearning modules based on the voluntary K-8 STEM standards for the application of K-8 mathematics and science content through engineering and technology. The modules will be integrated into the instructional improvement system as described in Section (C)(3) of this grant proposal.

The Virginia Department of Education has a strong history of partnering with organizations throughout the Commonwealth to provide significant high-quality resources for teaching science and mathematics content. The Virginia Association of Science Teachers (VAST), the Virginia Science Education Leadership Association (VSELA), the Virginia Council of Teachers for Mathematics (VCTM) and the Virginia Resource-Use Education Council (VRUEC), science museums, science centers, and universities are examples of partnering organizations. These partnerships have resulted in print and online modules being

developed, as well as professional development for teachers. Building on these relationships, the VDOE will partner with some of these organizations to develop the STEM eLearning modules. The professional development modules will be available online and use mathematics and science content as a platform to demonstrate application in engineering and technology.

The STEM eLearning modules will provide demonstrations of science and mathematics applications as they relate to STEM. They include examples of how to incorporate content and other topics such as the engineering design process, into the science and mathematics classroom at appropriate grade bands, Grades K-2, 3-5 and 6-8. The modules will feature current VDOE resources, such as the VDOE Children’s Guide to Engineering and Physical Science SOLutions, as well as emerging resources. The modules will also address strategies on engaging underrepresented minorities and girls in STEM classroom activities to attract them to these career fields. The eLearning modules will vary in format depending on the content and may include short video clips for teachers, lesson plans, and/or interactive modules for students.

Appendix (D)(5)(C) provides additional information to support the need for and benefits of an early focus on STEM education.

Innovative Technologies in Teaching and Learning

- **Infinite Learning Lab**

The Infinite Learning Lab will become a major component of the proposed technology-based instructional improvement system outlined in section (C)(3)(i). In addition to populating the system with current resources, the Infinite Learning Lab will provide additional lessons in language arts, mathematics, science, and life skills that teachers may use to augment instruction for students. The Infinite Learning Lab is based on the award-winning Pokémon Learning League that was acquired by Virginia last year. The Infinite Learning Lab features (1) an online suite of animated, interactive lesson modules featuring popular characters aligned to (and searchable by) content standards from all 50 states and (2) management tools that assess and monitor students’ progress. The lessons, which target students in grades 2-8, help teachers reinforce core curriculum concepts, differentiate instruction, and assist parents and caregivers in helping their children at home or in after-school environments. The modules address

various subjects, including mathematics, science, language arts, and life skills. Race to the Top will enable Virginia to (1) convert the existing lessons to new characters so that this commercially successful subscription-based product can be made available to schools and families everywhere free of charge, (2) expand the content to cover 100 percent of the *Virginia Standards of Learning* and common standards for grades K-8 and, (3) create additional assets to support differentiated instruction. Additional information about the Infinite Learning Lab is available in Appendix (D)(5)(D).

- **Learning without Boundaries**

Learning without Boundaries is a successful initiative that encompasses a broad range of activities designed to personalize learning and expand opportunities for students, teachers, and families. The initiative leverages mobile handheld computers, engaging content, and targeted applications to extend teaching and learning beyond the traditional classroom and school day. With Race to the Top support, VDOE will build on this initiative to develop additional media-rich, standards-based content and resources for Virginia on iTunes U and increase the number of mobile applications available to provide targeted assistance to students and teachers. Specifically, Race to the Top funds will enable VDOE to (1) produce research-based enhanced podcasts, flexible tools, and applications to provide job-embedded support, (2) provide additional support for managing the curatorial and administrative responsibilities for Virginia on iTunes U, (3) increase the number of qualified application developers in universities, community colleges, and high schools who can create education applications and media-rich content based on identified needs, (4) provide access to content creation tools and mobile learning technologies, (5) increase the public's understanding of effective mobile technology use in schools, (6) leverage students' personal technologies to expand access to learning resources, and (7) provide appropriate professional development for teachers and administrators. Additional information about Learning without Boundaries is available in Appendix (D)(5)(D).

- **Share the Skies**

This statewide initiative enables students to study astronomy in real time *during the daytime* without leaving the classroom. Students and teachers access and control a research-grade telescope to explore the night skies of Australia entirely over the Internet

using a standard Web browser. This program is helping students develop essential skills in science, mathematics, technology, and communication while providing experiences that encourage them to consider careers in science, technology, engineering, and mathematics. The project will be expanded to (1) provide training on strategies for using the telescope across grade levels and subject areas, (2) provide additional telescopes for both the southern and northern hemispheres (including telescopes optimized for viewing planets), (3) enhance the Web site to enable teachers and students to access a database of images captured with the telescopes when they are unable to reserve time on the project telescope, when weather conditions do not permit real-time imaging, or additional images of an object are needed for further analysis and (4) establish projects through Oracle’s protected online project environment (ThinkQuest), which will enable Virginia’s students and teachers to collaborate with classrooms from around the world on authentic research projects. Additional information about Share the Skies is available in Appendix (D)(5)(D).

- **Comics Lab Extreme—Storytelling Through New Media**

Comics Lab Extreme is a multifaceted literacy project and comprises a robust suite of online tools and digital assets for creating and sharing multimodal digital stories, comic books, and graphic novels. Students can combine original artwork, photos, videos, text, and narration to create unique stories. They also can upload their own media or “drag and drop” assets from the library. The program’s language translation and audio features support a global environment in which students can narrate their stories in their native languages. Completed projects can be printed or posted in the gallery/portfolio for review and comment.

Although Comics Lab Extreme was originally designed as a comic-book and graphic-novel-development site, it has tremendous potential as a platform for creating all types of multimodal books or reports, including textbook alternatives or supplements. This would further support the Virginia Department of Education’s Beyond Textbooks initiative which was recently funded to explore textbook alternatives as a means to improve the quality of instructional materials and provide more cost-effective solutions for schools. With Race to the Top support, the project will be expanded to include 1) the creation of standards-aligned content packs that enable students to create multimodal books and reports to demonstrate their understandings of core content knowledge in a comic-book or graphic-novel format; 2) the creation of content packs that allow teachers to create multimodal

textbook supplements or alternatives; and 3) professional development for teachers, instructional technology resource teachers (ITRT), and library media specialists. Additional information about Comics Lab Extreme is available in Appendix (D)(5)(D).

Mentorships for Teachers and Principals

- **The Virginia Model: Mentoring Coaching for Novice Teachers and Principals**

The 1999 Virginia General Assembly enacted the Education Accountability and Quality Enhancement Act (HB 2710 and SB 1145) aimed at supporting educator productivity and accountability. Among the elements of the legislation was a provision to require school divisions to provide each probationary teacher a mentor and to promote mentoring teachers experiencing difficulties as part of the training continuum for all teachers. In 2000, the Virginia Board of Education approved *Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers*. These guidelines serve as the basis for mentoring programs conducted by school divisions with funding from the General Assembly. To promote additional support to teachers, school divisions that participate in Virginia's Race to the Top application would have the opportunity to use some of their Race to the Top funds to augment their teacher mentoring programs.

With SEA Race to the Top funds, Virginia proposes to expand the existing principal mentoring programs implemented by the Virginia Department of Education's Office of School Improvement, the Virginia Association of Elementary School Principals (VAESP), and the Virginia Association of Secondary School Principals (VASSP), by combining notable elements of each program to assist novice principals, those with less than three years of experience as a principal, with garnering essential skills that will impact teaching and learning. This initiative will focus on approximately 80 novice principals who work in the lower performing schools across the Commonwealth of Virginia. Since there is currently no uniform statewide system of support for novice principals in Virginia, the proposed initiative will provide a consistent source of technical assistance. Existing induction programs vary in quality and scope across the Commonwealth of Virginia as many school divisions lack the necessary resources to effectively address both the depth and breadth of obstacles encountered by their novice principals. Thus, a uniform mentoring program would provide support for both the novice principal and the school division by contributing to the supportive structures that enhance

leadership development while addressing the possible financial constraints.

The goals of The Virginia Model: Mentor Coaching for Novice School Principals Initiative are three-fold. First, the initiative will provide an ongoing statewide system of support to all novice principals by pairing them with experienced principal mentors for a minimum of two years and offering a continuum of job-embedded professional development. Second, a cadre of highly qualified and experienced principals will be trained to serve as mentors using the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) mentor coaching models. This training will assist them with satisfying the induction requirement for the Virginia Principal of Distinction (Level II) Administration and Supervision Endorsement. Finally, the initiative will contribute to the body of research related to principal mentoring programs which is currently impacted by the dearth of studies utilizing rigorous data analyses to evaluate mentor efficacy.

The Virginia Model: Mentor Coaching for Novice School Principals Initiative includes five major components: 1) a needs assessment survey conducted by the VAESP to collect baseline information about the needs of each participating protégé that will be used to develop an individualized action plan; 2) a monthly Web conferencing program with content developed in collaboration with VAESP and VASSP; 3) the NAESP's Principals Mentoring Certification Program training and the National Association of Secondary School Principals' (NASSP) Breaking Ranks in the Middle™ training will be provided for participating principals and their assigned mentors; 4) an online Principal's Toolkit will be developed containing video vignettes, articles, checklists, forms, and templates for use by school administrators regarding topics such as principal mentorship, professional development, time and resource management, and using data effectively to improve student performance; and 5) regional meetings of mentors and protégés throughout the year to offer professional development and networking opportunities. Additional information about both of Virginia's proposed mentoring programs is available in Appendix (D)(5)(E).

Timeline and Parties Responsible

Initiative	Year 1	Year 2	Year 3	Year 4
<p>PreK -6 Literacy</p> <p><i>Responsible Office: Office of Elementary Instruction – Director of Elementary Instruction</i></p>	<p>University of Virginia (UVA) conducts field study and data analysis (grades 4-6, Form A).</p> <p>UVA designs Web site and programs online score entry reports (Form A) for use by field study schools.</p> <p>Expand online reporting system to include all reports and growth graphs for PreK and to accommodate users in grades 4-6.</p>	<p>UVA conducts field study and data analysis (Form B).</p> <p>UVA programs online score entry and reports (Form B) for use by field study schools.</p> <p>UVA produces assessment training via online module for PALS 1-6.</p> <p>Upgrade network infrastructure to accommodate additional online users.</p>	<p>UVA conducts (grades 4-6) field study and data analysis (Form C).</p> <p>UVA programs online score entry and reports (Form C) for use by field study schools.</p> <p>UVA develops and programs new Quick Check reports.</p>	<p>UVA finalizes all PALS PreK-6 forms A, B, and C for use by all school divisions.</p> <p>UVA provides regional trainings for representatives from all school divisions in the implementation of PALS PreK-6 and sustainability of the Initiative.</p>

<p>Mathematics eLearning Modules</p> <p><i>Responsible Office: Office of Middle and High School Instruction – Mathematics Coordinator</i></p>	<p>Virginia Department of Education (VDOE) hires a project director for mathematics and science initiatives and elementary mathematics specialist.</p> <p>VDOE develops comprehensive implementation and management plan for initiative.</p> <p>VDOE identifies entity or entities to develop primary grades and vertical articulation eLearning modules.</p>	<p>eLearning modules developed and posted on the instructional improvement system for use by school divisions.</p>	<p>Additional eLearning modules developed and posted on the instructional improvement system for use by school divisions.</p>	<p>Additional eLearning modules developed and posted on the instructional improvement system for use by school divisions.</p>
<p>K-8 STEM eLearning Modules</p> <p><i>Responsible Offices: Office of Elementary Instruction; Middle and High School Instruction; and Career and Technical Education</i></p>	<p>Development of eLearning modules which will include writing, editing and filming.</p>	<p>Development of eLearning modules which will include writing, editing and filming.</p>	<p>Development of eLearning modules which will include writing, editing and filming.</p> <p>Five dissemination conferences on STEM and mathematics eLearning modules.</p>	<p>Development of eLearning modules which will include writing, editing and filming.</p>

<p>Infinite Learning Lab</p> <p><i>Responsible Office: Office of Educational Technology: Director of Educational Technology</i></p>	<p>VDOE hires project manager and contractors to install the learning management system, convert and align existing assets to standards, and begin the design and development of new modules, professional development, and parent resources.</p>	<p>Contractors, under the direction of the VDOE project manager, continue development and alignment of modules.</p> <p>Professional development and parent resources are developed, tested, and refined.</p> <p>The learning management system is reviewed and enhanced as needed.</p>	<p>Contractors, under the direction of the VDOE project manager, continue development and alignment of modules.</p> <p>Professional development and parent resources are developed, tested, and refined.</p> <p>The learning management system is reviewed and enhanced as needed.</p>	<p>Contractors, under the direction of the VDOE project manager, continue development and alignment of modules.</p> <p>Professional development and parent resources are developed, tested, and refined.</p> <p>The learning management system is reviewed and enhanced as needed.</p>
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<p>Learning without Boundaries <i>Responsible Office: Office of Educational Technology - Director of Educational Technology</i></p>	<p>VDOE hires Virginia on iTunes U coordinator.</p> <p>Classroom sets of mobile learning and content creation tools are purchased and delivered to each middle school instructional technology resource teacher.</p> <p>Professional development begins.</p>	<p>Enhanced podcasts and applications are developed based on needs and are disseminated via Virginia on iTunes U.</p> <p>Professional development is ongoing.</p>	<p>Enhanced podcasts and applications are developed based on needs and are disseminated via Virginia on iTunes U.</p> <p>Professional development is ongoing.</p>	<p>Enhanced podcasts and applications are developed based on needs and are disseminated via Virginia on iTunes U.</p> <p>Professional development is ongoing.</p>
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<p>Share the Skies</p> <p><i>Responsible Office: Office of Educational Technology – Director of Educational Technology</i></p>	<p>VDOE contracts for the use of 5 additional telescopes.</p> <p>VDOE hires part-time coordinator for telescope setup, training, and support.</p> <p>Telescope accounts are established as training is completed by teachers.</p> <p>The Web site is enhanced to include a database of images retrieved from the telescopes.</p> <p>Oracle Education Foundation trains teachers in the use of ThinkQuest.</p>	<p>VDOE and Oracle Education Foundation provide ongoing training and support for teachers.</p> <p>Web site enhancements continue as needed.</p>	<p>VDOE and Oracle Education Foundation provide ongoing training and support for teachers.</p> <p>Web site enhancements continue as needed.</p>	<p>VDOE and Oracle Education Foundation provide ongoing training and support for teachers.</p> <p>Web site enhancements continue as needed.</p>
<p>Comics Lab Extreme</p> <p><i>Responsible Office: Office of Educational Technology – Director of Educational Technology</i></p>	<p>VDOE will issue a contract for the development and/or acquisition of content packs for elementary, middle, and high school levels.</p>	<p>VDOE will issue a contract for the development and/or acquisition of 3 additional content packs.</p>	<p>VDOE will issue a contract for the development and/or acquisition of 3 additional content packs.</p>	<p>VDOE will issue a contract for the development and/or acquisition of 3 additional content packs.</p>

<p>Mentorships for Principals <i>Responsible Office: Office of Program Administration and Accountability – Title II, Part A Specialist</i></p>	<p>VDOE hires project director and support staff.</p> <p>VDOE identifies school divisions, schools, and novice principals to participate in initiative.</p> <p>VDOE and partnering organizations develop a comprehensive implementation and management plan for the initiative.</p> <p>School divisions will hire mentors for novice principals.</p> <p>VDOE develops RFP for the development of the Principal’s Toolkit.</p>	<p>VDOE and partnering organizations conduct initial training for mentors and Cohort 1 novice principals.</p> <p>VDOE facilitates ongoing Web-conferencing sessions for participants.</p> <p>First phase of principal’s online toolkit is developed.</p>	<p>VDOE and partnering organizations conduct initial training for mentors and Cohort 2 novice principals.</p> <p>VDOE and partnering organizations conduct three follow-up regional training sessions for Cohort 1 principals.</p> <p>VDOE facilitates ongoing Web-conferencing sessions for participants.</p> <p>First phase of principal’s online toolkit is available for use by participants.</p> <p>Second phase of principal’s online toolkit is developed.</p>	<p>VDOE and partnering organizations conduct three follow-up regional training sessions for Cohort 2 novice principals.</p> <p>VDOE facilitates ongoing Web-conferencing sessions for participants.</p> <p>Final principal’s online toolkit is made available for use by all Virginia’s principals.</p>
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(E) Turning Around the Lowest-Achieving Schools (50 total points)

(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

Although state and federal accountability standards differ somewhat, Virginia’s state law and regulations include the authority to intervene directly in the lowest achieving schools and school divisions as evidenced by the establishment of both school- and division-level academic review processes and required participation in developing and implementing school improvement plans. Federal accountability standards for reading and mathematics exceed the state accountability measures.

Excerpts from the Virginia Standards of Quality (State Law) – [Standard Three](#)

“The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ [2.2-4000](#) et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs... .

When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the

Board may require a division level academic review... .

With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall report the results of such academic review and the required annual progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement planning.”

Excerpts from the Virginia Standards of Quality (State Law) – [Standard Eight](#)

“The Board of Education shall have authority to seek school division compliance with the foregoing Standards of Quality. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such Standard, the Board may petition the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with such standard, including the development or implementation of any required corrective action plan that a local school board has failed or refused to develop or implement in a timely manner.”

Additional information on the Virginia Standards of Quality can be found in Section (F)(3).

In its [Regulations Establishing Standards For Accrediting Public Schools in Virginia](#), the Board of Education has detailed provisions for schools that are in ‘warning’ status because the school(s) is having difficulty meeting state accreditation benchmarks. The regulatory provisions call for a school-level review of the academic areas where a school is not meeting accountability requirements in English, mathematics, science, and/or history/social science and the development and implementation of a corrective action plan for schools that do not meet the requirements for full accreditation. The regulations require a division-level intervention for schools in the school division that have been denied accreditation. This intervention requires a division-level review of the circumstances that caused the school(s) to have their accreditation denied and the development and implementation of a memorandum of understanding between the local school and the Virginia Board of Education to bring the school(s) into

compliance. This memorandum may be extended annually for up to three years after which time, if the school(s) have not met the requirements to be fully accredited, the denial stands and the local school board must take other measures which may be more stringent than the terms of the original memorandum.

More information on the academic review process can be found in Section (E)(2).

Additional Evidence for (E)(1) is available in Appendix (F)(3).

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

(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

(i) To identify the persistently lowest-achieving schools (as defined in this notice) and any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools if they were eligible to receive Title I funds, Virginia used the following parameters:

- A. A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring; or

- B. A secondary school that is eligible for, but does not receive, Title I funds that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 62 percent for one or more of the two past years; and
- C. The school has not met the Adequate Yearly Progress (AYP) target in reading/language arts and/or mathematics in the “all students” group and has not decreased the failure rate in reading/language arts and/or mathematics by 10 percent each year for the past two years.

The following *Title I* schools in school improvement meet the criteria for persistently lowest-achieving schools:

Persistently Lowest-Achieving Schools That Meet Criteria A and C

Division	School	2008 Reading Pass Rate	2009 Reading Pass Rate	2008 Mathematics Pass Rate	2009 Mathematics Pass Rate
Henrico County Public Schools	New Bridge School	40	75	36.76	60.87
Petersburg City Public Schools	Peabody Middle School	51.78	64.17	40.67	46.72
Roanoke City Public Schools	Westside Elementary School	69.96	56.3	67.3	64.96
Sussex County Public Schools	Ellen W. Chambliss Elementary	64.91	60	81.36	56.06
Sussex County Public Schools	Sussex Central Middle School	76.29	68.81	72.45	69.09

The following *non-Title I secondary schools* meet the criteria for persistently lowest-achieving schools:

Persistently Lowest-Achieving Schools That Meet Criteria B and C

Division	School	2008 Reading Pass Rate	2009 Reading Pass Rate	2008 Mathematics Pass Rate	2009 Mathematics Pass Rate	2006 NCLB Graduation Rate	2007 NCLB Graduation Rate
Franklin City Public Schools	Franklin High School	91.92	89.52	84.62	74.42	60.18	64.29
Henrico County Public Schools	Virginia Randolph Community High School	97.14	92.86	80.31	74.17	35.11	36.97
Richmond City Public Schools	Armstrong High School	81.96	87.37	68.51	71.34	54.73	48.95
Roanoke City Public Schools	William Fleming High School	91.45	86.8	75.2	75.63	60.52	64.39

(ii) To support our LEAs in turning around these schools by implementing one of the four school intervention models, Virginia proposes the following:

Key Goals

Identify lead turnaround partners for five to seven LEAs that have been identified as having persistently low-performing schools to develop high-performing charter schools or high-performing contract schools. These schools will be led with lead turnaround partners (educational management organizations) to provide intensive services to students who are struggling, high-need

students, at-risk of not graduating on time or not graduating at all, by providing educational services to accelerate student growth as early as fifth grade. The LEAs selected must agree to maintain these charters or contract schools for a minimum of five years. The contract or charter schools led by lead turnaround partners must accelerate students' academic growth by 1.5 years to 2.0 years as defined in this notice for at least 85 percent of the students enrolled in the first year of operation. All eligible LEAs will compete for the funding for this initiative. The total number of LEAs served will be based on the total amount of the final grant award and the proposals submitted for competition by the participating LEAs.

Key Activities

Virginia has 9 persistently low-achieving schools as defined by the Race to the Top criteria. In LEAs with these schools, programs that address only ninth-grade students will not increase the graduation rate. Intensive intervention and acceleration must come sooner. Further, as compared to the state average of 4.9 percent of students in reading and 7.8 percent of students in mathematics, Virginia data demonstrate that for the schools identified as Title I schools in improvement, 8.2 percent of the students in these schools have failed a Standards of Learning (SOL) assessment in reading and 9.0 percent of the students in these schools have failed a SOL assessment in mathematics for three consecutive years. In these schools, interventions for these high-need students have not been successful.

In order to bring about real change for high-need students, LEAs must intervene sooner and will have to develop skill and expertise among teachers and school leaders devoted to the intervention. In order to acquire these skills, a transformation model, as defined in this notice, is not enough. Intervening sooner for high-need students is different from the kind of intervention that supports students at the ninth grade who will not graduate on time or may not complete at all. That kind of intervention comes too late. Intervening sooner for high-need students will require not only strong academic interventions, but interventions that connect high-need students to their own learning, motivating them to achieve and accelerating their learning. Specialized educational settings will need to encourage students to take responsibility for their own learning and resultant data. These interventions must also provide avenues for true parental involvement and connect the home to the school in ways that traditional models have often failed to do.

Educational management organizations with strong knowledge and expertise in this kind of accelerated academic intervention are needed to bring about real change for high-need students. Synonymous to the medical field where patients meet with specialists who have the expertise to solve a particular health concern, educational management organizations can provide specialty educational opportunities to high-need students by offering teachers and leaders that are trained and skilled in these needed services.

Traditionally, and as indicated in the data above, persistently low-performing schools or LEAs do not have the expertise or resources, human and other, to work effectively with these students. This is demonstrated clearly by their continued failure. The middle grades are difficult for any student, but for high-need students, through their own disengagement in schooling and the inability of the LEA and school to intervene effectively, the middle grades are lost opportunities for high-need students' learning.

Virginia is proposing that for LEAs with high-need students and persistently low-performing schools, high-performing charter schools or contract schools be established using the state's share of RTTT funds. These schools must engage educational management organizations or Lead Turnaround Partners (LTPs) with the needed expertise to provide intensive intervention for these students. This kind of high-quality intervention is an opportunity to engage the unengaged student and to recover the high-need students' academic path to one of accelerating rather than continued lagging behind of their peers. This will not require an alternative program devoid of real academic content, but an instructional program rich in content and rigor, and one that provides a truly differentiated and specialized path to learning taught by experienced and trained teachers who have the skill and insight to make learning a reality for these students.

In this endeavor, Virginia has developed a Request for Proposal to secure support for LEAs in securing outside LTPs and educational management organizations to develop high-performing charter or contract schools in LEAs with high-need students and persistently lowest-performing schools that are Title I schools in school improvement or have a graduation rate as defined in 34 CFR 200 .19(b) that is less than 62 percent over a number of years. These charter or contract schools will serve to intervene with high-need students earlier, not waiting until the student is a probable statistic in high school. Additional details about the operation of the turnaround zones under the leadership of an LTP is available in Appendix (E)(2).

Virginia recognizes that for many students already enrolled in persistently low-achieving high schools, the kind of effort proposed by Race to the Top (RTTT) is too late. School Improvement Grant (1003g) funds will be used to develop similar programs with persistently low-achieving high schools to support their efforts to intervene for those high school students that are at risk of not graduating on time or not graduating at all. For these schools, high-performing charter or contract schools as well as the implementation of the transformational model as defined in this notice will be offered.

RTTT will provide Virginia with an opportunity to increase the number of viable charter schools. More importantly, Virginia has an opportunity to bring to the table for high-need students and LEAs that have continually failed these students the expertise and support that should matter to us all. Coupled with parental choice, these high-performing charter or contract schools will allow parents to select educational opportunities that may better meet their young adolescent's needs and allow them to become real partners of the educational system in their quest for the ultimate success of their child as he/she reaches adulthood.

In the Virginia model (and the current RFP), the main purpose of the *Lead Turnaround Partner* is to increase student achievement for high-need students in the persistently lowest-performing schools. The conceptual framework for *Lead Turnaround Partner* was created using the work published in *The Turnaround Challenge* by the Mass Insight Education and Research Institute. A full copy of the report can be found at: <http://www.massinsight.org/turnaround/reports.aspx>.

This model creates a turnaround zone for a school or a cluster of schools. LEAs in Virginia could form a consortium to engage an LTP to work with a cluster of schools within the consortium. This consortium effort will allow clusters of rural schools as well as clusters of urban schools to form strong community partnerships centered on student learning and outcomes. The purpose of this zone is to provide parents of students in persistently low-performing schools not only with a viable choice for learning, but to provide students with an opportunity for the expertise of others outside of the LEA to provide additional research-based instructional resources to increase student achievement.

This model is centered on the Lead Turnaround Partner (LTP) providing an outside-the-system approach inside-the-system. Under the ultimate authority of the school divisions' local school boards, the LTP will lead the reform effort within the turnaround

zone and be given increased ability to act and authority to make choices. The program within the turnaround zone will focus on instruction in the four core content areas of mathematics, science, social studies and language arts. The LTP will bring in increased resources to the students served. These resources include people, time, money and programs. Triggered by parental choice, a school or cluster of schools in a turnaround zone must be led by an LTP that provides deep, systemic instructional reform.

Timeline

The need for assistance to these students is immediate and critical. Proposals responding to the above mentioned RFP for Lead Turnaround Partners interested in working with LEAs in Virginia were due December 11, 2009. Virginia hopes to have a list of Lead Turnaround Partners approved no later than February 15, 2010. Proposals from interested LEAs would be requested immediately after final notification of the RTTT award. This should allow enough time for LEAs to begin the planning process immediately with all five to seven sites opening in 2011-2012.

Party or Parties Responsible for Implementing the Activities

The Office of School Improvement will work closely with the selected LEAs and vendors to implement the proposed activities. Data will be collected on a quarterly basis in order to determine the response to the interventions for each and every student enrolled in these schools. Dr. Kathleen Smith, Director, Office of School Improvement, will oversee this project with assistance from a partnership with the Virginia Foundation of Educational Leadership (VFEL), Virginia Association of Secondary School Principals (VASSP), the Appalachian Regional Comprehensive Center (ARCC), if funded, and a state university partnership. As indicated in the evidence presented below, the VFEL, VASSP, and the ARCC have been instrumental in providing support to Virginia's struggling schools for the last five years.

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.

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
PASS Initiative and Extended Support	77 schools (58 PASS and 16 Conditional)	Scaling up is important, but difficult. The most important lesson learned is that support must be provided to the LEA as well as the school and this support must also be ongoing.
Current 1003g Initiative	73 schools	
MOU with LEAs (not schools)	4 LEAS LEA with 7 Schools LEA with 5 Schools LEA with 9 Schools LEA with 61 Schools	Although this endeavor has resulted in 2 of the LEAs exiting the MOU, two remain. As provided in the example above, it is important for the SEA to provide both support and force the political will of the division staff to make the changes in the system necessary to improve student achievement. The SEA must provide oversight where the LEA system fails. This includes oversight over budget and actions. In the MASS insight model, this is considered an Internal Lead Partner. The SEA is the internal partner.
Turnaround Specialist Program	25 Schools	The program was costly and more effective in LEAs where the specialists were selected from within the system rather than from outside of the system.

(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

(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

The following data on enacted state appropriations indicates that state support in FY09 for K-12 and public higher education as a percentage of total state appropriations exceeded the FY08 percentage:

FY08 State Support for K-12 - *Chapter 847	\$5,956,267,859	
FY08 State Support for Public Higher Ed. - Chapter 847	<u>\$1,639,265,748</u>	
Total FY08 Support for Education - Chapter 847		\$7,595,533,607
Total FY08 State Support - Chapter 847		\$30,957,639,112
FY08 % of State Revenues Supporting Education		24.54%
FY09 State Support for K-12 - *Chapter 781	\$6,245,522,103	
FY09 State Support for Public Higher Ed. - Chapter 781	<u>\$1,573,732,809</u>	
Total FY09 Support for Education - Chapter 781		\$7,819,254,912
Total FY09 State Support - Chapter 781		\$31,471,970,307
FY09 % of State Revenues Supporting Education		24.85%
Difference FY08 to FY09		0.31%

*Chapter 847 is the state appropriation act for FY08 adopted by the 2008 Virginia General Assembly; Chapter 781 is the state appropriation act for FY09 adopted by the 2009 Virginia General Assembly.

(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

Virginia has various funding policies and practices that lead to equitable funding between high-need LEAs and other LEAs, and within LEAs, between high-poverty schools and other schools.

Federal Funds

The following federal funds have been provided as described below for the past six years, targeting many high-need LEAs and high-poverty schools. In 2008-2009:

- LEAs with Title I schools in Title I School Improvement received additional funds ranging from \$61,000 to \$961,000 to assist them in targeting areas of need for increased student achievement.

- LEAs with the largest percentage of teachers that were not highly qualified in the schools with the highest poverty percentages received additional funds ranging from \$2,400 to \$38,400. The purpose was to support activities that would assist non-highly qualified teachers in becoming highly qualified.
- A grant for \$220,572 was provided to the Southside NCLB partnership. The purpose was to support professional staff in implementing the requirements of the *No Child Left Behind Act of 2001* in LEAs in the Southside region of Virginia.
- 21st century grants were awarded to 38 LEAs for schools with 40 percent or more of their students in poverty. The awards ranged from \$82,880 to \$200,000 for each year of a three year period.

State Funds

Virginia's funding policies include two mechanisms that increase equity in funding between high-need LEAs/other LEAs and between high-poverty schools/other schools: the Composite Index of Local Ability-to-Pay formula (Composite Index) and use of student free lunch eligibility in the funding formulas of various programs focusing on at-risk students.

The Composite Index is an equalization formula that was developed in the early 1970s to recognize the varying ability of Virginia localities to fund public education from local revenue sources. The Composite Index is used to equalize the majority of state formula funding provided to Virginia LEAs. The formula is an index of three "wealth indicators" indicating local ability to fund public education: value of local real estate, taxable retail sales, and adjusted gross income. The Composite Index formula derives a ratio for each LEA based on the local values on the three wealth indicators relative to the state average values. The ratio indicates the share of the funding formula to be paid by the locality, with the inverse ratio representing the state share. For example, a Composite Index of .4000 indicates that the locality will fund 40 percent of formula costs and the state 60 percent. By state policy, each LEA value is weighted so that the overall state share of funding is 55 percent and the overall local share is 45 percent across all LEAs. LEAs with low ratios have weaker local tax bases from which to raise funds for education.

The current Composite Index values range from .1552 to .8000 (state policy caps the index at 80 percent), so that the least wealthy LEA has approximately 84 percent of its formula funding provided by the state, and the wealthiest divisions 20 percent.

The average Composite Index for the 40 Virginia LEAs meeting the high-need definition is .3074, so that the state is providing approximately 69 percent of their formula funding, while the average Index for Virginia's other 96 LEAs is .4170, with 58 percent of their formula funding provided by the state.

In the early 1990s, Virginia began expanding programs for at-risk students. The funding formulas for these programs recognized the linkage between student poverty and academic achievement, and incorporated student free lunch eligibility as an indicator of student poverty. These formulas had the effect of driving more state funding to high-poverty LEAs and schools.

Currently, six state funding programs use student free lunch eligibility in their formula. In FY10, Virginia's 40 high-need LEAs represent about 184,000 students and receive \$125.3 million in state funding from these six programs, or \$681 per pupil. In comparison, Virginia's other 96 LEAs contain over one million students and receive \$181 million in state funds from these programs, or \$177 per pupil. Use of free lunch eligibility in the formulas has the effect of driving significantly more state funding per pupil to high-need LEAs that have higher numbers of impoverished students and fewer local resources.

Together, use of the Composite Index and free lunch eligibility in Virginia's funding formulas impacts the total state funding received by high-need LEAs compared to other LEAs. In FY10, the 40 high-need LEAs receive \$1.1 billion in state funds, or \$6,215 per pupil. In comparison, Virginia's other 96 LEAs receive \$4.5 billion, or \$4,408 per pupil. The higher per pupil state funding driven to high-need LEAs would also impact the high-poverty schools within these LEAs.

One program in particular impacts Virginia's high-poverty schools. The K-3 Class Size Reduction Program provides state funding to reduce pupil-teacher ratios and class sizes in elementary schools at grades K-3 below the standard state minimums. Funding is provided to reduce K-3 ratios and class sizes on a sliding scale depending on the free lunch eligibility percentage of the school, from a ratio of 14 to 1 for schools with the highest free lunch eligibility to a ratio of 20 to 1 for schools with the lowest free lunch eligibility. Virginia defines high-poverty schools as those elementary and secondary schools in the highest quartile of student free or reduced lunch eligibility. Consequently, most high-poverty elementary schools receive state K-3 class size reduction funding. In FY08, 94 percent of Virginia's 308 high-poverty elementary schools (289 schools) received this funding, totaling \$45.3

million or approximately half of the funding provided to all schools in the program. On a per pupil basis, high-poverty elementary schools received \$576 and other elementary schools received \$160 through the program.

Other state programs drive approximately \$32 million per year to targeted LEAs and schools (many of which meet the high-need LEA and high-poverty school definitions) to help them meet state and federal standards: Remedial Summer School, Project Graduation, Middle School Teacher Corps, and Hard-to-Staff School Mentoring Grants. In addition, state funding is provided for the Partnership for Achieving Successful Schools (PASS) and Academic Review programs. These programs provide intensive school level assistance and resources to chronically low-performing schools unable to meet Adequate Yearly Progress under *No Child Left Behind* and/or state accreditation benchmarks. The support and resources provided is at a level that the participating schools and their LEAs would unlikely be able to provide on their own without state assistance.

State Reform Conditions Criteria

(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

In Virginia, [Article VIII § 4](#) of the Constitution of Virginia vests the general supervision of the public school system in the State Board of Education. [Article VIII § 7](#) of the Constitution of Virginia vests local school boards with the supervision of schools

in each school division.

The General Assembly of Virginia passed a resolution establishing a joint subcommittee to study charter schools in 1995. In 1998, the General Assembly passed a law establishing charter schools in Virginia. Since that time, the law has been amended several times. The Virginia General Assembly's most recent change to the charter school law was in 2009, and the change was to remove the limit on the number of public charter schools that could be established in a school division.

The *Code of Virginia*, (§ 22.1-212.5), defines public charter schools in Virginia as nonsectarian, nonreligious, or nonhome-based alternative schools located within a public school division intended to:

- stimulate the development of innovative educational programs;
- provide opportunities for innovative instruction and assessment;
- provide parents and students with more options within their school divisions;
- provide teachers with a vehicle for establishing schools with alternative innovative instruction and school scheduling, management, and structure;
- encourage the use of performance-based educational programs;
- establish and maintain high standards for both teachers and administrators; and
- develop models for replication in other public schools.

In many respects, Virginia's charter schools are treated similarly to other public schools in Virginia—they are held to state and federal accountability requirements and they receive funding under the same proportionate rules as other public schools. Charter schools may be released from school division policies as agreed upon in the contract agreed to in the contract that establishes the school. Like other public schools, Virginia school divisions have the option to request a release from state requirements upon request and approval from the Virginia Board of Education.

Virginia public charter schools may be created as a new public school or through the conversion of all or part of an existing public school; however, no public charter school shall be established through the conversion of a private school or a nonpublic

home-based educational program. A charter school for at-risk pupils may be established as a residential school. A “regional public charter school” is defined as “a public charter school operated by two or more school boards and chartered directly by the participating school boards.”

Since the initial state legislation for charter schools was passed in 1998, ten charter schools in nine school divisions have been approved by local school boards in the following school divisions: Albemarle (2), Chesterfield, Gloucester, Greene, Franklin, and York Counties and Hampton, Richmond, and Roanoke Cities. The charter schools in Chesterfield, Gloucester, Greene, Franklin Counties, and Roanoke City have closed. Four schools operated during the 2008-2009 school year and three are operating in the 2009-2010 school year, representing less than one percent of Virginia’s public schools. A charter school located in Richmond City received contract approval in 2008-2009 and will open to students in 2010-2011. The three schools in operation for the 2009-2010 school year have missions to: 1) facilitate intensive, experiential learning opportunities for students at-risk of dropping out of school or not reaching their full potential; 2) provide academic, social, and career preparatory education in computer and Web-based technology for at-risk students; and 3) provide an alternative and innovative learning environment using the arts to determine the learning styles of at-risk students. The charter school slated to open in the 2010-2011 academic year (July) has a mission to establish parent, educator, and community involvement and provide students with a curriculum that emphasizes awareness and social responsibility. There are also numerous local programs operating within the state that offer innovative programs. (See Evidence for (F)(2)(v).)

The remainder of this section summarizes Virginia’s applicable laws, statutes, regulations, and other relevant legal documents that pertain to the state’s successful conditions for high performing charter schools and other innovative schools.

Evidence for (F)(2)(i): A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents. (See Appendix (F)(2) for a detailed description of Virginia’s state laws regarding charter schools.)

In addition to the laws cited above, the following sections of the *Code of Virginia* support the establishment of charter schools:

- Section [22.1-212.5:1](#) established the Public Charter School Fund for the sole purpose of establishing or supporting public

charter schools in the Commonwealth that stimulate the development of alternative public education programs. See (F)(2)(ii) for additional information regarding this fund.

- Section [22.1-212.6](#) prescribes the requirements for the establishment and operation of public charter schools. It requires that public charter schools be subject to all federal and state laws and regulations and constitutional provisions prohibiting discrimination. Enrollment must be open to any child who is deemed to reside within the relevant school division through a lottery process and tuition cannot be charged.
- Section [22.1-212.7](#) prescribes the requirements for contracts for public charter schools and the release from policies and regulations. Approved charter school applications are deemed to be an agreement, with the terms of a contract, between the public charter school and the local school board(s). The contract must include all of the agreements regarding the release from school division policies and the request for release from state regulations.
- Section [22.1-212.8](#) prescribes the requirements for the charter application. The application must include: 1) a mission statement; 2) goals and educational objectives; 3) evidence that the parents, pupils and teachers support the formation of the school; 4) a statement of the need; 5) a description of the educational program, performance standards, and curriculum; 6) a description of the enrollment process; 7) evidence that the plan for the charter school is economically sound; 8) a plan for the displacement of students, teachers and other employees who will not attend or be employed in the public charter school if a school is converted to a charter school or a charter is revoked or terminated; 9) a description of the management and operation; and 10) in the case of a residential charter school for at-risk students, a description of the residential program.
- Section [22.1-212.9](#) prescribes the requirements for the review of applications. Applications are received and reviewed by local school boards. Each local school board establishes its own procedures for receiving, reviewing, and ruling upon the applications.
- Section [22.1-212.10](#) provides that the decision of the local school board to grant or deny a charter application or to revoke or fail to renew a charter agreement is final and not subject to appeal.

- Section [22.1-212.11](#) prescribes responsibilities of local school boards. Local school boards approve and establish public charter schools within their school division. Priority must be given to those applications that are designed to increase the educational opportunities for at-risk students. At least one-half of the public charter schools in each division must be for at-risk students.
- Section [22.1-212.12](#) prescribes the requirements for the approval, renewal or revocation of a charter. A charter may be approved or renewed for a period not to exceed five school years. This section of state law also prescribes what must be included in the renewal application for a charter school.
- Section [22.1-212.13](#) specifies employment requirements. Public charter school personnel are required to be employees of the local school board or boards that granted the charter.
- Section [22.1-212.14](#) prescribes the funding requirements for public charter schools and the services to be provided to the school by the local school board or boards. For example, students enrolled in public charter schools are included in average daily membership for school divisions, which is a primary driver of state and local funding requirements under Virginia's Standards of Quality. As well, proportionate shares of state and federal resources allocated for students with disabilities and school personnel assigned to special education programs, and for moneys allocated under other federal or state categorical aid programs shall also be directed to public charter schools serving eligible students. (See (F)(2)(iii) and Appendix (F)(2) for additional detail regarding this provision in state law.)
- Section [22.1-212.15](#) provides for the evaluation of charter schools. It requires local school boards to submit annual evaluations of their charter schools to the Board of Education for review.
- Section [22.1-212.16](#) provides immunity for public charter schools, their employees and volunteers to the same extent as all other public schools and their volunteers and employees in Virginia.
- Section [22.1-26](#) provides for joint and regional schools and regional charter schools, including regional residential charter schools for at-risk students. See (F)(3) for additional information regarding this provision in state law.

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.

Public charter schools are operated by agreement with a local school board(s). Public charter schools are subject to the same accountability measures as any other public school within a school division. Consequently, the accountability structure (test scores and other benchmarks) used for state accreditation and for meeting federal benchmarks is the same as that for other public schools. See additional information in (F)(2)(i) for background information on Virginia laws governing public charter schools.

For each of the last five years: 1) the number of charter school applications made in the State; 2) the number of charter school applications approved; 3) the number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other); and 4) the number of charter schools closed (including charter schools that were not reauthorized to operate).

- *Academic Year 2004-2005* – Number of Charter Schools Operating: 5; Number of Charter School Applications Received: 0; Number of Charter School Applications Approved: 0; Number of Charter School Applications Denied/Reason: 0; Number of Charter Schools Closed/Reason: 2 – Reasons: 1) insufficient funds and 2) need for greater flexibility than allowed by state law.
- *Academic Year 2005-2006* – Number of Charter Schools Operating: 3; Number of Charter School Applications Received: 0; Number of Charter School Applications Approved: 0; Number of Charter School Applications Denied/Reason: 0; Number of Charter Schools Closed/Reason: 0.
- *Academic Year 2006-2007* – Number of Charter Schools Operating: 3; Number of Charter School Applications Received: 2; Number of Charter School Applications Approved: 0; Number of Charter School Applications Denied/Reason: 2 - Reasons: 1) plan for instruction efforts lacked specificity and 2) lack of evidence that curriculum was aligned with state standards.; Number of Charter Schools Closed/Reason: 0.
- *Academic Year 2007-2008* – Number of Charter Schools Operating: 3; Number of Charter School Applications Received:

1; Number of Charter School Applications Approved: 1; Number of Charter School Applications Denied/Reason: 0; Number of Charter Schools Closed/Reason: 0.

- *Academic Year 2008-2009* – Number of Charter Schools Operating: 4; Number of Charter School Applications Received: 2; Number of Charter School Applications Approved: 1; Number of Charter School Applications Denied/Reason: 1 – Reason: lack of specificity and weak curriculum; Number of Charter Schools Closed/Reason: 1 – Reason: lack of sufficient program in achieving academic goals.

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

A description of the State’s applicable statutes, regulations, or other relevant legal documents: see additional information in (F)(2)(i) for background information on Virginia laws governing public charter schools.

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.

Funding mechanisms for Virginia charter schools are outlined in [§ 22.1–212.14](#) of state law. The provisions of this section of the state law cover the following: 1) all students enrolled in a public charter school must be included in the average daily membership, which means that the relevant school division will receive funding for any student enrolled in the charter school, in accordance with state and federal funding formulas; 2) local school board(s) may establish contracts outlining funding provisions for a public charter school; 3) the services provided by public charter schools may include: a) food services; b) custodial and maintenance services; c) curriculum, media, and library services; d) warehousing and merchandising; and e) such other services not prohibited by the provisions of this article or state and federal laws; 4) all educational and related fees collected from students shall be credited to the account of the public charter school; 5) the proportionate share of state and federal resources allocated for students with disabilities and school personnel must be directed to public charter schools where such students are enrolled; and 6) public charter schools may accept gifts, donations, or grants of any kind and may spend such funds in accordance with the conditions

prescribed by the donor, provided the conditions are not contrary to the law or to the terms of any agreement with a relevant school board.

Under state law (§ 22.1-212.5:1), a public charter school fund has been established. The fund is intended to be used solely for the purposes of establishing or supporting public charter schools in the Commonwealth that stimulate the development of alternative public education programs. Furthermore, the Virginia Board of Education has established criteria and guidelines for fund distribution.

A public charter school is established upon agreement with one or more local school boards. Because the charter school is under the control of the local school board(s), the relevant school division(s) receive both state and federal funding for every student enrolled in the charter school, just as it does for students enrolled in other schools within the division. Depending upon the terms of the agreement between the school and the local school board(s), state funding would be received for every student reported in the March 31 student record collection administered by the Virginia State Education Agency, in addition to the LEA distributions related to federal programs, including, but not limited to, the federal No Child Left Behind Act, the Carl D. Perkins Act, the Individuals with Disabilities Education Act (IDEA), and the State Fiscal Stabilization Fund (SFSF). Appendix (F)(2) contains a chart with the various state funding components approved by the Virginia Legislature.

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

A description of the State's applicable statutes, regulations, or other relevant legal documents. Information on this topic is included in (F)(2)(i).

A description of the statewide facilities supports provided to charter schools, if any. Because charter schools are established by agreement with a local school board and fall under the purview of the local school board, public charter schools in Virginia could be eligible for all of the same facilities supports as other public schools, depending upon the terms of the agreement with the local school board. The state does provide additional support to school divisions for school construction and operating costs in terms of funding from the Virginia Lottery. Virginia Lottery proceeds are dedicated to public education and the balance of the Lottery

proceeds, once a number of instructional programs are funded, are allocated on a per pupil basis directly to school divisions for school construction and operating costs. The SEA also provides the following services to school divisions: 1) school facility planning; 2) school building guidelines; 3) energy efficiency and high performance school buildings; 4) school construction cost data; 5) school construction project submission; 6) facility conferences and training; 7) school safety; 8) playground safety; and 9) school facility studies.

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

A description of how the State enables LEAs to operate innovative, autonomous public schools other than charter schools.

As prescribed in the USED package, *innovative, autonomous public schools* means open enrollment public schools that, in return for increased accountability for student achievement (as defined in this notice), have the flexibility and authority to define their instructional models and associated curriculum; select and replace staff; implement new structures and formats for the school day or year; and control their budgets. The Constitution of Virginia, [Article VIII § 7](#), stipulates that the Board of Education (the “SEA”) is responsible for the overall supervision of the system of public schools. However, the responsibility for the operation of the schools in the various school divisions (“districts”) is vested in local school boards in those divisions. Thus, LEAs have wide latitude to establish innovative programs and schools without interference from the SEA unless waivers to certain statutes and regulations are necessary for their operation. [Section 22.1-79.1](#) of the *Code of Virginia* allows local school boards to secure approval of waivers for experimental, innovative, or year-round programs offered in one or more elementary, middle, or high schools. Virginia currently has 17 experimental, innovative, or year-round programs in five school divisions throughout the state. Generally, the year-round schools operate on quarterly instructional sessions followed by optional intersessions. One approved high school allows students to have an extended school year with two optional summer school sessions. One approved middle school opens early to provide two additional weeks of instruction prior to state assessments. During the intersessions, the schools offer both remedial instruction and enrichment courses. Most of the schools with year-round calendars share one or more of the following characteristics: high populations of minority or limited English proficient students, high percentages of students on free or

reduced lunch, or histories of low performance on state assessments. The year-round schools report the following: 1) all of the schools are taking steps to achieve or maintain full accreditation and to meet federal benchmarks; 2) most of these schools are making progress closing the achievement gap; 3) there has been improvement in subgroup academic achievement in most of these schools; 4) school divisions report that students who participate in these programs are better prepared for the next grade; 5) good student attendance remains consistent in these schools; 6) discipline does not appear to be a significant problem in these schools; and 7) school staff and teachers, parents, and the community are supportive of these schools.

In addition, the Virginia Governor's Schools provide some of the state's most able students academically and artistically challenging programs beyond those offered in their home schools. The Governor's Schools include summer residential, summer regional, and academic-year programs serving more than 7,500 gifted students. The Governor's Schools are established as "joint schools" by [§ 22.1-26](#) of the *Code of Virginia*. As such, they are typically managed by a regional governing board of representatives from the school boards of each participating division. While these processes differ from school to school, all applicants are assessed using multiple criteria by trained evaluators who have experience in gifted education and the focus area of the specific Academic-Year Governor's School.

Other joint schools operated by LEAs are regional career and technical centers which may serve two or more divisions. Such centers may also have cooperative working agreements with local community colleges and industries. Most recently, Virginia was one of six states to receive a \$500,000 grant from the National Governors Association (NGA) Center for Best Practices to establish Science, Technology, Engineering, and Mathematics (STEM) academies. The STEM academies are intended to develop model programs in career and technical education (CTE) that will expand options for the general population of students to acquire STEM literacy and other critical knowledge, skills and credentials for work force preparation. The academies are partnerships of business and industry, public schools, community colleges and universities and local government, including regional work force and economic development officials. There are currently eight STEM academies. They are located in all regions of the state and specialize in areas such as: 1) agriculture; 2) biotechnology; 3) manufacturing; 4) engineering; 5) information technology; 6) health

sciences; and 7) automotive technology. More information on these academies is provided in Section (B)(3), and greater details can be found at: http://www.doe.virginia.gov/VDOE/Instruction/ct_academies/academies/index.html.

In addition to the eight STEM academies, there are 18 Academic Year Governor's schools, 10 regional career and technical centers, and 19 regional special education centers. All of these academies, schools, and centers represent consortiums of school divisions offering specialized programs and services to public school students.

State Reform Conditions Criteria

(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

Virginia's system of public education is defined by Article VIII of the Constitution of Virginia and elaborated on in the *Code of Virginia* and through regulations. The Board of Education prescribes minimum quality standards for providing a public education that school divisions are required to meet, and establishes regulations that require schools to be fully accredited—accreditation is based primarily on pass rates on statewide assessments in four content areas, and, for schools with a graduating class, graduation and completion rates. The school accreditation system defines the minimum level of performance necessary to avoid state intervention. The Virginia Board of Education is required to review and prescribe revisions to the Standards of Quality every two years; the General Assembly has the authority to revise and finalize any revisions to the Standards of Quality. The Board also has the authority to review and modify regulations following a prescribed process. It is often the case that as the Board completes changes to regulations, they embark on work that can lead to the next steps in reforming education in Virginia. For example, the Board finalized major revisions to Virginia's requirements for school accreditation (the Standards of Accreditation) in May 2006, which increased graduation requirements, updated the interventions and required work for schools not fully accredited,

and more. Five months later, in November 2006, the Board established a committee to study ways to research and recommend policies to reduce the number of students who drop out of high school and to improve graduation rates, especially among minority students. The work of the committee led to another revision of requirements for school accreditation, adopted in February 2009. This next revision made several additional major changes to the SOA such as the addition of a graduation and completion index as part of school accreditation requirements for schools with a graduating class and changes to course requirements required to earn diplomas. The regulatory process, while lengthy (like the federal process), permits the Board to study, propose, and adopt modifications to its regulations while receiving significant input from the public.

Other avenues can also lead to education reform in Virginia. The Governor and General Assembly can reform the education system by providing and specifying uses of state education funding, and through the regular legislative process. For example, as part of the work that led to the graduation and completion rate being included in Virginia's school accreditation system, the General Assembly required the state Board to study the formula used to calculate graduation rates for Virginia's high schools, take the formula proposed by the National Governors Association into consideration, and adopt a common formula for reporting graduation rates in a uniform manner for all high schools. This led to Virginia's definition of a graduation rate for public schools, which was necessary to incorporate the graduation and completion index into the school accreditation system. The Governor can issue executive orders that require action from the education community. Some examples of the use of executive orders as tools for education reform include the establishment of a P-16 Council in 2005 by Governor Warner and continued by Governor Kaine to make recommendations on enhancing a seamless transition for students through the Virginia education system; and the establishment of a Career Pathways System Working Group to provide the framework and program support for developing a high-skill work force to support growing industries on the state, regional, and local levels. All relevant state agencies and Cabinet secretaries, including education agencies and secretaries, are actively engaged in the effort.

Many of Virginia's existing laws and regulations provide school divisions with flexibility required to experiment with different educational models and develop educational programs that best meet the needs of individual students and communities.

Examples of such flexibilities include: Virginia’s laws ensure that charter and other innovative schools are eligible for the same funding as more traditional schools (see Section (F)(2) for more information); Virginia’s schools can choose to offer instructional programs for more than the required 180 days; and school divisions are authorized to establish consistent policies that permit students to earn course credit when they demonstrate mastery of course content and objectives without meeting the traditional requirements for clock-time (140 hours in Virginia).

Virginia’s government management processes also support education reform primarily through work of the Council on Virginia’s Future, which is chaired by the Governor and comprised of members of Virginia’s state senate and house of delegates; citizen and business leaders; and members of the Governor’s cabinet. The Council is an advisory board to the Governor and the General Assembly that supports the development and implementation of a Roadmap for Virginia's future. Implementation is the responsibility of elected and appointed officials, regional and community leaders, and the people of Virginia. The Council plays a leadership role for positive change by providing a forum where legislative, executive branch, and citizen leaders can come together for work that transcends election cycles, partisanship, limited organizational boundaries, and short-term thinking. The Council regularly reviews progress on implementation of the Roadmap process and updates the Roadmap as needed. The Council’s work requires all state agencies to develop and monitor key indicators of progress and success. For PK-12 education, the key measures that are currently monitored are:

- Number of children served in the Virginia Preschool Initiative (Virginia’s state-funded preK program);
- Percentage of students successfully completing Algebra I by the eighth grade;
- Number of students passing selected occupational competency assessments from the National Occupational Competency Testing Institute (NOCTI) and selected industry certifications;
- Percentage of schools rated Fully Accredited;
- Percentage of high school students who exit high school with a diploma;
- Percentage of high school students earning the Advanced Studies Diploma;

- Percentage of third graders passing the third grade reading Standards of Learning test; and
- Percentage of students enrolled in one or more Advanced Placement, International Baccalaureate, or dual enrollment courses.

Higher education indicators focus on meeting students' financial needs and institutional performance.

Below we provide the evidence of state laws and regulations that support a strong governance structure for educational reform in Virginia.

Evidence for (F)(3):

Key Education Laws, Statutes, Regulations, or Relevant Legal Documents:

Constitution of Virginia: [Article VIII, Section 2](#) of the Constitution vests the Virginia Board of Education with the authority to prescribe standards of quality for the public schools, subject to revision by the General Assembly.

State Law (*Code of Virginia*): Title 22.1, [Chapters 2](#) and [13.2](#): The Board of Education may provide for accreditation of public elementary, middle, and high schools and may provide for accreditation of private schools, in accordance with standards prescribed by it, and it may recommend standards for private nursery schools.

Title 22.1, [Chapter 4](#): The Board of Education has authority to approve establishment of joint or regional schools and make regulations governing their administration.

Title 22.1, [Chapter 13](#): The Board of Education may prescribe programs of instruction in some particular subjects and is authorized to promulgate regulations for the implementation of various pilot programs. The Board is required to promulgate regulations establishing standards for remediation programs. The Board also has the responsibility for preparing, supervising and implementing

a program designed to educate and train children detained in detention homes, and supervises those programs provided to school-age children by the Department of Health, the Department of Behavioral Health and Developmental Services, the children's teaching hospital associated with the Eastern Virginia Medical School, the Virginia Commonwealth University Health System Authority, the children's teaching hospital associated with the Virginia Commonwealth University Health System Authority, and the University of Virginia Hospitals.

Title 22.1, [Chapter 13.2](#): The Board of Education is required to prescribe eight standards of quality for the public schools, subject to revision by the Virginia Legislature. The standards represent a minimum basic education foundation of learning for all public school students. [Standard One](#) requires local school boards to implement the following: 1) research-based prevention, intervention, or remediation programs intended to increase the number of students who earn a high school diploma and to prevent students from dropping out of school; 2) competency-based career and technical education programs; 3) alternatives for students whose needs are not met in programs prescribed under the standards; 4) plans for students who are educationally at risk; 5) plans to notify students and their parents of the availability of dual enrollment and advanced placement classes as well as other instructional and financial assistance programs; 7) identification of students with limited English proficiency and enrollment of such students in appropriate programs; 8) the early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and practices; and 9) the collection and analysis of data and the use of the results to evaluate and make decisions about instructional programs.

[Standard Two](#) contains minimum staffing requirements and pupil-teacher ratios for school divisions and for schools in order to set the minimum education foundation floor for Virginia's public schools. This standard also includes provisions that allow combined schools, such as kindergarten through 12, to implement experimental or innovative programs not consistent with these staffing standards under certain conditions.

[Standard Three](#) The Board of Education shall promulgate regulations related to student outcome measures, requirements

and guidelines for instructional programs and for the integration of educational technology into such programs. This standard also states that each local school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the Board standards. Furthermore, the Board's [Regulations Establishing Standards For Accrediting Public Schools in Virginia](#), outline a process for school divisions to undergo academic review when schools within a divisions are not meeting accreditation standards, which includes the use of research-based instructional intervention in raising student achievement. The Virginia Board of Education has promulgated regulations for academic reviews, which address the criteria and structure of review as well as corrective actions. (See (E)(1) for additional information on the academic review process.

[Standard Three](#) also outlines a process for recognizing educational performance in public school divisions and schools. The process, the Virginia Index of Performance, recognizes and rewards fully accredited schools and school divisions that make significant progress toward achieving specific measurable goals and objectives. This standard also outlines the Board of Education's authority for prescribing the assessment program used to measure the education progress of Virginia's public school children.

[Standard Four](#) provides for student achievement and graduation requirements, and it is this standard that establishes Board of Education recognized diplomas. [Standard Five](#) provides for the quality of classroom instruction and educational leadership by prescribing requirements for professional development. [Standard Six](#) addresses school division planning processes and public involvement and [Standard Seven](#) covers requirements for school board policies. Finally, [Standard Eight](#) covers compliance actions on the part of local school boards as well as the Virginia Board of Education.

State law has also established an [Extended School Year Incentive Program](#). With such funds as may be appropriated for such purpose and from such gifts, donations, grants, bequests, and other funds as may be received on its behalf, the program provides for grants to school divisions that choose to operate beyond the 180-day or 990 hour requirement also in state law. State law also permits school divisions operating innovative, year-round programs, as defined in [§ 22.1-79.1](#) of the *Code of Virginia*, to open prior to Labor day.

Local school boards may also form regional schools and/or programs under state law, [§ 22.1-26](#) of the *Code of Virginia*. Such regional schools/programs may establish alternative schedules for the delivery of instruction and may also contract with an accredited institution of higher education or other postsecondary school licensed or certified by the appropriate Virginia entities to deliver such instruction. This instruction could include specialized instruction and training for students who are eligible to enroll in public high schools, including special education.

Appendix (F)(3) to this application contains a table of state funding that is received for every student reported in the March 31 student record collection administered by the Virginia State Education Agency.

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

(i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering

Sections (A) and (B) of this proposal detail the actions that have been taken in Virginia to strengthen the course of study in mathematics, the sciences, technology, and engineering.

Virginia has had rigorous *Standards of Learning* in each of these areas since the mid-1990s.

Scores on mathematics and science are used for school accountability, and since 2004, students must pass at least one end-of-course assessment in both mathematics and science to earn verified credits for a Standard or Standard Technical Diploma, and a minimum of two to earn an Advanced Studies or Advanced Technical Diploma. The Board of Education recognizes and rewards high school graduates who excel in mathematics and technology by awarding the Board of Education's Seal of Advanced Mathematics and Technology (8VAC 20-31-50.I.4).

Additionally, a career and technical industry credential may be used to earn a student-selected verified credit for graduation. (See Section ii.)

Virginia's *Mathematics Standards of Learning* were revised in 2009, and revised *Science Standards of Learning* were approved by the Board of Education on January 14, 2010.

Virginia's *Mathematics Standards of Learning* were developed with the assistance of the American Diploma Project (ADP) network to ensure that high school graduates have the

knowledge and skills they need to enter and succeed in credit-bearing courses and high-growth jobs that demand high skills. Beyond the ADP process, the standards development process in Virginia also sought extensive public comment and explicitly involved review from the College Board, ACT, higher education, and business and industry. The development of Virginia's *Science Standards of Learning*, while not part of the ADP process, still involved extensive public comment, with explicit review from higher education and industry to ensure they meet the expectations for students to enter careers and postsecondary education.

Virginia has received national recognition for its STEM academic programs, with resounding student results. The Fordham Institute's *State of State Science Standards 2005* awarded Virginia an "A" for standards that provide for a "well sequenced curriculum" that is "both serious and interesting" to students. In that same year, Virginia students led the nation on the NAEP science assessments, exceeding the national average by twelve points in fourth-grade science and eight points in eighth-grade science.

In 2008-2009, the average mathematics SAT score of 511 for Virginia public students is one point higher than the national average. Virginia fourth-grade and eighth-grade students outperformed their peers nationwide and in the South in mathematics on the 2009 National Assessment of Educational Progress (NAEP). Students in only five states performed at a statistically higher level on the grade-4 test, and students in only eight states achieved at a higher level on the eighth-grade assessment. The 2009 U.S. Department of Education "Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Education Progress" report recognized Virginia for narrowing achievement gaps between black and white students in reading and mathematics.

Virginia also has the largest system of Governor's Schools in the nation, with 19 Academic Year Governor's Schools, as well as summer residential programs that include mathematics, science, and technology; life science and medicine; and mentorships in marine science and engineering. Many of the Academic-Year Governor's Schools focus on STEM areas, both individually and in an integrated manner. Thousands of students have benefited from the rigor of these schools and programs since their inception in the mid-1970s.

Virginia was fortunate to receive a grant from the National Math and Science Initiative (NMSI) to increase participation and performance of public high school students in rigorous college-level work in mathematics, science, and English Advanced Placement (AP) exams, and

expand access to college-level courses for traditionally under-represented students through the expansion of the NMSI's Advanced Placement Training and Incentive Program (APTIP). The Virginia Advanced Studies Strategies, Inc., a nonprofit state organization created in September 2007 by a partnership between Virginia and the NMSI, administers the APTIP in Virginia. During the first two years, the program has been successful in increasing both participation and performance of public high school students in English, mathematics, and science AP programs. (See Section (B)(3).) With Race to the Top funds, Virginia proposes to expand the APTIP by implementing a component for which funding is not currently available – the College Board's *Laying the Foundation* - but which experience has shown would be valuable in creating a pipeline for students to begin preparing for college-level work at the middle school level.

(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

Virginia has a close working relationship with its universities, state agencies, industry organizations, and other STEM partners to prepare teachers in STEM, both in the individual subject areas, as well as in an integrated format. The Virginia Resource-Used Education Council (VRUEC), a group of approximately 40 state and federal natural resource and education agencies, and colleges of education and resource management, have sponsored STEM-related natural resources courses for hundreds of teachers. Today, the member groups and organizations continue to embrace new ideas and leverage their resources to benefit the educators and students of Virginia in applied learning opportunities.

Virginia also uses its federally-funded Mathematics and Science Partnership (MSP) funds to support professional development in STEM areas, including the development of a mathematics specialist program to provide additional assistance in mathematics directly to schools and school divisions, addressing the professional development needs of mathematics and science teachers based on the results of annual mathematics and science assessments, and leveraging MSP funds with Carl D. Perkins funds to support cross-disciplinary professional development in STEM applications for both mathematics and science teachers and career and technical education teachers.

As part of its Race to the Top application, Virginia proposes to strengthen the pool of

STEM instructional personnel by bringing to the Commonwealth a program similar to UTeach to increase the quality and quantity of highly-effective new STEM teachers produced by its universities. The UTeach program actively recruits entering freshmen who have declared an interest in mathematics or science, providing immediate field experience in elementary and middle school classrooms to inspire a pursuit of teaching science or mathematics. UTeach students receive personal attention and guidance from highly experienced and successful master public school teachers who are part of the UTeach faculty.

Additionally, Virginia relies heavily on industry experts in the development of competencies for its career and technical education (CTE) courses. Every three years, on a rolling basis, experts from the various CTE areas are convened to update the expectations of students who complete the respective courses. These individuals, along with their representative companies, businesses, and organizations, have also been key partners in the development of 10 Governor's Career and Technical STEM Academies. (See Section iii below.)

The state has also made substantial investments to ensure that all high school students have the opportunity to participate in career preparation programs related to STEM and to earn credentials that demonstrate their readiness for work. In the 2004-2005 school year, Virginia's students earned 6,337 career credentials by passing National Occupational Competency Testing Institute (NOCTI) assessments or earning state professional licenses or industry certifications, many of which are in STEM areas. In the 2008-2009 school year, Virginia's high school students earned 19,842 career credentials that demonstrate their mastery of content and skills needed to enter high-demand, high-wage, high-skill jobs and to continue into postsecondary education. Having far surpassed the goal of 15,000 credentials earned by 2010, the state is poised to set more ambitious targets moving forward.

(iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics

A 2007 National Governors Association (NGA) Center for Best Practices grant to improve science, technology, engineering and mathematics (STEM) education has allowed Virginia to develop criteria for school divisions to implement Governor's Career and Technical STEM Academies. Based on the criteria, six academies were begun utilizing the grant funds and

three additional school divisions have begun Governor's Career and Technical STEM Academies utilizing local funding. All Virginia STEM academies are required to be partnerships that include business and industry, public school divisions, community colleges, and where applicable universities, and work force and economic development entities. As part of its RTTT proposal, Virginia plans to expand the current number of Governor's Career and Technical STEM Academies by eight additional academies (Section (B)(3)). In considering proposals for the development of an Academy, reviewers consider many criteria, including the strength of the proposal in expanding options for the general student population and underrepresented groups to acquire science, technology, engineering, and mathematics (STEM) literacy and other critical skills, knowledge and credentials that will prepare them for STEM careers in Virginia.

Virginia's STEM work resulting from the NGA grant has emphasized even more the need to begin addressing STEM in the early grades. As such, Virginia's Race to the Top proposal includes an initiative to create voluntary K-8 STEM standards that will demonstrate the effective integration of STEM concepts and skills utilizing Virginia Standards of Learning and Career and Technical Education competencies as a basis.

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

A top priority for Virginia’s policy makers and early childhood stakeholders is to ensure that young children are provided opportunities and experiences that prepare them to enter school ready to learn. When children enter kindergarten with basic skills in the areas of literacy, mathematics, science, history, social science, physical and motor development, and personal and social development, they have a much greater chance of achieving success later in school and into adulthood. The commitment to school readiness in Virginia is evident in numerous statewide efforts to promote opportunities within families, schools, and communities that support children’s development of school readiness skills.

From 2001 to 2006, the Department of Education developed the standards, *Virginia’s Foundation Blocks for Early Learning*. The purpose of the *Foundation Blocks for Early Learning* is to provide early childhood educators a set of standards for all content areas, as well as indicators of success for entering kindergarten students pertaining to their competencies in literacy, mathematics, science, history, social science, and personal and social development and physical and motor development. A committee of Department of Education specialists, literacy and mathematics professors from Virginia universities, and public and private preschool teachers and administrators developed the standards using current scientifically-based research. Standards reflect a consensus regarding children’s conceptual learning, acquisition of basic knowledge, and participation in meaningful and relevant learning experiences.

Virginia’s continued efforts to strengthen early childhood programs and increase access to

high-quality programs for children was demonstrated by the establishment of the Governor's Working Group on Early Childhood Initiatives, created through an executive directive by Governor Kaine in August 2006, with the purpose of coordinating executive branch efforts on early childhood programs and strengthening public and private programs. The working group, chaired by the Secretary of Education, brings together high-level staff from cabinet offices and state agencies in the areas of Education, Health and Human Resources, Economic Development, Finance and Policy. The Working Group has provided leadership on many early childhood initiatives including the development of a school readiness task force. The school readiness task force was convened to focus on developing an effective system for assessing and evaluating the school readiness of Virginia's children. The task force has proposed recommendations to promote statewide data collection efforts to better inform educational policies and classroom practices, and developed Virginia's Definition of School Readiness.

In 2008, the School Readiness Task Force created a comprehensive definition of school readiness that was endorsed in 2008 by the Governor's Working Group on Early Childhood Initiatives and by the Board of Education. Virginia's definition of school readiness focuses not only on whether a child has acquired basic skills, but also on the capacities of families, schools, and communities that best support children's acquisition of these skills. This definition provides a common framework for understanding and promoting school readiness across Virginia.

Virginia's Office of Early Childhood Development was launched for operation July 1, 2008, to maximize opportunities for Virginia's children to reach kindergarten healthy and prepared for school success. The Office, which spans the Departments of Education and Social Services and links to the Department of Health, has many objectives that include interagency coordination and program alignment, development of a coordinated professional development system for the early childhood work force, and establishment of an integrated data system to better inform policy, programming, and budget.

Virginia's Quality Rating and Improvement System (also known as Virginia's Star Quality Initiative) was created to offer a market-based solution to facilitate quality consistency among early childhood programs, support continuous quality improvement in partnership with public and private early education providers, and encourage a continuum of care and education throughout various provider settings, so that all children arrive in kindergarten ready to succeed. The Star Quality Initiative was piloted during the 2007-2008 school year, with 186 classrooms

observed by 20 trained Star Quality Raters. During 2008-2009, 126 programs in 17 communities voluntarily participated and the majority received 3 or 4 stars.

As demonstrated through these recent statewide efforts to promote school readiness, one of the Commonwealth's top priorities is to ensure that Virginia's 105,000 entering kindergartners each year start school ready to learn. Therefore, we have proposed in the Race to the Top selection criteria B3 to continue to strengthen and build infrastructure that supports a comprehensive strategy to improve school readiness by expanding and enhancing Virginia's Quality Rating and Improvement System to reach more communities and more than 350 early learning programs across Virginia.

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

Virginia’s proposal to the Institute of Education Sciences statewide longitudinal grant competition, also included in this proposal (see Section (C)(1) and the full IES grant proposal at Appendix (C)(2)) describes the enhancements we plan to make to the data system to complete the 12 data system elements prescribed by the America COMPETES Act as well as develop a standards-based federated data system that links pre-K to college and career data systems. Further, the technology in the proposed data system is extensible such that at a later time it can be used to link data from other agencies and even other states.

Virginia established a statewide longitudinal data system in part to meet the data collection and reporting requirements of the Elementary and Secondary Education Act (ESEA). As the data collection tools were being established, state leaders recognized the critical role the state should play to ensure that all of our school systems—including those in small, rural, economically depressed communities, and others that have not invested in local data warehouses—had secure access to current and historical student level data in ways that would directly impact instruction at the local level. Virginia’s solution to meeting this need is the

Educational Information Management System (EIMS) managed by the Virginia Department of Education (VDOE). The EIMS system leverages the data collected for reporting requirements to provide rich decision support tools to Virginia school division personnel.

Virginia has accomplishments that demonstrate our commitment to continuously enhancing the data system and to appropriate use of prior longitudinal data system grant funds.

These include:

- Institutionalizing the assignment of a unique identifier to each student;
- Calculating longitudinal graduation and dropout rates;
- Integrating multiple reporting requirements into a single state student record collection; and
- Establishing and continuously enhancing the warehouse making data accessible to authorized school division personnel.

The data warehouse, available to all school divisions, contains nine years of data from high stakes assessments required for state and federal accountability purposes within the K-12 public school system. Recognizing the significant limitations in local data capabilities for many of our school divisions, our goal is to provide to our schools the most reliable and comprehensive information available. The warehouse currently permits users to disaggregate overall assessment and sub-strand results by student and includes students' longitudinal assessment history.

Virginia's current Longitudinal Data Systems Expansion project, funded in 2007 at \$6.05 million and scheduled to be completed by the end of Federal fiscal year 2010, has:

- Established a standard electronic student record for transfer from school-to-school.
- Adopted a standard electronic transcript for high schools to use electronic systems to automatically generate and send paper, pdf, and electronic transcripts to higher education.
- Provided additional data types and reports in the data warehouse, including:
 - The Preliminary Scholastic Aptitude Test (PSAT)
 - The Scholastic Aptitude Test (SAT)
 - Advanced Placement (AP) Tests
 - The ACT tests
 - Pre-literacy screenings
 - Postsecondary enrollment and completion information
- Supported school divisions in addressing data quality issues through comprehensive training to enhance awareness of the need for quality data and accountability for quality data.
- Developed a "watch list" report that enables K-12 educators to identify students at risk of not

succeeding in school using indicators such as attendance, performance in reading and mathematics age, and retention.

- Developed the capability for school divisions to optionally upload schedules that will allow teachers access to data on current students (in progress).
- Engaged stakeholders and subject matter experts in statewide workshops that resulted in topical advisory papers on topics such as:
 - Work force readiness
 - Linking students to teachers
 - Data exchange best practices
 - Academic and career plans

In enhancing the longitudinal data system, we have recognized the power of the Schools Interoperability Framework Association’s (SIFA) specification to improve data quality and reduce local administrative burden. SIF specifications define the rules for how software programs transmit data objects from one data system to another. Virginia has provided software, installation, and training to 120 of the Commonwealth’s 132 school divisions to help them adopt SIF-certified software and use it to reduce administrative burden. State monies fund the software licensing for the Zone Integration Server and the Student Information System Agent—which together, permit data to be transferred seamlessly from one data system to another, and enables school divisions to obtain student identifiers for new and transferring students without human intervention.

We plan to continue to use nonproprietary, standards-based technologies such as SIF to build a data system that links PK-12, Higher Education, and Work force data systems to provide information to policymakers, researchers, and the public with more breadth and depth that is available today. We have established collaborations with work force and higher education agencies in Virginia to design a system that meets educational as well as work force program needs. We have already convened stakeholders to obtain their input and advice on the topic of collecting and using data to study work force readiness.¹⁰

The proposed *Longitudinal Data Linking and Reporting System* is a federated data system that will interact with multiple agency data systems in the background while presenting itself as a single data system to the end user. Users will not be able to tell that they are querying many data sources at the same time. A central linking apparatus will be developed that houses a linking table populated with unique keys that are used to join data in disparate datasets. The data to be linked will not allow the personal identification of any individuals as it will be de-identified

before linking.

A Web-based portal, also in our proposal, will include public and private access to reports created from the longitudinal data linking and reporting system, and will include Web-based tools for creating ad-hoc reports. The portal will feature P-12 data linked to postsecondary and the work force as well as provide feedback to schools of education on the classroom outcomes of recent graduates. Tables, charts, and graphs will be presented to provide different views of data. Maps will be used to provide a geographic perspective. This much-needed data will provide decision-makers with powerful information on how well our students are prepared for college and careers that can influence policy and practice. Classroom practices will be influenced by putting actionable information in the hands of teachers.

¹⁰ CIT Connect (2009). Workforce readiness: Data governance/data element definition final report (a7). Paper prepared for the Virginia Department of Education, April 30, 2009.

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

During the last five years, Virginia has made a concerted effort to strengthen the seamless transition of students from preschool to elementary school, and then for each transition thereafter, culminating with higher education. In October 2005, **Virginia's P-16 Council** was created by executive order (Governor Mark Warner, EO 100) and continued under Governor Kaine (EO 40 and EO 86) in October 2006 and July 2009. EO 86 will remain in full force until June 30, 2011, unless sooner amended or rescinded by further executive order. The Secretary of Education chairs the Council. It consists of 22 members, appointed by the Governor and serving at his pleasure. The Council consists of two members of the House of Delegates, two members of the Senate of Virginia, the Secretary of Education, the Superintendent of Public Instruction, the Director of the State Council of Higher Education, the Chancellor of the Virginia Community College System, the President of the Board of Education, the Chairman of the Virginia Community College Board, the Chairman of the State Council of Higher Education, a representative of private colleges, a preschool education representative, and 9 citizen members. The citizen members include educators, and business and community leaders. The Governor may appoint additional persons to the Council at his discretion.

The Council's responsibilities include the following:

- Identify opportunities to better coordinate the state's education reform efforts from preschool to graduate school.
- Work closely with the Start Strong Council and other appropriate entities and organizations to ensure that pre-K and early childhood initiatives are coordinated with other education initiatives.
- Identify opportunities to improve longitudinal data gathering on student achievement.
- Serve as a steering committee for oversight of the state's education reform activities as part of the NGA Honor States Grant.
- Develop approaches to improve transitions among levels of education, promote student success, and encourage students to continue their education.
- Make recommendations on appropriate legislation and other initiatives to improve educational coordination and achievement.
- Make any other recommendations as may seem appropriate.

Virginia's P-16 Education Council meets regularly, and has provided direction for many initiatives in the state related to transitions, from preschool through university level. They followed closely as Governor Kaine initiated Virginia's first *Office of Early Childhood Development*, which spans the Departments of Education and Social Services and links to the Department of Health. It was launched for operation July 1, 2008 to maximize opportunities for Virginia's children to reach kindergarten healthy and prepared for school success. The Office's objectives include interagency coordination and program alignment, development of a coordinated professional development system for the early childhood workforce, and establishing an integrated data system to better inform policy, programming, and budget decisions.

Additionally, the Virginia **Early Childhood Advisory Council** was created by executive order (Governor Kaine, EO 91) in September 2009 and will remain in effect until December 31, 2011. The Council is intended to support the Commonwealth's commitment to creating a seamless continuum of services and resources for young children. Council activities are coordinated by the director of the Office of Early Childhood Development, with the Secretary of Education serving as chair and the President of the Virginia Early Childhood Foundation serving as co-chair. Members are appointed by the Governor and serve at his pleasure. The Council consists of the following members: the Secretaries of Commerce and Trade, Health and Human

Resources, and Finance; the Governor's policy director; the state Superintendent of Instruction; Commissioners of the Departments of Social Services, Health, Behavioral Health and Rehabilitative Services, and Medical Assistance Services; director of the State Council Higher Education; chancellor of the Virginia Community College System; the director of the Virginia Economic Development Partnership; the director of the state Head Start Collaboration office; a member of the state board of education; a local school division superintendent; a representative of local providers of early childhood education; and the director of a Virginia Head Start agency; and other members as appointed by the Governor.

The Council's activities complement and coordinate with existing efforts such as the work of the Office of Early Childhood Development, the P-16 Council, and the Virginia Early Childhood Foundation.

The **Governor's Task Force for Career Pathways System Development** was created to develop a strategic plan for implementing the state's career pathways system. The Governor's Task Force is composed of representatives from the Virginia Community College System (VCCS), Virginia Department of Education (VDOE: both Career and Technical Education and Adult Education), the Secretary of Education's Office, the State Council for Higher Education in Virginia (SCHEV), the Department of Labor and Industry (DOLI), the Office of the Senior Advisor to the Governor for Workforce, and the Virginia Economic Development Partnership (VEDP). Virginia is the first state in the nation in which the Governor, multiple state agencies, and policy leaders have elected to implement and manage a comprehensive career pathways system. The system is intended to facilitate the alignment of policies and resources at all levels of government to promote economic growth across the Commonwealth. In December 2008, the state released its first strategic plan for career pathways, *Bridging Business and Education for the 21st Century Workforce*. A statewide career pathways system is a means for linking its education, workforce and economic development systems at all education and training levels. In addition to input from the Governor's Task Force, the statewide plan also reflects input from a diverse group of state, regional and local stakeholders, as well as lessons learned from other states that have implemented career pathways.

Throughout its Race to the Top proposal, Virginia addresses both policies and practices that strengthen services provided to Virginia's P-16 students as well as to those who teach them.

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

As indicated in the Section (E)(2), Virginia has developed a Request for Proposals to establish a list of qualified Lead Turnaround Partners to secure *Lead Turnaround Partners* to increase student achievement for high-need students in the persistently lowest-performing schools. The conceptual framework for *Lead Turnaround Partners* was created using the work published in *The Turnaround Challenge* by the Mass Insight Education and Research Institute. A full copy of the report can be found at: <http://www.massinsight.org/turnaround/reports.aspx>. Virginia is also limiting the number of transformational models in this RFP to zero. The proposal herein funds only viable charter or contract schools that are led by one of the designated LTPs.

As stated earlier, this model creates a turnaround zone for a school or a cluster of schools. LEAs in Virginia could form a consortium to engage an LTP to work with a cluster of schools within the consortium. This model is centered on the Lead Turnaround Partner (LTP) providing an outside-the-system approach inside-the-system. As required by the Virginia Constitution, under the ultimate authority of the school divisions’ local school boards, the LTP will lead the

reform effort within the turnaround zone and be given increased ability to act and authority to make choices. Ultimately, Virginia is committed to the belief that change needs to come from what people in the school, LEA, and broader community not only want for their children, but have the skills to make it happen for all the children in the school. If the skill to make achievement happen for the struggling students must come from outside of the LEA, the LEA must want and seek that kind of intervention for the sake of its own children.

The program within the turnaround zone will focus on instruction in the four core content areas of mathematics, science, social studies and language arts. The LTP will bring in increased resources to the students served. These resources include people, time, money and programs. Triggered by parental choice, a school or cluster of schools in a turnaround zone must be led by an LTP that provides deep, systemic instructional reform. Activities of the reform effort led by LTPs will include at a minimum:

1. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.
2. Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.
3. Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.
4. Recommend necessary restructuring of teacher and leader contracts.
5. Develop and engage teachers and the leader in professional development aligned to programmatic goals.
6. Promote student motivation for learning.
7. Secure parental commitment and involvement through school choice.
8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.
9. Work with the school division to expand community support to garner human resources needed for reform.
10. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.
11. Develop constructive relationships with existing school personnel.

12. Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.
13. Require commitment from parents to allow for additional time for instruction (such as after school support).
14. Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development.
15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.
16. Recommend which existing programs are to be continued and which programs are to be eliminated.
17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.
18. Organize programming to engage students' sense of adventure, camaraderie, and competition.
19. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.
20. Identify and recommend supporting partners to address social, emotional and behavioral issues (e.g., over-age students).
21. Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment Test (ARDT) or benchmark assessments).
22. Identify and recommend outside resources needed in the reform effort.
23. Develop and recommend a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone.
24. Work with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.
25. Integrate all academic and support services.

Budget Narrative

Summary

Virginia's budget for the Race to the Top application is structured into the projects and associated initiatives listed in Table 1. The table also shows the section of the narrative that describes the initiative(s) included in each project-level budget, and the total amount of the state share of funds requested for each project.

Table 1. Projects in Virginia's Race to the Top application

Project name	Associated section(s) of proposal narrative	Requested funds for state share of Race to the Top funding
A. General Grant Administration	(A)(2)	\$5,109,180.00
B. College & Career Readiness Initiative	(B)(3)	\$8,111,606.00
C. Integrated STEM <ul style="list-style-type: none"> • Governor's Career and Technical Academies • Development of Voluntary STEM Standards • K-8 eLearning STEM Modules 	(B)(3) and (D)(5)	\$4,668,504.00
D. Early Childhood Development <ul style="list-style-type: none"> • Expansion of Quality Rating and Improvement System 	(B)(3)	\$13,562,918.98
E. Improved Literacy <ul style="list-style-type: none"> • Adolescent Literacy Initiative • Expansion of the Phonological Awareness Literacy Screening 	(B)(3) and (D)(5)	\$11,694,779.00
F. Excellence in Mathematics & Science <ul style="list-style-type: none"> • National Mathematics and Science Initiative • Mathematics Diagnostic Screening and eLearning Modules 	(B3) and (D)(5)	\$14,732,694.00
G. Global Awareness & Competitiveness <ul style="list-style-type: none"> • Foreign Language Immersion Programs • International Baccalaureate Programs 	(B)(3)	\$5,838,839.00
H. Improvement of Educational Data Systems <ul style="list-style-type: none"> • Completion of the America COMPETES Requirements • Development of a Web-based Instructional Improvement System 	(C)(2) and (C)(3)	\$32,357,245.20
I. Developing High Quality Formative Assessments	(C)(3)	\$2,467,450.20

J.	Policy Development Related to Teacher and Principal Evaluation	(D)(2)	\$24,530,279.00
K.	Teacher Recruitment & Retention <ul style="list-style-type: none"> • Virginia Middle School Teacher Corps • High-Quality Job-Embedded Professional Development • Evaluation of State Equity Plan 	(D)(3)	\$1,071,823.00
L.	Electronic Job Bank and Hiring Hall	(D)(3)	\$363,019.00
M.	Credentialing for Teachers & Principals <ul style="list-style-type: none"> • Master's Degrees in Content and Pedagogy • Teacher Residency Programs • Expansion of Pathways to Teaching • Principal Preparation • Expansion of Programs for Special Educators 	(D)(4)	\$11,361,984.00
N.	Technology-Based Instructional Learning Systems <ul style="list-style-type: none"> • Infinite Learning Lab • Learning without Boundaries/Mobile Learning Devices • Share the Skies • Comics Lab Extreme 	(D)(5)	\$16,089,409.00
O.	Support to Teachers & Principals <ul style="list-style-type: none"> • Mentoring/Coaching for Novice Principals 	(D)(5)	\$6,559,487.00
P.	Student Achievement in the Lowest Performing Schools	(E)(2)	\$16,113,249.00
		State Share Total	\$174,632,466.00

Virginia's definition of equipment: an article of nonexpendable, tangible personal property having a useful life of more than one year and acquisition cost which equals or exceeds \$5,000. All equipment purchased with requested funds will be owned by the Virginia Department of Education.

The State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

The following pages contain Virginia's indirect cost information, the overall budget summary table that includes the budget totals for each budget category and each year of the grant. The summary table is followed by each project-level budget table and the associated narratives, which describe how Virginia intends to use the requested funds to manage, organize, and execute the proposed initiatives.

The State should also describe how other Federal (e.g. School Improvement Grant, Statewide Longitudinal Data Systems grant, Teacher Incentive Fund grant, Title I), State, and local funds will be leveraged to further support Race to the Top education reform plans.

Virginia has become adept at coordinating all of its funding sources, including those from the various Titles of the Elementary and Secondary Education Act (ESEA), as well as the Individuals with Disabilities Education Act (IDEA) and the Carl D. Perkins Vocational and Technical Education Act. The offices and divisions that administer these funds are knowledgeable about the various funding sources and how they may be leveraged for maximum advantage. For example, multiple funding sources often support incentives for teachers in critical shortage areas; professional development for teachers (for example, in the areas of reading and literacy instruction); standards development and correlations that cross academic and career and technical areas, especially in English, mathematics and science; and Title I and school improvement funds that support schools with high numbers of economically disadvantaged students whose academic performance still needs improvement. Additionally, the state is careful to align criteria for competitive funds among LEAs with state priorities and needs. Recent examples include emphasizing the need for professional development to support Virginia's *Mathematics Standards of Learning*, as a focus for the Mathematics and Science Partnership competition; including science, technology, engineering, and mathematics (STEM) as a focus for the Learn and Serve grant competition; and addressing the needs of underperforming disadvantaged youth in literacy and mathematics as criteria for our 21st Century Community Learning Centers grant competition. This same coordination of funds will occur in administering the Race to the Top grant.

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES <input checked="" type="radio"/></p> <p>NO <input type="radio"/></p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):</p> <p>From: <u>07/01/2009</u> To: <u>06/30/2010</u></p> <p>Approving Federal agency: <u>X</u> ED <u> </u> Other</p> <p>(Please specify agency): _____</p>

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.

Virginia Department of Education - Race to the Top Application Budget

Budget Part I: Summary Budget Table (January 2010)

(Evidence for selection criterion (A)(2)(i)(d))

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$3,869,416	\$4,166,916	\$4,148,166	\$4,148,166	\$16,332,664
2. Fringe Benefits	\$1,386,208	\$1,450,765	\$1,449,331	\$1,449,331	\$5,735,635
3. Travel	\$203,740	\$191,620	\$189,540	\$159,820	\$744,720
4. Equipment	\$4,368,992	\$0	\$0	\$0	\$4,368,992
5. Supplies	\$35,250	\$35,250	\$34,750	\$34,750	\$140,000
6. Contractual	\$15,757,664	\$23,443,555	\$23,157,403	\$19,354,105	\$81,712,727
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$259,992	\$176,131	\$170,931	\$240,823	\$847,876
9. Total Direct Costs (lines 1-8)	\$25,881,262	\$29,464,237	\$29,150,121	\$25,386,995	\$109,882,614
10. Indirect Costs*	\$2,906,466	\$3,308,831	\$3,273,558	\$2,850,959	\$12,339,814
11. Funding for Involved LEAs	\$105,000	\$262,500	\$105,000	\$52,500	\$525,000
12. Supplemental Funding for Participating LEAs	\$6,349,000	\$14,292,445	\$15,106,853	\$16,136,740	\$51,885,038
13. Total Costs (lines 9-12)	\$35,241,728	\$47,328,013	\$47,635,532	\$44,427,194	\$174,632,466
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	\$35,241,728	\$47,328,013	\$47,635,532	\$44,427,194	\$174,632,466
15. Total Budget (lines 13-14)	\$70,483,456	\$94,656,025	\$95,271,063	\$88,854,388	\$349,264,933

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.

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): Total amount requested for all project years (calculates automatically).

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	General Grant Administration			
Associated with Criterion: (Select from the dropdown boxes)				
Office/Division Responsible:	Budget Office/Division of Finance			
Name of Contact Person:	Mr. Kent Dickey, Assistant Superintendent for Finance Dr. Linda Wallinger, Assistant Superintendent for Instruction Dr. Deborah Jonas, Executive Director for Research and Strategic Planning			
	Phone Number:	(804) 225-2067	E-mail Address:	deborah.jonas@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$780,000.00	\$780,000.00	\$780,000.00	\$780,000.00	\$3,120,000.00
2. Fringe Benefits	\$303,108.00	\$303,108.00	\$303,108.00	\$303,108.00	\$1,212,432.00
3. Travel	\$21,000.00	\$21,000.00	\$21,000.00	\$21,000.00	\$84,000.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$5,500.00	\$5,500.00	\$5,500.00	\$5,500.00	\$22,000.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$44,279.00	\$36,879.00	\$36,879.00	\$36,879.00	\$154,916.00
9. Total Direct Costs (lines 1-8)	\$1,153,887.00	\$1,146,487.00	\$1,146,487.00	\$1,146,487.00	\$4,593,348.00
10. Indirect Costs*	\$129,582.00	\$128,750.00	\$128,750.00	\$128,750.00	\$515,832.00
11. Funding for Involved LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Supplemental Funding for Participating LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Costs (lines 9-12)	\$1,283,469.00	\$1,275,237.00	\$1,275,237.00	\$1,275,237.00	\$5,109,180.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
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): Total amount requested for all project years (calculates automatically).
*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-LEVEL BUDGET NARRATIVE

Project Name: A – General Grant Administration

1) Personnel: \$3,120,000

Virginia plans to hire staff to support general administration of the Race to the Top grant. The following describes the responsibilities of the staff to be hired to ensure grant requirements are met by LEAs and VDOE.

Executive Director for Race to the Top Grant Administration: The executive director for Race to the Top grant will report to the Superintendent of Public Instruction and will be responsible for coordinating grant implementation. This individual will be the primary point of contact for Virginia's Race to the Top program.

Administrative assistant: Provides administrative support to the RTTT administration team.

General Project Coordinator: Provides direct support to the executive director to coordinate RTTT initiatives.

Race to the Top Educational Specialists: Will serve as primary points of contact for Virginia's participating school divisions. These individuals will provide technical assistance, monitoring, and oversight for LEAs participating in RTTT project activities.

Reports and Grants Manager: Will be responsible for ensuring VDOE reports are submitted to USED on time and completed. They will work with LEAs to collect data needed to complete reports.

Budget Analyst: The budget analyst will support fiscal planning, development, implementation and monitoring of the Race to the Top program; perform required financial and statistical analysis related to grant budgets; monitor financial performance; and perform required agency budgetary processes involving grant funds throughout the program.

Accounts Payable Specialist: This position will be responsible for processing LEA reimbursements and vendor payments involving RTTT grant funds and for required state and federal grant accounting and reporting.

Human Resources Specialist (year 1 only): VDOE will hire an individual for one year to support the Department's success hiring the staff needed to manage and implement Race to the Top activities.

Communications specialist (years 2-4): This individual will coordinate and provide staff support for Virginia's RTTT communications and information dissemination.

Position	# Positions	Percentage of Time	Base Salary	Total
Year 1				
Executive director for Race to the Top grant administration	1	100%	\$100,000	\$100,000
Administrative assistant	1	100%	\$40,000	\$40,000
General project coordinator	1	100%	\$85,000	\$85,000
Race to the Top educational specialists	4	100%	\$75,000	\$300,000
Reports and grants manager	1	100%	\$60,000	\$60,000
Budget analyst	1	100%	\$60,000	\$60,000
Accounts payable specialist	1	100%	\$60,000	\$60,000
Human resources specialist	1	100%	\$75,000	\$75,000
Year 2				
Executive director for Race to the Top grant administration	1	100%	\$100,000	\$100,000
Administrative assistant	1	100%	\$40,000	\$40,000
General project coordinator	1	100%	\$85,000	\$85,000
Race to the Top educational specialists	4	100%	\$75,000	\$300,000
Reports and grants manager	1	100%	\$60,000	\$60,000
Budget analyst	1	100%	\$60,000	\$60,000
Accounts payable specialist	1	100%	\$60,000	\$60,000
Communications specialist	1	100%	\$75,000	\$75,000

Virginia's Race to the Top Grant Application

Position	# Positions	Percentage of Time	Base Salary	Total
Year 3				
Executive director for Race to the Top grant administration	1	100%	\$100,000	\$100,000
Administrative assistant	1	100%	\$40,000	\$40,000
General project coordinator	1	100%	\$85,000	\$85,000
Race to the Top educational specialists	4	100%	\$75,000	\$300,000
Reports and grants manager	1	100%	\$60,000	\$60,000
Budget analyst	1	100%	\$60,000	\$60,000
Accounts payable specialist	1	100%	\$60,000	\$60,000
Communications specialist	1	100%	\$75,000	\$75,000
Year 4				
Executive director for Race to the Top grant administration	1	100%	\$100,000	\$100,000
Administrative assistant	1	100%	\$40,000	\$40,000
General project coordinator	1	100%	\$85,000	\$85,000
Race to the Top educational specialists	4	100%	\$75,000	\$300,000
Reports and grants manager	1	100%	\$60,000	\$60,000
Budget analyst	1	100%	\$60,000	\$60,000
Accounts payable specialist	1	100%	\$60,000	\$60,000
Communications specialist	1	100%	\$75,000	\$75,000
			Total personnel	\$3,120,000

2) Fringe Benefits: \$1,212,432

- Full-time: Retirement, Social Security, Medicare, Group Life Insurance, Retirement Health Insurance Credit Premium; Virginia Sickness and Disability Program; Long-term Disability Insurance calculated at the state rate of 21.7 percent. Additional fringe benefits are Group Health Insurance, calculated at \$11,688 per full-time position and Deferred Compensation Match at \$480 per full-time position.

3) Travel: \$84,000

The executive director will need to communicate with division superintendents and other stakeholders to ensure that all participating understand the political, fiscal and programmatic nature of the Race to the Top grant requirements. Additionally, there will be regional and national meetings to share best practices and lessons learned with other RTTT states. The project coordinators will need to coordinate among the many offices and school divisions involved with the grant. The RTTT educational specialists will need to travel to local, regional and state meetings to provide assistance in administering the Memoranda of Understanding with Virginia's participating LEAs.

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 1				
Executive director's travel to state and national meetings	Estimated current annual travel cost for an executive team member	1	\$3,000	\$3,000
Project coordinator to provide technical assistance	Estimated current annual travel cost for a DOE coordinator	1	\$2,000	\$2,000
RTTT educational specialists' travel to provide technical assistance to LEAs	Estimate for current annual travel for educational specialists	4	\$4,000	\$16,000
Year 2				
Executive director's travel to state and national meetings	Estimated current annual travel cost for an executive team member	1	\$3,000	\$3,000
Project coordinator to provide technical assistance	Estimated current annual travel cost for a DOE	1	\$2,000	\$2,000

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
	coordinator			
RTTT educational specialists' travel to provide technical assistance to LEAs	Estimate for current annual travel for educational specialists	4	\$4,000	\$16,000
Year 3				
Executive director's travel to state and national meetings	Estimated current annual travel cost for an executive team member	1	\$3,000	\$3,000
Project coordinator to provide technical assistance	Estimated current annual travel cost for a DOE coordinator	1	\$2,000	\$2,000
RTTT educational specialists' travel to provide technical assistance to LEAs	Estimate for current annual travel for educational specialists	4	\$4,000	\$16,000
Year 4				
Executive director's travel to state and national meetings	Estimated current annual travel cost for an executive team member	1	\$3,000	\$3,000
Project coordinator to provide technical assistance	Estimated current annual travel cost for a DOE coordinator	1	\$2,000	\$2,000
RTTT educational specialists' travel to provide technical assistance to LEAs	Estimate for current annual travel for educational specialists	4	\$4,000	\$16,000
			Total Travel	\$84,000

4) Equipment

N/A

5) Supplies: \$22,000

We have budgeted for \$500 per staff member per year for general office supplies. $500 * 11 * 4 = \$22,000$

6) Contractual

N/A

7) Training Stipends

N/A

8) Other: \$154,916

Virginia leases computer, phone, and other equipment employees require to do their work through a state contract. The laptop, desktop, printer, and phone line will be leased or purchased through the state agreement.

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 1			
1 desktop computer	\$1,379	state rates to VITA	\$1,379
10 laptop computers	\$1800	state rates to VITA	\$18,000
11 office phone lines (monthly)	\$500	state rates to VITA	\$5,500
11 printers	\$1400	state rate	\$15,400
postage		estimate	\$1,000
graphics/printing	\$2000	estimate per year	\$2,000
audio/video conferencing	\$1000	estimate per year	\$1,000
Year 2			
1 desktop computer	\$1,379	state rates to VITA	\$1,379
10 laptop computers	\$1,800	state rates to VITA	\$18,000
11 office phone lines (monthly)	\$500	state rates to VITA	\$5,500
postage		estimate	\$1,000
graphics/printing		estimate per year	\$10,000
audio/video conferencing	\$500	estimate per year	\$1,000
Year 3			
1 desktop computer	\$1,379	state rates to VITA	\$1,379

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
10 laptop computers	\$1,800	state rates to VITA	\$18,000
11 office phone lines (monthly)	\$500	state rates to VITA	\$5,500
postage		estimate	\$1,000
graphics/printing		estimate per year	\$10,000
audio/video conferencing	\$500	estimate per year	\$1,000
Year 4			
1 desktop computer	\$1,379	state rates to VITA	\$1,379
10 laptop computers	\$1,800	state rates to VITA	\$18,000
11 office phone lines (monthly)	\$500	state rates to VITA	\$5,500
postage		estimate	\$1,000
graphics/printing		estimate per year	\$10,000
audio/video conferencing	\$500	estimate per year	\$1,000
		Total Other	\$154,916

9) Total Direct Costs: \$4,593,348

10) Indirect Costs: \$515,832 calculated at 11.23 percent.

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs

N/A

13) Total Costs: \$5,109,180

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	College & Career Readiness Initiative			
Associated with Criterion: (Select from the dropdown boxes)	B3 - Transition to Enhanced Standards			
Office/Division Responsible:	Superintendent's office: Executive Director for Research and Strategic Planning			
Name of Contact Person:	Deborah Jonas			
	Phone Number:	(804) 225-2067	E-mail Address:	deborah.jonas@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$175,000.00	\$175,000.00	\$175,000.00	\$175,000.00	\$700,000.00
2. Fringe Benefits	\$59,501.00	\$59,501.00	\$59,501.00	\$59,501.00	\$238,004.00
3. Travel	\$10,400.00	\$27,200.00	\$18,800.00	\$2,000.00	\$58,400.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$6,000.00
6. Contractual	\$104,000.00	\$804,000.00	\$1,129,920.00	\$149,920.00	\$2,187,840.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$10,679.00	\$6,479.00	\$6,479.00	\$6,479.00	\$30,116.00
9. Total Direct Costs (lines 1-8)	\$361,080.00	\$1,073,680.00	\$1,391,200.00	\$394,400.00	\$3,220,360.00
10. Indirect Costs*	\$40,549.00	\$120,574.00	\$156,232.00	\$44,291.00	\$361,646.00
11. Funding for Involved LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Supplemental Funding for Participating LEAs	\$0.00	\$343,200.00	\$2,093,200.00	\$2,093,200.00	\$4,529,600.00
13. Total Costs (lines 9-12)	\$401,629.00	\$1,537,454.00	\$3,640,632.00	\$2,531,891.00	\$8,111,606.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
 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): Total amount requested for all project years (calculates automatically).
 *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-LEVEL BUDGET NARRATIVE

Project Name: B - College Readiness Initiative

NOTE: Work to develop the growth measures for statewide assessments, provide statewide training, and embed the data into Virginia’s Education Information Management System are included in the budget for section (C)(1), fully implementing a statewide longitudinal data system.

1) Personnel: \$700,000

Virginia will hire the following positions to implement the initiative:

Project coordinator: VDOE will hire a qualified project coordinator to coordinate, facilitate and implement required tasks. The project coordinator will report to the Executive Director for Research and Strategic Planning who will provide leadership for this initiative.

Instructional specialist: The instructional specialist will support the project coordinator by developing professional development materials and overseeing the development of the capstone (intervention) course.

Administrative assistant: A part-time administrative assistant will assist with travel and meeting arrangements, processing of grant paperwork, document production, and other administrative duties required.

Position	# Positions	Percentage of Time	Base Salary	Total
Year 1				
Project coordinator	1	100%	\$90,000	\$90,000
Instructional specialist	1	100%	\$65,000	\$65,000
Administrative assistant	1	50%	\$40,000	\$20,000
Year 2				
Project coordinator	1	100%	\$90,000	\$90,000
Instructional specialist	1	100%	\$65,000	\$65,000
Administrative assistant	1	50%	\$40,000	\$20,000

Position	# Positions	Percentage of Time	Base Salary	Total
Year 3				
Project coordinator	1	100%	\$90,000	\$90,000
Instructional specialist	1	100%	\$65,000	\$65,000
Administrative assistant	1	50%	\$40,000	\$20,000
Year 4				
Project coordinator	1	100%	\$90,000	\$90,000
Instructional specialist	1	100%	\$65,000	\$65,000
Administrative assistant	1	50%	\$40,000	\$20,000
			Total	\$700,000

2) Fringe Benefits: \$238,004

- Full-time: Retirement, Social Security, Medicare, Group Life Insurance, Retirement Health Insurance Credit Premium; Virginia Sickness and Disability Program; Long-term Disability Insurance calculated at the state rate of 21.7 percent. Additional fringe benefits are Group Health Insurance, calculated at \$11,688 per full-time position and Deferred Compensation Match at \$480 per full-time position.
- Part-time fringe benefits are calculated at the state determined rate at 7.65 percent
 - Part-time fringe benefits include Social Security and Medicare only.

3) Travel: \$58,400

Travel funds will support the workgroup members travel to participate in meetings and for VDOE staff members to travel for workshops and to school divisions to provide technical assistance for this initiative.

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 1				
Travel for workgroup to 4, 2-day meetings per year	mileage, lodging, meals	12	\$700	\$8,400
Project coordinator travel to school divisions to provide technical assistance	Estimated current annual travel cost for a DOE coordinator	1	\$2,000	\$2,000
Year 2				
Travel for workgroup to 4, 2-day meetings per year	mileage, lodging, meals	12	\$700	\$8,400
State employee travel reimbursement to support 8 regional professional development trainings (note: 3 employees for 8 trainings= 24 "travelers").	mileage, lodging, meals	24	\$700	\$16,800
Project coordinator travel to school divisions to provide technical assistance	Estimated current annual travel cost for a DOE coordinator	1	\$2,000	\$2,000
Year 3				
State employee travel reimbursement to support 8 regional professional development trainings (note: 3 employees for 8 trainings= 24 "travelers").	mileage, lodging, meals	24	\$700	\$16,800

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Project coordinator travel to school divisions to provide technical assistance	Estimated current annual travel cost for a DOE coordinator	1	\$2,000	\$2,000
Year 4				
Project coordinator travel to school divisions to provide technical assistance	Estimated current annual travel cost for a DOE coordinator	1	\$2,000	\$2,000
			Total	\$58,400

4) Equipment

N/A

5) Supplies: \$6,000

\$500 in general office supplies per staff member per year for general office supplies. 3 staff members @500 per year for four years=\$6,000

6) Contractual: \$2,187,840

For this project, Virginia will contract services to conduct predictive analyses required to quantify college readiness scores, develop capstone (intervention) courses, meeting planning and facilitation, and facilities for regional trainings. Eight large regional trainings will be conducted in years 2 and 3. Estimated funds are based on previous experience contracting with regional vendors for meeting planning and facilitation, facilities, costs associated with travel for meeting participants (the contractor will handle reimbursement directly).

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Year 1		
Meeting planning and facilitation (workgroup)	4 meetings per year @ 6,000 per meeting	\$24,000

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
	including planning, preparation, facilities costs, working lunch, and materials preparation	
Research services	Based on similar projects conducted previously	\$75,000
On-line capstone course development (planning phase)	Based on similar projects conducted previously	\$5,000
Year 2		
Meeting planning and facilitation for workgroup	4 meetings per year @ 6,000 per meeting including planning, preparation, facilities costs, working lunch, and materials preparation	\$24,000
Research and analytic services	Based on similar projects conducted previously	\$75,000
On-line capstone course development	Estimate from developers of Virginia's online course developer (Virtual Virginia)	\$65,000
8 regional trainings	8 trainings @80,000 each	\$640,000
Year 3		
Research and analytic services	Based on similar projects conducted previously	\$75,000
On-line capstone course development (summer and fall)	Estimate from developers of Virginia's online course developer (Virtual Virginia)	\$40,000
Instructional personnel to pilot capstone course (Spring semester)	Estimate from Virginia's state online course provider (Virtual Virginia)	\$65,000
8 regional statewide trainings	8@80,000	\$640,000
Instructional modules for statewide training	Based on similar projects conducted previously	\$300,000
Meeting services for state policymakers	facilities @500 per meeting up to 4 meetings per year plus working lunch for up to 30 individuals per meeting @16 each	\$9,920

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Year 4		
Research and analytic services	Based on similar projects conducted previously	\$75,000
Meeting services for state policymakers	facilities @500 per meeting up to 4 meetings per year plus working lunch for up to 30 individuals per meeting @16 each	\$9,920
Instructional personnel to complete pilot and finalize capstone course	Estimate from Virginia's state online course provider (Virtual Virginia)	\$65,000
	Total	\$2,187,840

The State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends

N/A

8) Other: \$30,116

Virginia leases computer, phone, and other equipment employees require to do their work through a state contract. The following items will be leased or purchased through the state agreement.

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 1			
2 laptop computers	\$1,800	State rates to VITA	\$3,600
3 office phone lines (monthly)	\$500	State rates to VITA	\$1,500
1 desktop computer	\$1,379	State rates to VITA	\$1,379
3 printers (one-time purchase)	\$1,400	State rates to VITA	\$4,200
Year 2			
2 laptop computers	\$1,800	State rates to VITA	\$3,600
3 office phone lines (monthly)	\$500	State rates to VITA	\$1,500
1 desktop computer	\$1,379	State rates to VITA	\$1,379

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 3			
2 laptop computers	\$1,800	State rates to VITA	\$3,600
3 office phone lines (monthly)	\$500	State rates to VITA	\$1,500
1 desktop computer	\$1,379	State rates to VITA	\$1,379
Year 4			
2 laptop computers	\$1,800	State rates to VITA	\$3,600
3 office phone lines (monthly)	\$500	State rates to VITA	\$1,500
1 desktop computer	\$1,379	State rates to VITA	\$1,379
		Total Other	\$30,116

9) Total Direct Costs: \$3,220,360

10) Indirect Costs: \$361,646 calculated at 11.23%

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs: \$4,529,600

VDOE will provide funds for LEAs to access contractors to review local curriculum and instructional materials and make recommendations for change to align with new standards and rigorous expectations. LEAs will also have access to some of the state share of funds to purchase new materials required to deliver instruction that is aligned to the new standards. VDOE anticipates some flexibility with the application of these funds, such that all are allocated to school division for the purposes of alignment studies and material purchases.

Activity	Purpose	Estimated # LEAs involved	Estimated Cost
Year 2			
Curriculum and instructional alignment	Provide contractor services to LEAs to analyze and make recommendations for improving curriculum and	40	\$343,200

Activity	Purpose	Estimated # LEAs involved	Estimated Cost
	instructional alignment with college readiness standards.		
Year 3			
Curriculum and instructional alignment	Provide contractor services to LEAs to analyze and make recommendations for improving curriculum and instructional alignment with college readiness standards.	40	\$343,200
Purchase instructional materials	Implement analytic recommendations	7	\$1,750,000
Year 4			
Curriculum and instructional alignment	Provide contractor services to LEAs to analyze and make recommendations for improving curriculum and instructional alignment with college readiness standards.	40	\$343,200
Purchase instructional materials	Implement analytic recommendations	7	\$1,750,000
		Total Supplemental Funds to participating LEAs	\$4,529,600

13) Total Costs: \$8,111,606

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	Integrated STEM			
Associated with Criterion: (Select from the dropdown boxes)	B3 - Transition to Enhanced Standards			
	D5 - Providing Effective Support to Teachers & Principals			
Office/Division Responsible:	Career and Technical Education/Technology and Career Education			
Name of Contact Person:	Elizabeth M. Russell			
	Phone Number:	(804) 225-2847	E-mail Address:	Elizabeth.Russell@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$130,000.00	\$130,000.00	\$130,000.00	\$130,000.00	\$520,000.00
2. Fringe Benefits	\$52,546.00	\$52,546.00	\$52,546.00	\$52,546.00	\$210,184.00
3. Travel	\$25,840.00	\$15,720.00	\$22,840.00	\$9,720.00	\$74,120.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$4,000.00
6. Contractual	\$453,370.00	\$319,500.00	\$537,020.00	\$308,500.00	\$1,618,390.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$12,979.00	\$10,579.00	\$10,179.00	\$10,579.00	\$44,316.00
9. Total Direct Costs (lines 1-8)	\$675,735.00	\$529,345.00	\$753,585.00	\$512,345.00	\$2,471,010.00
10. Indirect Costs*	\$75,885.00	\$59,445.00	\$84,628.00	\$57,536.00	\$277,494.00
11. Funding for Involved LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Supplemental Funding for Participating LEAs	\$480,000.00	\$600,000.00	\$600,000.00	\$240,000.00	\$1,920,000.00
13. Total Costs (lines 9-12)	\$1,231,620.00	\$1,188,790.00	\$1,438,213.00	\$809,881.00	\$4,668,504.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
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): Total amount requested for all project years (calculates automatically).
*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-LEVEL BUDGET NARRATIVE

Project Name: C - Integrated Science, Technology, Mathematics, and Engineering (STEM)

1) Personnel: \$520,000

VDOE will hire the following staff members to implement this project.

STEM academy program manager: To support the expansion of the academies, VDOE will hire a full-time staff position to manage academy development and implementation, and professional development associated with eight new Governor’s STEM academies. The program will also be supported by a full-time administrative support position. The budget for Excellence in Mathematics and Science includes a request for funds for a staff member who will oversee the work to establish voluntary K-8 STEM standards and e-Learning modules described in section (B)(3) of this application.

Administrative assistant: The administrative assistant will provide full-time support to the STEM academy program manager to support meeting coordination, document preparation, and other administrative tasks.

Position	# Positions	Percentage of Time	Base Salary	Total
Year 1				
STEM academy program manager	1	100%	\$90,000	\$90,000
Administrative assistant	1	100%	\$40,000	\$40,000
Year 2				
STEM academy program manager	1	100%	\$90,000	\$90,000
Administrative assistant	1	100%	\$40,000	\$40,000
Year 3				
STEM academy program manager	1	100%	\$90,000	\$90,000
Administrative assistant	1	100%	\$40,000	\$40,000
Year 4				
STEM academy program manager	1	100%	\$90,000	\$90,000
Administrative assistant	1	100%	\$40,000	\$40,000
			Total	\$520,000

2) Fringe Benefits: \$210,184

- Full-time fringe benefits: Retirement, Social Security, Medicare, Group Life Insurance, Retirement Health Insurance Credit Premium; Virginia Sickness and Disability Program; Long-term Disability Insurance calculated at the state rate of 21.7 percent. Additional fringe benefits are Group Health Insurance, calculated at \$11,688 per full-time position and Deferred Compensation Match at \$480 per full-time position.

3) Travel: \$74,120

The travel budget directly supports the following components of Virginia's STEM initiatives:

Virginia Career Pathway STEM sub-committee: The STEM initiatives within the Race to the Top grant will utilize an established sub-committee of the Virginia's Career Pathways Working Group to integrate and institutionalize the Race to the Top STEM initiatives with related work across Virginia. With Race to the Top funds, the sub-committee will take on additional responsibilities to facilitate the expansion of supportive services that includes advising and coaching to increase retention and completion rates among Virginia's students enrolled in STEM training and education programs and to establish sustainability of the STEM instructors K-12. It will also act as a conduit to the Virginia Workforce Council for communication about initiatives that merit replication both within the state and nationally.

STEM Summer Institutes: In Year 1 and Year 3, the STEM Summer Institute will be offered to representatives from school divisions that are participants in Virginia's Race to the Top STEM program. The Institutes will provide technical assistance and professional development. The professional development will include, but not be limited to:

- access to nationally recognized experts in the STEM fields;
- materials and resources that can be utilized in the instructors' classrooms throughout the school year;
- sessions for the development of academic, career and technical education, and the arts and sciences integrated lesson plans that will be piloted during the following year and finalized for distribution to all interested instructors;
- sessions on recruitment of minorities and non-traditional students into STEM programs;
- preparation and retention of instructors;
- strategies to integrate the STEM areas into all classrooms;
- curriculum topic studies and similar resources/methods to examine how the differences and similarities of these four areas can work together for a STEM focus;
- hands-on training with modules that will be provided to participants for use in their school divisions;
- learn about on-line resources and how to access; and
- intervention strategies for K-12 students struggling in the mathematics and science areas needed for STEM.

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# of Travelers	Cost per Traveler	Total
Year 1				
Travel for program manager to support LEAs coordination, implementation, development, evaluation, and monitoring of STEM academies and attendance at two national conferences.	Cost of annual in-state travel for a VDOE coordinator plus two national multi-day conferences.	1	\$10,000	\$10,000
Support Team Planning for STEM Summer Institute.	Total planning days will be four (4). (3 nights + mileage)	20	\$506	\$10,120
Virginia Career Pathways System Sub-Committee on Replication and Implementation of STEM Initiatives.	Four quarterly meetings @ 143 per traveler per day	10	\$572	\$5,720
Year 2				
Travel for program manager to support LEAs coordination, implementation, development, evaluation, and monitoring of STEM academies and attendance at two national conferences.	Cost of annual in-state travel for a VDOE coordinator plus two national multi-day conferences.	1	\$10,000	\$10,000
Virginia Career Pathways System Sub-Committee on Replication and Implementation of STEM Initiatives.	Four quarterly meetings @ 143 per traveler per day	10	\$572	\$5,720
Year 3				
Travel for program manager to support LEAs coordination, implementation, development, evaluation, and monitoring of STEM academies and attendance at one national conference.	Cost of annual in-state travel for a VDOE coordinator plus one national multi-day conference.	1	\$7,000	\$7,000
Support Team Planning for STEM Summer Institute	Four planning days @ 126.50 per day per person	20	\$506	\$10,120

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# of Travelers	Cost per Traveler	Total
Virginia Career Pathways System Sub-Committee on Replication and Implementation of STEM Initiatives. Travel is estimated for four quarterly one-day meetings.	Four quarterly meetings @ 143 per traveler per day	10	\$572	\$5,720
Year 4				
Travel for program manager to continue coordination, development, and evaluation of STEM academies	Cost of annual in-state travel for a VDOE coordinator	1	\$5,000	\$4,000
Virginia Career Pathways System Sub-Committee on Replication and Implementation of STEM Initiatives	Four quarterly meetings @ 143 per traveler per day	10	\$572	\$5,720
			Total	\$74,120

4) Equipment

N/A

5) Supplies: \$4,000

\$500 per staff member (2) per year (4) for general office supplies.

6) Contractual: \$1,618,390

Contractual services will support Virginia’s Race to the Top STEM work and includes:

- Planning and implementation of four-day summer institutes in years 1 and 3 focused on K-12 STEM initiatives; and
- Development of voluntary K-8 STEM standards and eLearning modules;
- One-day, drive-in regional summer institutes planned in year 3 to promote the use of K-8 voluntary STEM standards and associated e-Learning modules. These will promote the use of the standards; share promising instructional practices; and share methods to engage underrepresented groups in STEM activities.

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Year 1		
Portal update for STEM network/communications	\$85 per hour x100 hours	\$8,500
Four day STEM summer institute planning and implementation for four day institute	Estimated cost for four-day summer institute	\$137,870
Module development for K-8 STEM eLearning	\$300,000 for year	\$300,000
Develop voluntary K-12 standards	experience	\$7,000
Year 2		
Portal update for STEM network/communications	\$85 per hour x100 hours	\$8,500
Webinars for STEM networking, professional development, technical assistance, etc.	\$1,000 per conference x 4 conferences	\$4,000
Module Development for K-8 STEM eLearning	\$300,000 for year	\$300,000
Develop voluntary K-12 standards	experience	\$7,000
Year 3		
Portal update for STEM network/communications	\$85 per hour x100 hours	\$8,500
Four-day STEM summer institute planning and implementation	Estimated cost for four-day summer institute	\$153,520
Module Development for K-8 STEM eLearning	\$300,000 for year	\$300,000
K-8 STEM regional summer institutes	\$75,000 for 5 institutes	\$75,000
Year 4		
Portal update for STEM network/communications	\$85 per hour x100 hours	\$8,500
Module Development for K-8 STEM eLearning	\$300,000 for year	\$300,000
	Total	\$1,618,390

The State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends

N/A

8) Other: \$44,316

Virginia leases computer, phone, and other equipment employees require to do their work through a state contract. Other costs will be incurred to provide materials to Virginia Career Pathways System STEM sub-committee for their support of the STEM initiatives in Virginia.

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 1			
1 desktop computer	\$1,379	VITA state rate	\$1,379
1 laptop computer	\$1,800	VITA state rate	\$1,800
2 phone lines	\$500	State rate	\$1,000
2 printers	\$1,400	State rate	\$2,800
postage	\$500	estimate	\$1,000
Audio/video charges required to webinars	\$1,000	estimate	\$5,000
Year 2			
Materials to support the Virginia Career Pathways System STEM Sub-Committee	\$50	estimate	\$400
1 desktop computer	\$1,379	VITA state rate	\$1,379
1 laptop computer	\$1,800	VITA state rate	\$1,800
2 phone lines	\$500	State rate	\$1,000
postage	\$500	estimate	\$1,000
Audio/video charges required to webinars	\$1,000	estimate	\$5,000
Year 3			
1 desktop computer	\$1,379	VITA state rate	\$1,379
1 laptop computer	\$1,800	VITA state rate	\$1,800
2 phone lines	\$500	State rate	\$1,000
postage	\$500	estimate	\$1,000
Audio/video charges required to webinars	\$1,000	estimate	\$5,000
Year 4			
Materials to support the Virginia Career Pathways System STEM Sub-Committee	\$50	estimate	\$400

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
1 desktop computer	\$1,379	VITA state rate	\$1,379
1 laptop computer	\$1,800	VITA state rate	\$1,800
2 phone lines	\$500	State rate	\$1,000
postage	\$500	estimate	\$1,000
Audio/video charges required to webinars	\$1,000	estimate	\$5,000
		Total	\$44,316

9) Total Direct Costs: \$2,471,010

10) Indirect Costs: \$277,494 calculated at 11.23%

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs: \$1,920,000

VDOE will provide up to eight (8) school divisions with \$120,000 in planning and start-up funds to establish new Governor’s STEM academies. Each school division is permitted to participate in only one partnership. The amount of funds requested is based on the amount provided to selected school divisions through a National Governors Association (NGA) grant, which provided the planning and start-up funds for Virginia’s first academies. As was the case with school divisions applying for funds under the NGA grant, applicants for Race to the Top planning and implementation grant awards must be partnerships of business and industry; public school divisions; higher education institutions, including community colleges, universities, and/or private postsecondary institutions, as applicable; and may include local government, including workforce and economic development entities. Virginia has budgeted for the establishment of eight academies—two in year 1, three in year 2, and three in year 3 of the grant. We expect flexible use of these funds across the grant period, permitting up to eight academies to be established across the first three years of the grant depending on LEA interest and resource availability for planning and implementation.

Supplemental funds will also be available for school divisions to hire up to eight (8) career coaches per year at \$30,000 each. Virginia’s career coach program, established by the Virginia Community College System (VCCS), are based in local high schools to help high school students define their career aspirations and to recognize community college and other postsecondary programs, including apprenticeships and workforce training, that can help students achieve their educational and financial goals. The

fundamental purpose of the career coaches program is to empower students to make informed decisions about their career and educational plans and to prepare students for success in postsecondary education and training. While the day-to-day functions of a career coach vary according to local needs, major responsibilities include:

- facilitating the development of individual career plans and portfolios;
- relating information on careers, career pathways, and related employment;
- connecting students to early college programs such as Tech Prep and Dual-enrollment; and
- easing the transition of students from high school to postsecondary education and the skilled workforce.

Activity	Purpose	Estimated # LEAs involved	Estimated Cost
Year 1			
Grant award to new STEM academy applicants	planning and start-up funds	2	\$240,000
Hire 8 career coaches @ \$30,000 each		8	\$240,000
Year 2			
Grant award to new STEM academy applicants	planning and start-up funds	3	\$360,000
Hire 8 career coaches @ \$30,000 each		8	\$240,000
Year 3			
Grant award to new STEM academy applicants	planning and start-up funds	3	\$360,000
Hire 8 career coaches @ \$30,000 each		8	\$240,000
Year 4			
Hire 8 career coaches @ \$30,000 each		8	\$240,000
	Total supplemental funding to participating LEAs		\$1,920,000

13) Total Costs: \$4,668,504

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	Early Childhood Development			
Associated with Criterion: (Select from the dropdown boxes)	B3 - Transition to Enhanced Standards			
Office/Division Responsible:	Elementary Instruction			
Name of Contact Person:	Mark Allan			
	Phone Number:	(804) 786-3925	E-mail Address:	Mark.Allan@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$199,999.98
2. Fringe Benefits	\$3,825.00	\$3,825.00	\$3,825.00	\$3,825.00	\$15,300.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$500.00	\$500.00	\$500.00	\$500.00	\$2,000.00
6. Contractual	\$2,814,119.00	\$3,004,399.00	\$3,160,386.00	\$2,986,776.00	\$11,965,680.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$3,700.00	\$2,300.00	\$2,300.00	\$2,300.00	\$10,600.00
9. Total Direct Costs (lines 1-8)	\$2,872,144.00	\$3,061,024.00	\$3,217,011.00	\$3,043,401.00	\$12,193,579.98
10. Indirect Costs*	\$322,542.00	\$343,753.00	\$361,270.00	\$341,774.00	\$1,369,339.00
11. Funding for Involved LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Supplemental Funding for Participating LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Costs (lines 9-12)	\$3,194,686.00	\$3,404,777.00	\$3,578,281.00	\$3,385,175.00	\$13,562,918.98

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
 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): Total amount requested for all project years (calculates automatically).
 *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-LEVEL BUDGET NARRATIVE

Project Name: D - Early Childhood Development

1) Personnel: \$200,000

VDOE will hire the following personnel to support this project:

Early Childhood Specialist: The Early Childhood Specialist will be responsible for the coordination of early childhood initiatives being collaborated between VDOE and the Virginia Early Childhood Foundation, which administers Virginia’s Quality Rating and Improvement System (QRIS) in Virginia.

Position	# Positions	Percentage of Time	Base Salary	Total
Year 1				
RTTT Early Childhood Specialist	1	67%	\$75,000	\$50,000
Year 2				
RTTT Early Childhood Specialist	1	67%	\$75,000	\$50,000
Year 3				
RTTT Early Childhood Specialist	1	67%	\$75,000	\$50,000
Year 4				
RTTT Early Childhood Specialist	1	67%	\$75,000	\$50,000
			Total	\$200,000

2) Fringe Benefits: \$15,300

- Part-time fringe benefits are calculated at the state determined rate at 7.65 percent.
 - Part-time fringe benefits include Social Security and Medicare only.

3) Travel

No travel funds are requested in this budget.

4) Equipment

No equipment is requested.

5) Supplies: \$2,000

Office supplies will need to be purchased for the RTTT Early Childhood Specialist. This will include, paper, printer toner, filing supplies and general office needs - budgeted \$500 per year for this expense.

6) Contractual: \$11,965,680

A contract will be awarded to the Virginia Early Childhood Foundation (VECF) to increase preschool providers' participation across the Commonwealth in the Quality Improvement and Rating Scale (QRIS). The total proposed cost for Years 1 – 4 is \$11,965,680. Contract costs will include expansion of QRIS through six existing Smart Beginning (SB) coalitions and the establishment of 4 new Smart Beginning coalitions in communities across the state where this service is not currently available. QRIS will be expanded in to serve preschool programs in the new SB communities. It is projected that the expanded programs will serve approximately 390 public and private early childhood programs in more than 10 counties or cities in different regions of the state. Expansion of QRIS includes increased staffing to coordinate and facilitate the program, development of strategic plans, training of QRIS raters in all communities, site visits to conduct QRIS ratings, cost of ratings, and data collection and reporting.

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Year 1		
Contract to Virginia Early Childhood Foundation (VECF) to expand the QRIS through existing and new Smart Beginning (SB) coalitions	Expanded QRIS services in 6 current SB coalitions, technical assistance to communities in establishing new SB coalitions, development of strategic plans, staffing, training QRIS raters, QRIS rating site visits, communications to the public, regarding QRIS, data collection	\$2,814,119
Year 2		
Contract to Virginia Early Childhood Foundation (VECF) to expand the QRIS through existing and new Smart Beginning (SB) coalitions	Cost for 4 new SB coalitions, expanded QRIS services in 6 current SB coalitions, technical	\$3,004,399

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
	assistance to communities in establishing new SB coalitions, development of strategic plans, staffing, training QRIS raters, QRIS rating site visits, communications to the public, regarding QRIS, data collection	
Year 3		
Contract to Virginia Early Childhood Foundation (VECF) to expand the QRIS through existing and new Smart Beginning (SB) coalitions	Cost for 4 new SB coalitions, expanded QRIS services in 6 current SB coalitions, technical assistance to communities in establishing new SB coalitions, development of strategic plans, staffing, training QRIS raters, QRIS rating site visits, communications to the public, regarding QRIS, data collection	\$3,160,386
Year 4		
Contract to Virginia Early Childhood Foundation (VECF) to expand the QRIS through existing and new Smart Beginning (SB) coalitions	Cost for 4 new SB coalitions, expanded QRIS services in 6 current SB coalitions, technical assistance to communities in establishing new SB coalitions, development of strategic plans, staffing, training QRIS raters, QRIS rating site visits, communications to the public, regarding QRIS, data collection	\$2,986,776
Total		\$11,965,680

The State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends

No training stipends are requested.

8) Other : \$10,600

Each staff member will need equipment such as a desktop computer, phone, and printer in order to complete tasks that are associated with their duties. This equipment is leased or purchased from the Virginia Information Technologies Agency (VITA).

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 1			
Laptop for RTTT specialist	\$1,800	VITA state rate	\$1,800
Telephone Line for specialist	\$500	State rate	\$500
Printer for specialist	\$1,400	VITA state rate	\$1,400
Year 2			
Laptop for RTTT specialist	\$1,800	VITA state rate	\$1,800
Telephone Line for specialist	\$500	State rate	\$500
Year 3			
Laptop for RTTT specialist	\$1,800	VITA state rate	\$1,800
Telephone Line for specialist	\$500	State rate	\$500
Year 4			
Laptop for RTTT specialist	\$1,800	VITA state rate	\$1,800
Telephone Line for specialist	\$500	State rate	\$500
		Total	\$10,600

9) Total Direct Costs: \$12,193,580

10) Indirect Costs: \$1,369,339 calculated at 11.23 percent.

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs: \$0.00

No supplemental funds will be provided to the LEAs directly from VDOE. A substantial portion of the funds distributed from the Virginia Early Childhood Foundation will be provided to school divisions and communities as they establish or expand Smart Beginnings coalitions to increase the quality of early care and education in their communities—and better prepare Virginia's youngest children for school.

13) Total Costs: \$13,562,919

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	Improved Literacy			
Associated with Criterion: (Select from the dropdown boxes)	D5 - Providing Effective Support to Teachers & Principals			
	B3 - Transition to Enhanced Standards			
Office/Division Responsible:	Elementary Instruction			
Name of Contact Person:	Mark Allan			
	Phone Number:	(804) 786-3925	E-mail Address:	Mark.Allan@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$115,000.00	\$115,000.00	\$115,000.00	\$115,000.00	\$460,000.00
2. Fringe Benefits	\$49,291.00	\$49,291.00	\$49,291.00	\$49,291.00	\$197,164.00
3. Travel	\$0.00	\$0.00	\$1,200.00	\$2,400.00	\$3,600.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$4,000.00
6. Contractual	\$907,900.00	\$1,388,600.00	\$3,879,600.00	\$3,651,100.00	\$9,827,200.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$7,997.00	\$4,697.00	\$4,697.00	\$4,697.00	\$22,088.00
9. Total Direct Costs (lines 1-8)	\$1,081,188.00	\$1,558,588.00	\$4,050,788.00	\$3,823,488.00	\$10,514,052.00
10. Indirect Costs*	\$121,417.00	\$175,029.00	\$454,903.00	\$429,378.00	\$1,180,727.00
11. Funding for Involved LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Supplemental Funding for Participating LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Costs (lines 9-12)	\$1,202,605.00	\$1,733,617.00	\$4,505,691.00	\$4,252,866.00	\$11,694,779.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
 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): Total amount requested for all project years (calculates automatically).
 *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-LEVEL BUDGET NARRATIVE

Project Name: E - Improved Literacy

1) Personnel: \$460,000

VDOE will hire the following personnel to support this project:

Project director: The project director will be responsible for the overall leadership and management of the Adolescent Literacy Initiative. This position will report to the VDOE English coordinator and will be responsible for negotiating the Requests for Proposals, training and technical assistance tasks associated with the adolescent reading diagnostic test and writing assessor programs proposed in the plan.

Administrative assistant: The administrative assistant will report to the project director and English coordinator and work directly with the adolescent literacy project. This individual will assist with travel and meeting arrangements, processing of grant paperwork, document production, and other administrative duties required.

Position	# Positions	Percentage of Time	Base Salary	Total
Year 1				
Adolescent Literacy Project Director	1	100%	\$75,000	\$75,000
Administrative assistant	1	100%	\$40,000	\$40,000
Year 2				
Adolescent Literacy Project Director	1	100%	\$75,000	\$75,000
Administrative assistant	1	100%	\$40,000	\$40,000
Year 3				
Adolescent Literacy Project Director	1	100%	\$75,000	\$75,000
Administrative assistant	1	100%	\$40,000	\$40,000
Year 4				
Adolescent Literacy Project Director	1	100%	\$75,000	\$75,000
Administrative assistant	1	100%	\$40,000	\$40,000
			Total	\$460,000

2) Fringe Benefits: \$197,164

- Full-time: Retirement, Social Security, Medicare, Group Life Insurance, Retirement Health Insurance Credit Premium; Virginia Sickness and Disability Program; Long-term Disability Insurance calculated at the state rate of 21.7 percent. Additional fringe benefits are Group Health Insurance, calculated at \$11,688 per full-time position and Deferred Compensation Match at \$480 per full-time position.

3) Travel: \$3,600

Project staff will travel to regional training sessions. Also, VDOE’s videographer will travel to the each of Virginia’s eight regions for filming.

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 3				
Project director travel to each of 4 regional training sessions.	mileage and hotel if more than 150 miles. Hotel @ 70 per night. 2 travelers for 4 trips	8	\$150	\$1,200
Year 4				
Project director travel to each of 4 regional training sessions.	Mileage and hotel if more than 150 miles. Hotel @ 70 per night. 2 travelers for 4 trips	8	\$150	\$1,200
Videographer travels to each of the eight Superintendent’s regions to film video vignettes of LEA model teachers using reading diagnostic tests and Web-based writing assessor.	8 trips @\$150 per trip. Hotel @ standard rate of \$70 per night	8	\$150	\$1,200
			Total	\$3,600

4) Equipment

N/A

5) Supplies: \$4000

Office supplies will need to be purchased for the Adolescent Literacy Project Director and the support staff person. This will include, paper, printer toner, filing supplies and general office needs. We have budgeted \$500 per year/per person for this expense.

6) Contractual: \$9,827,200

- Year 1 will be spent planning, hiring staff, and writing Requests for Proposals.
- In Year 2, a computer-adaptive reading diagnostic test (RDT) will be developed in which the student's next test item is developed by the student's response to the previous test item. Each student taking the RDT test will be delivered a unique diagnostic test based on his or her individual abilities. The RDT will assess the students' knowledge and skills of the *English Standards of Learning* for grades 6-10. Based on each student's results from the assessment, RDT will automatically assess and place each student into the correct skill cycle in the online interactive reading program. The RDT's assessments will address the five main areas of reading: phonemic and phonological awareness, phonics, fluency, vocabulary, and comprehension. The RDT will be aligned to Virginia's *Standards of Learning* blueprint, to be developed from the 2010 *English Standards of Learning*. The RDT will be available to participating schools beginning in Year 3 with a site license of \$7,000 per site.
- In Year 3, a vendor will develop and provide the use of a Web-based writing tool, enabling students to write more and attain greater writing proficiency. The program's scoring engine will grade students' essays instantly and provide targeted feedback. Students will directly key in their essays into the scoring system via the Web. The auto-scoring format will provide consistent scoring using Virginia's rubrics in composing, written expression, and in usage and mechanics. The rubrics from the 2010 SOL writing program will be used to calibrate the scoring engine as well as to score the practice/remediation essays submitted by students participating in the pilot. The auto essay scoring service will employ artificial intelligence to emulate the process. Each student in grades 6-10 will be able to key in eight essays a year. The cost of developing this tool is estimated at \$300,000 in Year 3 of the project. The date of development is dependant on the full implementation and testing of the SOL English blueprint for the 2010 standards. The hosting fee in Year 4 is estimated to be \$60,000 per year.

- Beginning in Year 3, a regional training will be held each year in four regions. A working lunch at each of the 4 training sessions for 650 participants @ \$16 per lunch will cost \$10,400 in Years 3- 4 of the project. The cost for a venue for each of the four regional training sessions will cost \$1,000 each for a total of \$4,000 in Years 3-4 of the project. In Year 4, a videographer will travel to each region to film model teachers using both the Reading Diagnostic Test (RDT) and Web-based Writing Assessor (WWA). These film vignettes will be incorporated into the Improving Literacy Web site and used for future training.
- The Phonological Awareness Literacy Screening (PALS) Online Score Entry and Reporting System is currently available to teachers who serve students in grades K-3 through Virginia's Early Intervention Reading Initiative. Funds will be provided to the Curry School of Education at the University of Virginia to expand and enhance the PALS by creating one seamless online resource that would support universal screening, diagnosis, and progress monitoring in literacy development for students from preschool through 6th grade. The cost to provide this tool will be \$907,900 in Year 1, \$888,600 in Year 2, \$987,200 in Year 3 and \$998,700 in Year 4 for a total cost of \$3,782,400.

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Year 1		
Phonological Awareness Literacy Screening (PALS) score entry and reporting system for PreK-6th (expansion and enhancement)	Expansion of online data entry system, database, field testing of test items, and Web site development	\$907,900
Year 2		
A computer adaptive diagnostic reading test that is aligned with the <i>English Standards of Learning</i> will be developed/purchased.	Development of diagnostic tool	\$500,000
Phonological Awareness Literacy Screening (PALS) score entry and reporting system for PreK-6th (expansion and enhancement)	Expansion of online data entry system, database, field testing of test items, online training modules, and Web site development	\$888,600
Year 3		
A computer adaptive diagnostic reading test will be developed/purchased aligned with the <i>English Standards of Learning</i>	Diagnostic reading test and site licenses for participating schools (\$7,000 per site license per middle and high schools x 368 selected schools)	\$2,576,000

Improved Literacy (B)(3)/(D)(5)

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Development of Web-based Writing Assessor aligned to 2010 SOL	Development of Web-based tool	\$300,000
Working lunch at each of 4 regional training sessions for a total of 650 participants @ \$16 per lunch	\$16 per lunch for 650 participants	\$10,400
Hotel or location for each of the 4 regional training sessions @ \$ 500 each	\$1,500 for each training location	\$6,000
Phonological Awareness Literacy Screening (PALS) score entry and reporting system for PreK-6th (expansion and enhancement)	Expansion of online data entry system, database, field testing of test items, and Quick Check development	\$987,200
Year 4		
A computer adaptive diagnostic reading test will be developed/purchased aligned with the <i>English Standards of Learning</i> .	Diagnostic reading test and site licenses for participating schools (\$7,000 per site license per middle and high schools x 368 selected schools)	\$2,576,000
Annual hosting fee for Web-based writing assessor	Hosting fee	\$60,000
Working lunch at each of 4 regional training sessions for a total of 650 participants @ \$16 per lunch	\$16 per lunch for 650 participants	\$10,400
Hotel or location for each of the 4 regional training sessions @ \$ 500 each	\$1,500 for each location/ 4 locations	\$6,000
Phonological Awareness Literacy Screening (PALS) score entry and reporting system for PreK-6th (expansion and enhancement)	Expansion of online data entry system, database, provides regional training, and finalizes all assessment forms.	\$998,700
	Total	\$9,827,200

The State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80

7) Training Stipends

N/A

8) Other: \$22,088

Each staff member will need equipment such as a desktop computer, phone, and printer in order to complete tasks that are associated with their duties. This equipment is leased or purchased from the Virginia Information Technologies Agency (VITA).

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 1			
Desktop computer for full time support staff (VITA)	\$1,397	yearly cost	\$1,397
Laptop computer for Project Director (VITA)	\$1,800	yearly cost	\$1,800
2 Printers	1,400	one-time cost	\$2,800
Phone line charges 2 phones (VITA)	\$500	yearly cost	\$1,000
Audio/video conferencing	1,000	yearly cost	\$1,000
Year 2			
Desktop computer for full time support staff (VITA)	\$1,397	yearly cost	\$1,397
Laptop computer for Project Director (VITA)	\$1,800	yearly cost	\$1,800
Phone line charges 2 phones (VITA)	\$500	yearly cost	\$1,000
Audio/video conferencing	\$500	yearly cost	\$500
Year 3			
Desktop computer for full time support staff (VITA)	\$1,397	yearly cost	\$1,397
Laptop computer for Project Director (VITA)	\$1,800	yearly cost	\$1,800
Phone line charges 2 phones (VITA)	\$500	yearly cost	\$1,000
Audio/video conferencing	\$500	yearly cost	\$500
Year 4			
Desktop computer for full time support staff (VITA)	\$1,397	yearly cost	\$1,397
Laptop computer for Project Director (VITA)	\$1,800	yearly cost	\$1,800
Phone line charges 2 phones (VITA)	\$500	yearly cost	\$1,000
Audio/video conferencing	\$500	yearly cost	\$500
		Total Other	\$22,088

9) Total Direct Costs: \$10,514,052

10) Indirect Costs: \$1,180,727 calculated at 11.23 percent.

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs

N/A

13) Total Costs: \$11,694,779

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	Excellence in Mathematics and Science			
Associated with Criterion: (Select from the dropdown boxes)	D5 - Providing Effective Support to Teachers & Principals			
	B3 - Transition to Enhanced Standards			
Office/Division Responsible:	Office of Middle and High School Instruction			
Name of Contact Person:	Michael Bolling, Mathematics Coordinator Paula Klonowski, Science Coordinator			
	Phone Number:	(804)786-6418 or (804)371-0249	E-mail Address:	michael.bolling@doe.virginia.gov paula.klonowski@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$169,000.00	\$169,000.00	\$169,000.00	\$169,000.00	\$676,000.00
2. Fringe Benefits	\$53,422.00	\$53,422.00	\$53,422.00	\$53,422.00	\$213,688.00
3. Travel	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$20,000.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$6,000.00
6. Contractual	\$2,865,000.00	\$3,058,400.00	\$3,140,287.00	\$3,228,561.00	\$12,292,248.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$12,479.00	\$8,279.00	\$8,279.00	\$8,279.00	\$37,316.00
9. Total Direct Costs (lines 1-8)	\$3,106,401.00	\$3,295,601.00	\$3,377,488.00	\$3,465,762.00	\$13,245,252.00
10. Indirect Costs*	\$348,849.00	\$370,096.00	\$379,292.00	\$389,205.00	\$1,487,442.00
11. Funding for Involved LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Supplemental Funding for Participating LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Costs (lines 9-12)	\$3,455,250.00	\$3,665,697.00	\$3,756,780.00	\$3,854,967.00	\$14,732,694.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
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): Total amount requested for all project years (calculates automatically).
*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-LEVEL BUDGET NARRATIVE

Project Name: F - Excellence in Mathematics and Science

1) Personnel: \$676,000

VDOE will hire the following personnel to support this project:

Project director: The project director will be responsible for the coordination of mathematics and science initiatives included in sections (B)(3) and (D)(5) of Virginia’s application, including the National Mathematics and Science Initiative (B)(3), K-8 STEM eLearning modules (B)(3), and the Mathematics Diagnostic Screening and eLearning Modules (D)(5).

Elementary mathematics specialist: The elementary mathematics specialist will be responsible for the coordination of the development of primary mathematics eLearning modules.

Administrative assistant: The administrative assistant person will support both positions and all Excellence in Mathematics and Science initiatives in Virginia’s Race to the Top program. The individual will assist with travel and meeting arrangements, processing of grant paperwork, document production, and other administrative duties required.

Position	# Positions	Percentage of Time	Base Salary	Total
Year 1				
Mathematics and science project director	1	100%	\$75,000	\$75,000
Administrative assistant	1	100%	\$40,000	\$40,000
Elementary mathematics specialist	1	72%	\$75,000	\$54,000
Year 2				
Mathematics and science project director	1	100%	\$75,000	\$75,000
Administrative assistant	1	100%	\$40,000	\$40,000
Elementary mathematics specialist	1	72%	\$75,000	\$54,000
Year 3				
Mathematics and science project director	1	100%	\$75,000	\$75,000
Administrative assistant	1	100%	\$40,000	\$40,000

Position	# Positions	Percentage of Time	Base Salary	Total
Elementary mathematics specialist	1	72%	\$75,000	\$54,000
Year 4				
Mathematics and science project director	1	100%	\$75,000	\$75,000
Administrative assistant	1	100%	\$40,000	\$40,000
Elementary mathematics specialist	1	72%	\$75,000	\$54,000
			Total	\$676,000

2) Fringe Benefits: \$213,668

- Full-time: Retirement, Social Security, Medicare, Group Life Insurance, Retirement Health Insurance Credit Premium; Virginia Sickness and Disability Program; Long-term Disability Insurance calculated at the state rate of 21.7%. Additional fringe benefits are Group Health Insurance, calculated at \$11,688 per full-time position and Deferred Compensation Match at \$480 per full-time position.
- Part-time fringe benefits are calculated at the state determined rate at 7.65%
 - Part-time fringe benefits include Social Security and Medicare only.

3) Travel: \$20,000

The project director and elementary mathematics specialist will travel to meet with contracted entities.

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 1				
Travel for meetings with contracted entities	Mileage, state car, and incidental expenses	2	\$2,500.00	\$5,000
Year 2				
Travel for meetings with contracted entities	Mileage, state car, and incidental expenses	2	\$2,500.00	\$5,000

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 3				
Travel for meetings with contracted entities	Mileage, state car, and incidental expenses	2	\$2,500.00	\$5,000
Year 4				
Travel for meetings with contracted entities	Mileage, state car, and incidental expenses	2	\$2,500.00	\$5,000
			Total travel	\$20,000

4) Equipment

N/A

5) Supplies: \$6,000

We have budgeted for \$500 per staff (3) member per year (4) for general office supplies.

6) Contractual: \$12,292,248

VDOE will establish contracts with experienced eLearning developers to purchase or develop professional development tools for Virginia's teachers delivered through electronic eLearning modules. The focus of the eLearning modules will be on 1) mathematics assessment and instruction of primary students and 2) vertical articulation of mathematics content. VDOE will also establish contracts with an organization with experience administering the Advanced Placement Training and Incentive Program (APTIP) and Laying the Foundation (LTF) programs to support school division implementation. Establishing the Uteach program also requires significant contractual support, including RFP developers and contract management.

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Year 1		
Identify an entity to develop eLearning modules for assessment of students in primary grades (writers, editors, actors, supporting resources)	Includes writers, editors, actors, instructional resources	\$200,000
Identify an entity to develop vertical articulation eLearning modules (writers, editors, actors, and filming)	Includes writers, editors, actors, and filming	\$300,000
Contract with an experienced provider to manage and administer Advanced Placement Training and Incentive Program (APTIP) and Laying the Foundation (LTF) programs	Administrative costs, LEA support including stipends for teachers and incentives for students	\$2,000,000
Technical assistance for replication of the Uteach program from Uteach Institute for the undergraduate mathematics and science teacher program	Assist with development of RFP and manage statewide competition	\$50,000
Competitive grant awarded to one university for planning of undergraduate mathematics and science teacher program	Includes personnel, program support, student outreach, materials, operational support	\$315,000
Year 2		
Identify an entity to develop eLearning modules for assessment of students in primary grades (writers, editors, actors, supporting resources)	Includes writers, editors, actors, instructional resources	\$200,000
Identify an entity to develop vertical articulation eLearning modules (writers, editors, actors, and filming)	Includes writers, editors, actors, and filming	\$300,000

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Contract with an experienced provider to manage and administer zAPTIP and LTF programs	Administrative costs, LEA support including stipends for teachers and incentives for students	\$2,000,000
Competitive grant award to one university for implementation of undergraduate mathematics and science teacher program	Personnel, program support, student support, materials, and operational support	\$558,400
Year 3		
Identify an entity to develop eLearning modules for assessment of students in primary grades (writers, editors, actors, supporting resources)	Includes writers, editors, actors, instructional resources	\$200,000
Identify an entity to develop vertical articulation eLearning modules (writers, editors, actors, and filming)	Includes writers, editors, actors, and filming	\$300,000
Contract with Virginia Advanced Studies Strategies, Inc., to manage and administer APTIP and LTF programs	Administrative costs, LEA support including stipends for teachers and incentives for students	\$2,000,000
Competitive grant award to one university for implementation of undergraduate mathematics and science teacher program	Personnel, program support, student support, materials, and operational support	\$640,287
Year 4		
Identify an entity to develop eLearning modules for assessment of students in primary grades (writers, editors, actors, supporting resources)	Includes writers, editors, actors, instructional resources	\$200,000

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Identify an entity to develop vertical articulation eLearning modules (writers, editors, actors, and filming)	Includes writers, editors, actors, and filming	\$300,000
Contract with Virginia Advanced Studies Strategies, Inc., to manage and administer APTIP and LTF programs	Administrative costs, LEA support including stipends for teachers and incentives for students	\$2,000,000
Competitive grant award to one university for implementation of undergraduate mathematics and science teacher program	Personnel, program support, student support, materials, and operational support	\$728,561
	Total contractual	\$12,292,248

7) Training Stipends

N/A

8) Other: \$37,316

Virginia leases computer, phone, and other equipment employees require to do their work through a state contract. The following items will be leased or purchased through the state agreement.

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 1			
2 Laptop Computers for specialists	\$1,800	VITA state rate	\$5,400
3 Telephone Lines	\$500	State rate	\$1,500
3 Printers	\$1,400	VITA state rate	\$4,200
1 Desktop Computer for administrative support	\$1,379	VITA state rate	\$1,379

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 2			
2 Laptop Computers for specialists	\$1,800	VITA state rate	\$5,400
3 Telephone Lines	\$500	State rate	\$1,500
1 Desktop Computer for administrative support	\$1,379	VITA state rate	\$1,379
Year 3			
2 Laptop Computers for specialists	\$1,800	VITA state rate	\$5,400
3 Telephone Lines	\$500	State rate	\$1,500
1 Desktop Computer for administrative support	\$1,379	VITA state rate	\$1,379
Year 4			
2 Laptop Computers for specialists	\$1,800	VITA state rate	\$5,400
3 Telephone Lines	\$500	State rate	\$1,500
1 Desktop Computer for administrative support	\$1,379	VITA state rate	\$1,379
		Total	\$37,316

9) Total Direct Costs: \$13,245,252

10) Indirect Costs: \$1,487,442

11) Funding for Involved LEAs:

N/A

12) Supplemental Funding for Participating LEAs

N/A

13) Total Costs: \$14,732,694

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	Global Awareness and Competitiveness			
Associated with Criterion: (Select from the dropdown boxes)	B3 - Transition to Enhanced Standards			
Office/Division Responsible:	Office of Middle and High School Instruction/Division of Instruction			
Name of Contact Person:	Helen Small, Foreign Language Specialist			
	Phone Number:	(804) 225-3666	E-mail Address:	helen.small@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$115,000.00	\$115,000.00	\$115,000.00	\$115,000.00	\$460,000.00
2. Fringe Benefits	\$49,291.00	\$49,291.00	\$49,291.00	\$49,291.00	\$197,164.00
3. Travel	\$12,000.00	\$12,000.00	\$12,000.00	\$12,000.00	\$48,000.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$4,000.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$26,820.00	\$19,020.00	\$9,020.00	\$79,020.00	\$133,880.00
9. Total Direct Costs (lines 1-8)	\$204,111.00	\$196,311.00	\$186,311.00	\$256,311.00	\$843,044.00
10. Indirect Costs*	\$22,922.00	\$22,046.00	\$20,923.00	\$28,784.00	\$94,675.00
11. Funding for Involved LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Supplemental Funding for Participating LEAs	\$1,304,000.00	\$1,253,040.00	\$1,169,040.00	\$1,175,040.00	\$4,901,120.00
13. Total Costs (lines 9-12)	\$1,531,033.00	\$1,471,397.00	\$1,376,274.00	\$1,460,135.00	\$5,838,839.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
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): Total amount requested for all project years (calculates automatically).
*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-LEVEL BUDGET NARRATIVE

Project Name: G - Global Awareness and Competitiveness

1) Personnel: \$460,000

Virginia will hire the following positions to implement the initiative:

Instructional specialist: The K-5 foreign language instructional specialist will manage grant activities and provide technical assistance to elementary school foreign language and International Baccalaureate initiatives over four years. The K-5 specialist will report to the current foreign language instructional specialist who will provide leadership for this initiative.

Administrative assistant: The administrative assistant will support the instructional specialist and the current foreign language specialist, who will make significant contributions to these initiatives.

Position	# Positions	Percentage of Time	Base Salary	Total
Year 1				
Instructional specialist for K-5 foreign language	1	100%	\$75,000.00	\$75,000.00
Administrative assistant	1	100%	\$40,000.00	\$40,000.00
Year 2				
Instructional specialist for K-5 foreign language	1	100%	\$75,000.00	\$75,000.00
Administrative assistant	1	100%	\$40,000.00	\$40,000.00
Year 3				
Instructional specialist for K-5 foreign language	1	100%	\$75,000.00	\$75,000.00
Administrative assistant	1	100%	\$40,000.00	\$40,000.00
Year 4				
Instructional specialist for K-5 foreign language	1	100%	\$75,000.00	\$75,000.00
Administrative assistant	1	100%	\$40,000.00	\$40,000.00
			Total	\$460,000

2) Fringe Benefits: \$197,164

- Full-time: Retirement, Social Security, Medicare, Group Life Insurance, Retirement Health Insurance Credit Premium; Virginia Sickness and Disability Program; Long-term Disability Insurance calculated at the state rate of 21.7 percent. Additional fringe benefits are Group Health Insurance, calculated at \$11,688 per full-time position and Deferred Compensation Match at \$480 per full-time position.

3) Travel: \$48,000

VDOE will work in close collaboration with schools implementing new programs related to grant activities to ensure high quality, well articulated, standards-based programs that may serve as models for future replication across the Commonwealth. VDOE will provide one site visit with technical assistance per foreign language or International Baccalaureate (IB) program (20) during each year of the project, followed by additional support via Webinars. The average cost of each site visit, based on standard state rates for lodging, mileage, and per diem, is estimated at \$300 per trip/specialist, for a total of \$24,000 over the grant period. Instructional specialists will also attend two regional/national foreign language conferences per year at an average cost of \$2,500 per conference/specialist, based on standard rates for lodging, mileage, and per diem, for a total cost of \$20,000 over four years. The remaining \$4,000 will support travel to provide regional training in the implementation of the new Standards of Learning for K-5 Foreign Language, Native Speakers, and Asian Languages during the last two years of the grant period, and/or to support additional participation in conferences or other training for the instructional specialists.

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 1				
Technical assistance on site to schools implementing new language programs; attendance at regional and national conferences relating to grant activities.	Standard state reimbursement rates for mileage, lodging, and per diem	2	\$6,000	\$12,000
Year 2				
Technical assistance on site to schools implementing new language programs; attendance at regional and national conferences relating to grant activities.	Standard state reimbursement rates for mileage, lodging, and per diem	2	\$6,000	\$12,000

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 3				
Technical assistance on site to schools implementing new language programs; attendance at regional and national conferences relating to grant activities.	Standard state reimbursement rates for mileage, lodging, and per diem	2	\$6,000	\$12,000
Year 4				
Technical assistance on site to schools implementing new language programs; attendance at regional and national conferences relating to grant activities.	Standard state reimbursement rates for mileage, lodging, and per diem	2	\$6,000	\$12,000
			Total Travel	\$48,000

4) Equipment

N/A

5) Supplies: \$4,000

General office supplies will be provided in the amount of \$500 per year per employee (2) for a total expense of \$4,000 over the four year grant period. This is based on average VDOE costs for consumable materials such as printer toner, paper, and other materials.

6) Contractual

N/A

7) Training Stipends

N/A

8) Other: \$133,880

- Virginia leases computer, phone, and other equipment employees require to do their work through a state contract. The laptop, desktop, printer, and phone line will be leased or purchased through the state agreement.
- The VDOE will lead the development of new K-5 Foreign Language Standards of Learning (SOL) with developmentally appropriate benchmarks for young learners and multiple entry points. Longer sequences of well-articulated courses are critical to the development of high levels of proficiency. Like the recently revised Virginia Foreign Language SOL for high school credit-bearing courses, the K-5 standards will be based on the National Standards for Foreign Language. Development of K-5 Foreign Language SOL is expected to cost approximately \$20,000 over the first three years of the grant (one three-day meeting of 20 team members representing a variety of language and professional backgrounds = \$12,000; two follow-up one-day meetings of five team leaders and VDOE specialist = \$2,000; two public hearings = \$1,000; professional editing, printing, and mailing = \$5,000). Meeting costs are based on cost of materials (such as copies of the National Standards for Foreign Language), and standard state rates for lodging, mileage reimbursement, and per diem. The total cost of the K-5 SOL development is in accordance with past VDOE SOL budgets.
- The current Virginia Foreign Language SOL for high school credit-bearing courses include language specific benchmarks for four levels each of French, German, Latin, and Spanish, as well as generic modern language standards. However, these standards focus on Roman-alphabet languages for monolingual high school students studying a foreign language in a traditional school setting. The benchmarks must be revised to meet the unique needs of native and heritage speakers of languages other than English, who typically have strong speaking and listening skills but often lack literacy skills. Learners of Asian (or other non-Roman alphabet) languages need adjusted benchmarks to account for the increased challenges of reading and writing in these languages as well as the tonal aspects of some languages such as Mandarin Chinese. Adaptation of the current foreign language standards for native/heritage speakers and for Asian languages will require only half as many team members each, and the processes will be combined for a total cost of \$20,000 over the first two years of the grant following the same cost basis as above.

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 1			
Laptop	\$1,800	VITA state rate	\$1,800
Desktop	\$1,380	VITA state rate	\$1,380
Black/white printer (one-time cost)	\$1,400	State rate	\$2,800
Telephone line	\$420	35/month*2	\$840

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Development of Foreign Language Standards for K-5	\$10,000	Typical cost of developing state standards	\$10,000
Adaptation of Current Foreign Language Standards for Native Speakers	\$5,000	Typical cost of developing state standards	\$5,000
Adaptation of Current Foreign Language Standards for Asian Languages	\$5,000	Typical cost of developing state standards	\$5,000
Year 2			
Laptop	\$1,800	VITA state rate	\$1,800
Desktop	\$1,380	VITA state rate	\$1,380
Telephone line	\$420	\$35/month x 2	\$840
Development of Foreign Language Standards for K-5	\$5,000	Typical cost of developing state standards	\$5,000
Development of Foreign Language Standards for Native Speakers	\$5,000	Typical cost of developing state standards	\$5,000
Development of Foreign Language Standards for Asian Languages	\$5,000	Typical cost of developing state standards	\$5,000
Year 3			
Laptop	\$1,800	VITA state rate	\$1,800
Desktop	\$1,380	VITA state rate	\$1,380
Telephone line	\$420	\$35/monthX2	\$840
Development of Foreign Language Standards for K-5	\$5,000	Typical cost of developing state standards	\$5,000

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 4			
Laptop	\$1,800	VITA state rate	\$1,800
Desktop	\$1,380	VITA state rate	\$1,380
Telephone line	\$420	\$35/month x 2	\$840
One-day summit to showcase model programs for representatives from all divisions	\$75,000	Experience with similar programs	\$75,000
		Total other	\$133,880

9) Total Direct Costs: \$843,044

10) Indirect Costs: \$94,675 calculated at 11.23 percent.

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs: \$4,901,120

This initiative provides supporting funds to help a selected number of LEAs implement foreign language or International Baccalaureate programs to promote global awareness and competitiveness. Funds would assist with planning and funding language immersion programs to accelerate language learning among Virginia’s students, and as well as startup costs for IB programmes. LEAs would also be required to use some of their RTTT funds to support the remaining expenses associated with these programs.

Activity	Purpose	Estimated # LEAs involved	Estimated Cost
Year 1			
Plan for establishment of new K-5 partial/dual language immersion programs. (\$47,500 each)	Expand global awareness and develop high proficiency in languages other than English.	4	\$190,000

Activity	Purpose	Estimated # LEAs involved	Estimated Cost
Plan for establishment of new late (partial) immersion specialty centers in middle and high schools. (\$59,500 each)	Establish innovative late immersion programs to enhance language acquisition and expand global understanding.	4	\$238,000
Plan for establishment of new two-year language programs for native/heritage speakers, which lead to Advanced Placement language courses. (\$65,000 each)	Meet the unique needs and support bi-literacy of native/heritage speakers of other languages, especially those of critical-need languages.	4	\$260,000
Plan for the establishment of new International Baccalaureate (IB) Primary Years Programmes. (\$77,000 each)	Provide rigorous, internationally benchmarked programs at all levels.	4	\$308,000
Plan for the establishment of new International Baccalaureate (IB) Middle Years Programmes. (\$77,000 each)	Provide rigorous, internationally benchmarked programs at all levels.	4	\$308,000
Year 2			
Establishment of new K-5 partial/dual language immersion programs. (\$34,000 each)	Expand global awareness and develop high proficiency in languages other than English.	4	\$136,000
Establishment of new late (partial) immersion specialty centers in middle and high schools. (\$44,100 each)	Establish innovative late immersion programs to enhance language acquisition and expand global understanding.	4	\$176,400
Establishment of new two-year language programs for native and heritage speakers, which will lead to Advanced Placement language courses. (\$41,100 each)	Meet the unique needs and support bi-literacy of native/heritage speakers of other languages, especially those of critical-need languages.	4	\$164,400
Begin candidate/trial implementation phase of new International Baccalaureate (IB) Primary Years Programmes. (\$109,500 each)	Provide rigorous, internationally benchmarked programs at all levels.	4	\$438,000

Global Awareness and Competitiveness (B)(3)

Activity	Purpose	Estimated # LEAs involved	Estimated Cost
Begin candidate/trial implementation phase of new International Baccalaureate (IB) Middle Years Programmes. (\$84,560 each)	Provide rigorous, internationally benchmarked programs at all levels.	4	\$338,240
Year 3			
Expansion of new K-5 partial/dual language immersion programs. (\$40,500 each)	Expand global awareness and develop high proficiency in languages other than English.	4	\$162,000
Expansion of new late (partial) immersion specialty centers in middle and high schools. (\$44,100 each)	Establish innovative late immersion programs to enhance language acquisition and expand global understanding.	4	\$176,400
Expansion of new two-year language programs for native and heritage speakers, which will transition students to Advanced Placement language courses. (\$33,600 each)	Meet the unique needs and support bi-literacy of native/heritage speakers of other languages, especially those of critical-need languages.	4	\$134,400
Continue candidate/trial implementation phase of new International Baccalaureate (IB) Primary Years Programmes. (\$99,500 each)	Provide rigorous, internationally benchmarked programs at all levels.	4	\$398,000
Continue candidate/trial implementation phase of new International Baccalaureate (IB) Middle Years Programmes. (\$74,560 each)	Provide rigorous, internationally benchmarked programs at all levels.	4	\$298,240
Year 4			
Expansion of new K-5 partial/dual language immersion programs. (\$47,000 each)	Expand global awareness and develop high proficiency in languages other than English.	4	\$188,000
Expansion of new late (partial) immersion specialty centers in middle and high schools. (\$44,100 each)	Establish innovative late immersion programs to enhance language acquisition and expand global understanding.	4	\$176,400

Activity	Purpose	Estimated # LEAs involved	Estimated Cost
Continuation of new two-year language programs for native and heritage speakers, which will lead to Advanced Placement language courses. (\$28, 600 each)	Meet the unique needs and support bi-literacy of native/heritage speakers of other languages, especially those of critical-need languages.	4	\$114,400
Continue candidate/trial implementation phase of new International Baccalaureate (IB) Primary Years Programmes. (\$99,500 each)	Provide rigorous, internationally benchmarked programs at all levels.	4	\$398,000
Continue candidate/trial implementation phase of new International Baccalaureate (IB) Middle Years Programmes. (\$74,560 each)	Provide rigorous, internationally benchmarked programs at all levels.	4	\$298,240
		Total	\$4,901,120

13) Total Costs: \$5,838,839

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	Improvement of Educational Data Systems			
Associated with Criterion: (Select from the dropdown boxes)	C2 - Accessing & Using Data			
	C3 - Using Data to Improve Instruction			
Office/Division Responsible:	Technology - Office of Information Management			
Name of Contact Person:	Bethann Canada			
	Phone Number:	(804) 225-2951	E-mail Address:	bethann.canada@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$1,059,166.00	\$1,356,666.00	\$1,356,666.00	\$1,356,666.00	\$5,129,164.00
2. Fringe Benefits	\$412,360.00	\$476,917.00	\$476,917.00	\$476,917.00	\$1,843,111.00
3. Travel	\$40,000.00	\$28,000.00	\$28,000.00	\$28,000.00	\$124,000.00
4. Equipment	\$122,992.00	\$0.00	\$0.00	\$0.00	\$122,992.00
5. Supplies	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$30,000.00
6. Contractual	\$4,034,360.00	\$5,588,741.00	\$2,282,942.00	\$328,000.00	\$12,234,043.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$58,948.20	\$36,079.00	\$36,079.00	\$36,079.00	\$167,185.20
9. Total Direct Costs (lines 1-8)	\$5,735,326.20	\$7,493,903.00	\$4,188,104.00	\$2,233,162.00	\$19,650,495.20
10. Indirect Costs*	\$644,077.00	\$841,565.00	\$470,324.00	\$250,784.00	\$2,206,750.00
11. Funding for Involved LEAs	\$105,000.00	\$262,500.00	\$105,000.00	\$52,500.00	\$525,000.00
12. Supplemental Funding for Participating LEAs	\$1,995,000.00	\$4,987,500.00	\$1,995,000.00	\$997,500.00	\$9,975,000.00
13. Total Costs (lines 9-12)	\$8,479,403.20	\$13,585,468.00	\$6,758,428.00	\$3,533,946.00	\$32,357,245.20

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
 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): Total amount requested for all project years (calculates automatically).
 *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-LEVEL BUDGET NARRATIVE

Project Name: H - Data Systems to Support Instruction

1) Personnel: \$5,129,164

Virginia will hire the following staff to implement these initiatives:

Lead program manager and lead project manager: The lead program manager will oversee day-to-day project work related to data use and access. The lead program manager will be the person primarily responsible for project outcomes. The program manager will work closely with the lead project manager to ensure that the project work is compliant with administrative requirements of the grant and the state.

Lead manager of teacher data systems: The lead manager of teacher data systems will oversee the work to update Virginia's teacher licensure system to capture preparation program information.

Data collector/reporter/statistician: The data collector/reporter, working closely with the lead manager of teacher data systems, will develop, conduct, and report on the teacher/student data collection and the teacher/principal evaluation data collection. The software engineer will develop the data collection software. The statistician will oversee the work around providing estimates of individual teacher impact on student achievement.

Project director and project manager (instructional improvement systems): Virginia will hire a project director to oversee day-to-day project work for the Instructional Improvement systems. The project director will be the person primarily responsible for project outcomes, including the Request for Proposals and resulting contracts. The project director will work closely with the project manager for instructional improvement systems to ensure that the project work is compliant with administrative requirements of the grant and the state.

Specialists: The instructional technology specialists (2 Content development specialists and 2 instructional data specialists), working closely with the instructional data specialists, will assist school divisions in acquiring, configuring and using the instructional improvement system. The content development specialist will develop standards-aligned instructional content for the system. Note that we do not expect to fill all of the positions at the beginning of Year 1.

Administrative assistant: All aspects of the project will be supported by a highly-skilled administrative assistant.

Position	# Positions	Percentage of Time	Base Salary	Total
Year 1				
Program Manager/Lead Project Manager	2	100%	\$113,333	\$226,666
Data Collector/Reporter/Statistician	2	100%	\$80,000	\$160,000
Software Engineer	1	100%	\$90,000	\$90,000
Lead Manager - Teacher Data Systems	1	100%	\$100,000	\$100,000
Project Director (Instructional Improvement System)	1	100%	\$100,000	\$100,000
Project Manager (Instructional Improvement System)	1	100%	\$110,000	\$110,000
Instructional Tech Specialist/Data Specialist	4	50%	\$85,000	\$170,000
Content Development Specialist	2	25%	\$85,000	\$42,500
Administrative assistant	1	100%	\$60,000	\$60,000
Year 2				
Program Manager/Lead Project Manager	2	100%	\$113,333	\$226,666
Data Collector/Reporter/Statistician	2	100%	\$80,000	\$160,000
Software Engineer	1	100%	\$90,000	\$90,000
Lead Manager - Teacher Data Systems	1	100%	\$100,000	\$100,000
Project Director (Instructional Improvement System)	1	100%	\$100,000	\$100,000
Project Manager (Instructional Improvement System)	1	100%	\$110,000	\$110,000
Instructional Tech Specialist/Data Specialist	4	100%	\$85,000	\$340,000
Content Development Specialist	2	100%	\$85,000	\$170,000
Administrative assistant	1	100%	\$60,000	\$60,000
Year 3				
Program Manager/Lead Project Manager	2	100%	\$113,333	\$226,666
Data Collector/Reporter/Statistician	2	100%	\$80,000	\$160,000
Software Engineer	1	100%	\$90,000	\$90,000
Lead Manager - Teacher Data Systems	1	100%	\$100,000	\$100,000
Project Director (Instructional Improvement System)	1	100%	\$100,000	\$100,000

Position	# Positions	Percentage of Time	Base Salary	Total
Project Manager (Instructional Improvement System	1	100%	\$110,000	\$110,000
Instructional Tech Specialist/Data Specialist	4	100%	\$85,000	\$340,000
Content Development Specialist	2	100%	\$85,000	\$170,000
Administrative assistant	1	100%	\$60,000	\$60,000
Year 4				
Program Manager/Lead Project Manager	2	100%	\$113,333	\$226,666
Data Collector/Reporter/Statistician	2	100%	\$80,000	\$160,000
Software Engineer	1	100%	\$90,000	\$90,000
Lead Manager - Teacher Data Systems	1	100%	\$100,000	\$100,000
Project Director (Instructional Improvement System)	1	100%	\$100,000	\$100,000
Project Manager (Instructional Improvement System	1	100%	\$110,000	\$110,000
Instructional Tech Specialist/Data Specialist	4	100%	\$85,000	\$340,000
Content Development Specialist	2	100%	\$85,000	\$170,000
Administrative assistant	1	100%	\$60,000	\$60,000
			Total	\$5,129,164

2) Fringe Benefits: \$1,843,111

- Full-time: Retirement, Social Security, Medicare, Group Life Insurance, Retirement Health Insurance Credit Premium; Virginia Sickness and Disability Program; Long-term Disability Insurance calculated at the state rate of 21.7 percent. Additional fringe benefits are Group Health Insurance, calculated at \$11,688 per full-time position and Deferred Compensation Match at \$480 per full-time position.

3) Travel: \$124,000

VDOE and staff from other Virginia agencies working on this project will travel to meet with school divisions, vendors, and other stakeholders. To minimize travel costs, we propose meeting with school divisions at existing venues such as conferences. We also propose to use frequent Webinars to present and obtain information.

Purpose of Travel	# Travelers	Cost per Traveler	Total
Year 1			
VITA estimate of travel expenses to meet with vendors and stakeholders as part of LDS development	12	\$1,000	\$12,000
VDOE estimate of travel to various conferences and meetings to gather and present information	14	\$2,000	\$28,000
Year 2			
VDOE estimate of travel to various conferences and meetings to gather and present information.	14	\$2,000	\$28,000
Year 3			
VDOE estimate of travel to various conferences and meetings to gather and present information.	14	\$2,000	\$28,000
Year 4			
VDOE estimate of travel to various conferences and meetings to gather and present information.	14	\$2,000	\$28,000
		Total	\$124,000

In year 1 of the project, team members from the Virginia Information Technologies Agency (VITA) will be traveling around the state to work with school divisions and other stakeholders on report formats and design. VDOE staff will need to travel to conferences and other existing venues to gather and present information.

VDOE staff will need to travel to conferences and other existing venues to gather and present information.

4) Equipment: \$122,992

The Virginia Employment Commission (VEC) will purchase a server and software to support the workforce database.

Quantity	Type of Equipment to Be Purchased	Justification of Need	Estimated <u>Unit</u> Cost for Each Item Purchased	Total
1	Server	Cost of server and software for workforce database	\$122,992	\$122,992
			Total	\$122,992

5) Supplies: \$30,000

General office supplies will be provided in the amount of \$500 per year per employee (15) for a total expense of **\$30,000** over the four year grant period. This is based on average VDOE costs for consumable materials such as printer toner, paper, and other materials.

6) Contractual: \$12,234,043

Year 1

The integrated student/teacher information system is a combination of in-house developed and commercial software. Funds are needed to purchase the commercial software. The cross-agency linking and reporting system, as well as the Web portal, will be developed by VITA under contract to VDOE. The data management and control system will be developed by the Virginia Department of Education, Virginia Employment Commission, Virginia Information Technologies Agency, and the State Council on Higher Education (SCHEV). Funds are included in this budget to develop an RFP for the Electronic Learning Environment portal. Vendor workshops will be conducted in advance of developing the RFP to gather RFP requirements. VDOE pays a 1% fee (capped at \$1,500) on all procurements.

Year 2

In Year 2 we continue the development of the integrated student/teacher information system, the cross-agency data linking and reporting system, the web-based portal and the data management and control system. Additional funds are requested in Year 2 to develop training in the use of the products selected as a result of the RFP.

Year 3

In Year 3 we complete the development of the integrated student/teacher information system, the cross-agency data linking and reporting system, the web-based portal and the data management and control system. As well, we continue the training started in Year 2.

Year 4

In Year 4, we continue training. Virginia requires that all major technology project have an Independent Verification and Validation (IV&V).

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Year 1		
Integrated student/teacher information system	previous experience	\$1,017,500
Cross-agency linking and reporting systems	Agency estimates	\$1,651,860
Web portal to access education and workforce data	Agency estimates	\$511,000
data management and control system	Agency estimates	\$376,000
RFP Development Services	previous experience	\$175,000
Vendor workshops	previous experience	\$300,000
Virginia Procurement Fees	1% capped at 1500 for 2 projects	\$3,000
Year 2		
Integrated student/teacher information system	previous experience	\$1,026,900
Cross-agency data linking and reporting system	agency estimates	\$3,387,127
Web-based portal to access education and workforce data	agency estimates	\$370,000
Data management and control system	agency estimates	\$354,714
Training in use of selected products (Instructional Improvement Systems)	previous experience	\$450,000
Year 3		
Integrated student/teacher information system	previous experience	\$426,808
Cross-agency data linking and reporting system	agency estimates	\$1,216,920
Web portal to access education and workforce data	agency estimates	\$201,000
Data management and control system	agency estimates	\$238,214
Training in the use of selected products (Instructional Improvement Systems)	previous experience	\$200,000
Year 4		

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Training in the use of selected products (Instructional Improvement Systems)	previous experience	\$200,000
Project Independent Verification and Validation (required by VITA)	previous experience	\$128,000
	Total	\$12,234,043

The State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends

None

8) Other: \$167,185

Virginia leases computer, phone, and other equipment employees require to do their work through a state contract. These items will be leased or purchased through the state agreement. Other costs required for this project include postage, printing, and audio/video conference.

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 1			
1 desktop computer	\$1,379	VITA Rates	\$1,379
14 laptop computers	\$1,800	VITA Rates	\$25,200
15 phones	\$500	VITA Rates	\$7,500
15 printers	\$1,400	estimate	\$21,000
Virginia Procurement Fees (printers)	\$210.00	eVA Rates	\$210
VITA Fees (printers)	\$1,159	VITA Rates	\$1,159
postage	\$500	estimate	\$500
printing	\$1,000	estimate	\$1,000
Audio/Video Conferencing	\$1,000	estimate	\$1,000

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 2			
1 desktop computer	\$1,379	VITA Rates	\$1,379
14 laptop computers	\$1,800	VITA Rates	\$25,200
15 phones	\$500	VITA Rates	\$7,500
postage	\$500	estimate	\$500
printing	\$1,000	estimate	\$1,000
Audio/Video Conferencing	\$500	estimate	\$500
Year 3			
1 desktop computer	\$1,379	VITA Rates	\$1,379
14 laptop computers	\$1,800	VITA Rates	\$25,200
15 phones	\$500	VITA Rates	\$7,500
postage	\$500	estimate	\$500
printing	\$1,000	estimate	\$1,000
Audio/Video Conferencing	\$500	estimate	\$500
Year 4			
1 desktop computer	\$1,379	VITA Rates	\$1,379
14 laptop computers	\$1,800	VITA Rates	\$25,200
15 phones	\$500	VITA Rates	\$7,500
postage	\$500	estimate	\$500
printing	\$1,000	estimate	\$1,000
Audio/Video Conferencing	\$500	estimate	\$500
		Total	\$167,185

9) Total Direct Costs: \$19,650,495

10) Indirect Costs: \$2,206,750 calculated at 11.23 percent.

11) Funding for Involved LEAs: \$525,000

We have set aside \$525,000 for involved LEAs to participate in a needs-based competitive grant program that will provide resources that support the purchase and use of instructional improvement systems that support the 4 ARRA reform areas. We have attempted to distribute the funds accurately across years; however, the actual expenditures will reflect school divisions' plans and needs that are not fully known at this time.

Year 1			
Activity	Purpose	Estimated # LEAs involved	Estimated Cost
Support for school divisions' data system efforts (needs-based competitive grant program)	to support school divisions' data system needs in support of the 4 ARRA reform areas.	15	\$105,000
Year 2			
Support for school divisions' data system efforts (needs-based competitive grant program)	to support school divisions' data system needs in support of the 4 ARRA reform areas.	15	\$262,500
Year 3			
Support for school divisions' data system efforts (needs-based competitive grant program)	to support school divisions' data system needs in support of the 4 ARRA reform areas.	15	\$105,000
Year 4			
Support for school divisions' data system efforts (needs-based competitive grant program)	to support school divisions' data system needs in support of the 4 ARRA reform areas.	15	\$52,500
	Total	15	\$525,000

12) Supplemental Funding for Participating LEAs: \$9,975,000

We have set aside \$9,975,000 for participating LEAs to participate in a needs-based competitive grant program that will provide resources that support the purchase and use of instructional improvement systems that support the 4 ARRA reform areas. We have attempted to distribute the funds accurately across years; however, the actual expenditures will reflect school divisions' plans and needs that are not fully known at this time.

Activity	Purpose	Estimated # LEAs involved	Estimated Cost
Year 1			
Support for school divisions' data system efforts (needs-based competitive grant program)	to support school divisions' data system needs in support of the 4 ARRA reform areas.	117	\$1,995,000
Year 2			
Support for school divisions' data system efforts (needs-based competitive grant program)	to support school divisions' data system needs in support of the 4 ARRA reform areas.	117	\$4,987,500
Year 3			
Support for school divisions' data system efforts (needs-based competitive grant program)	to support school divisions' data system needs in support of the 4 ARRA reform areas.	117	\$1,995,000
Year 4			
Support for school divisions' data system efforts (needs-based competitive grant program)	to support school divisions' data system needs in support of the 4 ARRA reform areas.	117	\$997,500
Total		117	\$9,975,000

13) Total Costs: \$32,357,245

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	Developing High Quality Formative Assessments			
Associated with Criterion: (Select from the dropdown boxes)	C3 - Using Data to Improve Instruction			
Office/Division Responsible:	Assessment and School Improvement			
Name of Contact Person:	Shelley Loving-Ryder			
	Phone Number:	(804) 225-2102	E-mail Address:	shelley.loving-ryder@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$36,000.00	\$36,000.00	\$36,000.00	\$36,000.00	\$144,000.00
2. Fringe Benefits	\$2,754.00	\$2,754.00	\$2,754.00	\$2,754.00	\$11,016.00
3. Travel	\$300.00	\$0.00	\$0.00	\$0.00	\$300.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$250.00	\$250.00	\$250.00	\$250.00	\$1,000.00
6. Contractual	\$524,000.00	\$516,000.00	\$516,000.00	\$505,000.00	\$2,061,000.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$507.60	\$507.60	\$0.00	\$1,015.20
9. Total Direct Costs (lines 1-8)	\$563,304.00	\$555,511.60	\$555,511.60	\$544,004.00	\$2,218,331.20
10. Indirect Costs*	\$63,259.00	\$62,384.00	\$62,384.00	\$61,092.00	\$249,119.00
11. Funding for Involved LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Supplemental Funding for Participating LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Costs (lines 9-12)	\$626,563.00	\$617,895.60	\$617,895.60	\$605,096.00	\$2,467,450.20

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
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): Total amount requested for all project years (calculates automatically).
*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-LEVEL BUDGET NARRATIVE

Project Name: I - Developing High-Quality Formative Assessments

1) Personnel: \$144,000

VDOE will hire the following positions to implement the initiative:

Professional development coordinator: The professional development coordinator will be responsible for coordinating the activities of the contractor chosen to provide the professional development modules and will serve as a liaison for school divisions involved in this component.

Position	# Positions	Percentage of Time	Base Salary	Total
Year 1				
Professional Development Coordinator	1	50%	\$72,000	\$36,000
Year 2				
Professional Development Coordinator	1	50%	\$72,000	\$36,000
Year 3				
Professional Development Coordinator	1	50%	\$72,000	\$36,000
Year 4				
Professional Development Coordinator	1	50%	\$72,000	\$36,000
			Total	\$144,000

2) Fringe Benefits: \$11,016.00

- Part-time fringe benefits are calculated at the state determined rate at 7.65 percent.
 - Part-time fringe benefits include social security and Medicare only.

3) Travel: \$300

The project coordinator will require travel to meet with contracted professionals.

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 1				
Face-to-face meetings with professional development provider and VDOE staff	\$150.00 per day for 2 days	1	\$300	\$300
			Total	\$300

4) Equipment

No equipment will be purchased for this project.

5) Supplies: \$1,000

General office supplies will be provided in the amount of \$250 per year per employee for a total expense of \$1,000.00 over the four year grant period. This is based on average VDOE costs for consumable materials such as printer toner, paper, and other materials. The part-time employee will share office equipment (computer, telephone, printer) with a current part-time employee and therefore does not need to be included in this funding request.

6) Contractual: \$2,061,000

Virginia will provide school divisions with site licenses for the assessment authoring tool. We also intend to let a contract for the work required to develop professional development modules.

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Year 1		
Licenses for 10-15 divisions for assessment authoring tool	approximately \$50,000/division (cost varies based on the size of the division)	\$500,000
Development of 8 online professional development modules	\$3000 per module x 8 modules	\$24,000

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Year 2		
Licenses for 10-15 divisions for assessment authoring tool	approximately \$50,000/division (cost varies based on the size of the division)	\$500,000
Delivery of 8 professional development modules via Webinar	\$2000/modules X 8 modules	\$16,000
Year 3		
Licenses for 10-15 divisions for assessment authoring tool	approximately \$50,000/division (cost varies based on the size of the division)	\$500,000
Delivery of 8 professional development modules via Webinar	\$2000/modules x 8 modules	\$16,000
Year 4		
Licenses for 10-15 divisions for assessment authoring tool	approximately \$50,000/division (cost varies based on the size of the division)	\$500,000
Editing of Modules in preparation for posting on the VDOE web site	\$5,000	\$5,000
	Total	\$2,061,000

7) Training Stipends

No training stipends will be provided for this project.

8) Other: \$1,015.20

The staff position hired for this work will share computer, phone, and printer equipment with an existing staff position at VDOE. Other costs are listed below.

Description	Basis for Cost Estimate	Cost Estimate
Year 2		
Webinar costs for delivery of training	.047/minute/participant X 15 participants X 90 minutes X 8 modules	\$507.60

Description	Basis for Cost Estimate	Cost Estimate
Year 3		
Webinar costs for delivery of training	.047/minute/participant X 15 participants X 90 minutes X 8 modules	\$507.60
Total other		\$1,015.20

9) Total Direct Costs: \$2,218,331.20

10) Indirect Costs: \$249,119.00 calculated at 11.23 percent.

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs

No supplemental funding will be provided to the LEAs for this initiative.

13) Total Costs: \$2,467,450.20

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	Policy Development Related to Teacher and Principal Evaluation			
Associated with Criterion: (Select from the dropdown boxes)	D2 - Improving Teacher & Principal Effectiveness			
Office/Division Responsible:	Executive Director for Research and Strategic Planning			
Name of Contact Person:	Deborah Jonas			
	Phone Number:	(804) 225-2067	E-mail Address:	deborah.jonas@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$425,000.00	\$425,000.00	\$425,000.00	\$425,000.00	\$1,700,000.00
2. Fringe Benefits	\$165,233.00	\$165,233.00	\$165,233.00	\$165,233.00	\$660,932.00
3. Travel	\$56,900.00	\$56,900.00	\$56,900.00	\$56,900.00	\$227,600.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$12,000.00
6. Contractual	\$1,037,000.00	\$1,245,000.00	\$1,345,000.00	\$1,545,000.00	\$5,172,000.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$26,279.00	\$17,879.00	\$25,379.00	\$25,379.00	\$94,916.00
9. Total Direct Costs (lines 1-8)	\$1,713,412.00	\$1,913,012.00	\$2,020,512.00	\$2,220,512.00	\$7,867,448.00
10. Indirect Costs*	\$192,416.00	\$214,831.00	\$226,903.00	\$249,363.00	\$883,513.00
11. Funding for Involved LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Supplemental Funding for Participating LEAs	\$0.00	\$2,038,705.00	\$5,679,613.00	\$8,061,000.00	\$15,779,318.00
13. Total Costs (lines 9-12)	\$1,905,828.00	\$4,166,548.00	\$7,927,028.00	\$10,530,875.00	\$24,530,279.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
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): Total amount requested for all project years (calculates automatically).
*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-LEVEL BUDGET NARRATIVE

Project Name: J - Policy development related to teacher and principal evaluation

NOTE: Work to develop the growth measures for statewide assessments, provide statewide training, and embed the data into Virginia's Education Information Management System are included in the budget for section H, Improvement of educational data systems as part of Virginia's work to meet all requirements of the America COMPETES Act and the State Fiscal Stabilization Fund.

1) Personnel: \$1,700,000

VDOE will hire a project director, statistician, administrative and technical support team member, two performance evaluation specialists, and an education research specialist to support this project. The following describes responsibilities associated with each position.

Project director: The project director will manage the work required to develop the growth model, provide leadership and support to LEAs establishing evaluation systems and local use of results of the evaluations for multiple purposes. The project director will report to VDOE's executive director for research and strategic planning.

Statistician: The statistician will support the Department's ability to collect and analyze data in support of the project. The statistician will also work closely with contract researchers who are working with VDOE's and local school division data, and support the evaluation of other RTTT projects, based on availability.

Education research specialist: With leadership, guidance, and oversight from VDOE's executive director for research and strategic planning and the project director, the education research specialist will be responsible for preparing documents and tools that provide guidance to school divisions on using locally administered assessments to measure student growth based on criteria established as part of this project. The research specialist will also provide overall research support to the project, ensuring staff have access to the most recent research findings, working with data, preparing reports, and assisting with other research-related activities. This individual will also be made available for other projects based on availability.

Teacher evaluation specialists: The teacher evaluation specialists will provide leadership and support for LEA work to develop and implement comprehensive evaluation systems.

Administrative assistant: The administrative assistant will provide administrative and technical support for this project.

Virginia's Race to the Top Grant Application

Position	# Positions	Percentage of Time	Base Salary	Total
Year 1				
Project director	1	100%	\$95,000	\$95,000
Statistician	1	100%	\$75,000	\$75,000
Administrative support:	1	100%	\$40,000	\$40,000
Teacher Evaluation specialist	2	100%	\$75,000	\$150,000
Education research specialist	1	100%	\$65,000	\$65,000
Year 2				
Project director	1	100%	\$95,000	\$95,000
Statistician	1	100%	\$75,000	\$75,000
Administrative assistant	1	100%	\$40,000	\$40,000
Teacher Evaluation specialist:	2	100%	\$75,000	\$150,000
Education research specialist	1	100%	\$65,000	\$65,000
Year 3				
Project director	1	100%	\$95,000	\$95,000
Statistician	1	100%	\$75,000	\$75,000
Administrative support	1	100%	\$40,000	\$40,000
Teacher Evaluation specialist:	2	100%	\$75,000	\$150,000
Education research specialist	1	100%	\$65,000	\$65,000
Year 4				
Project director	1	100%	\$95,000	\$95,000
Statistician	1	100%	\$75,000	\$75,000
Administrative support	1	100%	\$40,000	\$40,000
Teacher Evaluation specialist:	2	100%	\$75,000	\$150,000
Education research specialist	1	100%	\$65,000	\$65,000
			Total	\$1,700,000

Policy development related to teacher and principal evaluation (D)(2)

2) Fringe Benefits: \$660,932

- Full-time: Retirement, Social Security, Medicare, Group Life Insurance, Retirement Health Insurance Credit Premium; Virginia Sickness and Disability Program; Long-term Disability Insurance calculated at the state rate of 21.7 percent. Additional fringe benefits are Group Health Insurance, calculated at \$11,688 per full-time position and Deferred Compensation Match at \$480 per full-time position.

3) Travel: \$227,600

In each year, travel is estimated for 40 persons to attend four one-day meetings of the workgroup working to establish criteria for teacher and principal evaluations. It is anticipated that much of the work will be done outside of the meeting context; however, it will be critical to bring the group together for face-to-face meetings. Costs were estimated at \$100 per person for meals and transportation.

In year 1, travel costs also include two 2-day kick-off meetings for participating LEAs. In subsequent years, travel costs include costs for two 2-day project meetings. At each meeting, LEAs will bring teams to these meetings to learn about the project plan, develop local implementation plans, interact with and receive information from experts, and share information on lessons learned. Costs are estimated at \$166 per person. It is anticipated that half of the school divisions will attend each two-day meeting.

Travel costs also include annual travel expenses for the project director (\$4000) and VDOE’s executive director for research and strategic planning (\$4000), and 2 performance evaluation specialists (\$4000 per person per year) to travel to provide school divisions with technical assistance throughout the project.

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 1				
Policy workgroup meeting 1	mileage and meals for one day	40	\$100	\$4,000
Policy workgroup meeting 2	mileage and meals for one day	40	\$100	\$4,000
Policy workgroup meeting 3	mileage and meals for one day	40	\$100	\$4,000
Policy workgroup meeting 4	mileage and meals for one day	40	\$100	\$4,000

Policy development related to teacher and principal evaluation (D)(2)

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Two 2-day project kick off meetings for LEA planning teams at approximately 75 participants each.	travel expenses	150	\$166	\$24,900
Project director travel to school divisions to provide technical assistance	Estimated current annual travel cost for a DOE coordinator	1	\$4,000	\$4,000
Travel for executive director for research and strategic planning	Estimated current annual travel cost for a DOE Executive Director	1	\$4,000	\$4,000
Annual travel for specialists to support LEA work developing and implementing evaluation systems	Estimated current annual cost for DOE specialist	2	\$4,000	\$8,000
Year 2				
Policy workgroup meeting 1	mileage and meals for one day	40	\$100	\$4,000
Policy workgroup meeting 2	mileage and meals for one day	40	\$100	\$4,000
Policy workgroup meeting 3	mileage and meals for one day	40	\$100	\$4,000
Policy workgroup meeting 4	mileage and meals for one day	40	\$100	\$4,000
Two 2-day project meetings for LEA planning teams at approximately 75 participants each.	travel expenses	150	\$166	\$24,900
Project director travel to school divisions to provide technical assistance	Estimated current annual travel cost for a DOE coordinator	1	\$4,000	\$4,000

Policy development related to teacher and principal evaluation (D)(2)

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Travel for executive director for research and strategic planning	Estimated current annual travel cost for a DOE Executive Director	1	\$4,000	\$4,000
Annual travel for specialists to support LEA work developing and implementing evaluation systems	Estimated current annual cost for DOE specialist	2	\$4,000	\$8,000
Year 3				
Policy workgroup meeting 1	mileage and meals for one day	40	\$100	\$4,000
Policy workgroup meeting 2	mileage and meals for one day	40	\$100	\$4,000
Policy workgroup meeting 3	mileage and meals for one day	40	\$100	\$4,000
Policy workgroup meeting 4	mileage and meals for one day	40	\$100	\$4,000
Two 2-day project meetings for LEA planning teams at approximately 75 participants each.	travel expenses	150	\$166	\$24,900
Project director travel to school divisions to provide technical assistance	Estimated current annual travel cost for a DOE coordinator	1	\$4,000	\$4,000
Travel for executive director for research and strategic planning	Estimated current annual travel cost for a DOE Executive Director	1	\$4,000	\$4,000
Annual travel for specialists to support LEA work developing and implementing evaluation systems	Estimated current annual cost for DOE specialist	2	\$4,000	\$8,000

Policy development related to teacher and principal evaluation (D)(2)

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 4				
Policy workgroup meeting 1	mileage and meals for one day	40	\$100	\$4,000
Policy workgroup meeting 2	mileage and meals for one day	40	\$100	\$4,000
Policy workgroup meeting 3	mileage and meals for one day	40	\$100	\$4,000
Policy workgroup meeting 4	mileage and meals for one day	40	\$100	\$4,000
Two 2-day project meetings for LEA planning teams at approximately 75 participants each.	travel expenses	150	\$166	\$24,900
Project director travel to school divisions to provide technical assistance	Estimated current annual travel cost for a DOE coordinator	1	\$4,000	\$4,000
Travel for executive director for research and strategic planning	Estimated current annual travel cost for a DOE Executive Director	1	\$4,000	\$4,000
Annual travel for specialists to support LEA work developing and implementing evaluation systems	Estimated current annual cost for DOE specialist	2	\$4,000	\$8,000
			Total	\$227,600

4) Equipment

N/A

5) Supplies: \$12,000

\$500 in general office supplies per staff member per year for general office supplies.
 6 staff members @500 per year for four years=\$12,000

6) Contractual: \$5,172,000

Virginia’s initiative to develop, implement, and use the results from a comprehensive, transparent and fair performance evaluation system will require significant support to ensure that school divisions have access to expert resources with established records to support their work developing, enhancing, and implementing teacher and principal evaluation systems. This includes subject matter experts on who have experience developing and implementing comprehensive performance evaluations systems and experts who have experience linking, analyzing, and interpreting the results of data. Funds have been requested to evaluate the impact of this work teacher and student outcomes. VDOE will contract for the following services:

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Year 1		
Meeting facilities for workgroups and kick-off meetings	Estimates for 2 two-day meetings and four workgroup meetings	\$33,000
Research and expert technical assistance for participating school divisions to develop evaluation systems	estimates from potential contractors	\$900,000
Research and evaluation services	2,080 hours @ \$50 per hour	\$104,000
Year 2		
Meeting facilities for workgroups and kick-off meetings	Estimates for 2 two-day meetings and four workgroup meetings	\$33,000
Expert support for LEAs developing evaluation systems	estimates from potential contractors	\$900,000

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Research and evaluation services	6240 hours @ \$50 per hour	\$312,000
Year 3		
Meeting facilities for workgroups and kick-off meetings	Estimates for 2 two-day meetings and four workgroup meetings	\$33,000
Expert support for LEAs developing evaluation systems	estimates from potential contractors	\$1,000,000
Research and evaluation services	6,240 hours @ \$50 per hour	\$312,000
Year 4		
Meeting facilities for workgroups and kick-off meetings	Estimates for 2 two-day meetings and four workgroup meetings	\$33,000
Expert support for LEAs developing evaluation systems	estimates from potential contractors	\$1,200,000
Research and evaluation services	6,240 hours @ 50 per hour	\$312,000
	Total	\$5,172,000

The State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends

N/A

8) Other: \$94,916

Virginia leases computer, phone, and other equipment that employees require to do their work through a state contract. The following items will be leased or purchased through the state agreement.

Policy development related to teacher and principal evaluation (D)(2)

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 1			
Statistical Analysis Software (SAS) license	\$4,500	Actual cost	\$4,500
1 desktop computer	\$1,379	VITA state rates	\$1,379
5 laptop computers	\$1,800	VITA state rates	\$9,000
6 office phone lines (monthly)	\$500	VITA state rates	\$3,000
6 printers	\$1,400	state rate	\$8,400
Year 2			
SAS license	\$4,500	Actual cost	\$4,500
1 desktop computer	\$1,379	state rates to VITA	\$1,379
5 laptop computers	\$1,800	state rates to VITA	\$9,000
6 office phone lines (monthly)	\$500	state rates to VITA	\$3,000
Year 3			
SAS license	\$4,500	Actual cost	\$4,500
1 desktop computer	\$1,379	state rates to VITA	\$1,379
5 laptop computers	\$1,800	state rates to VITA	\$9,000
6 office phone lines (monthly)	\$500	state rates to VITA	\$3,000
Printing services		Estimate	\$7,500
Year 4			
SAS license	\$4,500	Actual cost	\$4,500
1 desktop computer	\$1,379	state rates to VITA	\$1,379
5 laptop computers	\$1,800	state rates to VITA	\$9,000
6 office phone lines (monthly)	\$500	state rates to VITA	\$3,000
Printing services		Estimate	\$7,500
		Total	\$94,916

Policy development related to teacher and principal evaluation (D)(2)

9) Total Direct Costs: \$7,867,448

10) Indirect Costs: \$883,513 calculated at 11.23 percent.

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs: \$15,779,318

This project includes the development of teacher and principal performance evaluations that will include the use of observational protocols. Virginia has estimated the cost for retail observational protocols budget to enable school divisions to purchase protocols and receive training in their use as part of performance evaluations systems. As well, funds are requested to support the LEAs pilot implementation of differentiated pay models.

Activity	Purpose	Estimated # LEAs involved	Estimated Cost
Year 2			
Purchase protocols for teacher and principal evaluation	Implement evaluations	10	\$380,000
Training to implement observational protocols	Implement evaluations	10	\$258,705
Implement differentiated compensation models	Provide incentives for teachers and principals	7	\$1,400,000
Year 3			
Purchase protocols for teacher and principal evaluation	Implement evaluations	25	\$829,613
Training to implement observational protocols	Implement evaluations	25	\$450,000
Implement differentiated compensation models	Provide incentives for teachers and principals	15	\$4,400,000
Year 4			
Purchase protocols for teacher and principal evaluation	Implement evaluations	49	\$1,161,000

Policy development related to teacher and principal evaluation (D)(2)

Activity	Purpose	Estimated # LEAs involved	Estimated Cost
Training to implement observational protocols	Implement evaluations	49	\$600,000
Implement differentiated compensation models	Provide incentives for teachers and principals	32	\$6,300,000
		Total	\$15,779,318

13) Total Costs: \$24,530,279

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	Teacher Recruitment and Retention			
Associated with Criterion: (Select from the dropdown boxes)	D3 - Ensuring Equitable Distribution of Effective Teachers & Principals			
Office/Division Responsible:	Division of Teacher Education and Licensure			
Name of Contact Person:	Mrs. Patty S. Pitts			
	Phone Number:	(804) 371-2522	E-mail Address:	Patty.Pitts@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$115,000.00	\$115,000.00	\$115,000.00	\$115,000.00	\$460,000.00
2. Fringe Benefits	\$49,291.00	\$49,291.00	\$49,291.00	\$49,291.00	\$197,164.00
3. Travel	\$6,800.00	\$6,800.00	\$6,800.00	\$6,800.00	\$27,200.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$8,000.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$6,979.00	\$4,179.00	\$4,179.00	\$4,179.00	\$19,516.00
9. Total Direct Costs (lines 1-8)	\$180,070.00	\$177,270.00	\$177,270.00	\$177,270.00	\$711,880.00
10. Indirect Costs*	\$20,222.00	\$19,907.00	\$19,907.00	\$19,907.00	\$79,943.00
11. Funding for Involved LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Supplemental Funding for Participating LEAs	\$70,000.00	\$70,000.00	\$70,000.00	\$70,000.00	\$280,000.00
13. Total Costs (lines 9-12)	\$270,292.00	\$267,177.00	\$267,177.00	\$267,177.00	\$1,071,823.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
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): Total amount requested for all project years (calculates automatically).
*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-LEVEL BUDGET NARRATIVE

Project Name: K - Equitable Distribution of Effective Teachers and Principals

1) Personnel

VDOE will hire the following positions to implement this project:

Specialist for Teacher Recruitment and Retention:

The specialist will coordinate activities related to recruitment and retention of teachers and principals. The position will be responsible for assisting in the implementation of the Equity Plan.

Administrative assistant: Provide administrative support to the Specialist for Teacher Recruitment and Retention.

The following requested full time positions will be hired as employees of this project.	# Positions	Percentage of Time	Base Salary	Total
Year 1				
Specialist for Teacher Recruitment and Retention	1	100%	\$75,000	\$75,000
Administrative assistant	1	100%	\$40,000	\$40,000
Year 2				
Specialist for Teacher Recruitment and Retention	1	100%	\$75,000	\$75,000
Administrative assistant	1	100%	\$40,000	\$40,000
Year 3				
Specialist for Teacher Recruitment and Retention	1	100%	\$75,000	\$75,000
Administrative assistant	1	100%	\$40,000	\$40,000
Year 4				
Specialist for Teacher Recruitment and Retention	1	100%	\$75,000	\$75,000
Administrative assistant	1	100%	\$40,000	\$40,000
			Total	\$460,000

2) Fringe Benefits: \$197,164

- Full-time: Retirement, Social Security, Medicare, Group Life Insurance, Retirement Health Insurance Credit Premium; Virginia Sickness and Disability Program; Long-term Disability Insurance calculated at the state rate of 21.7 percent. Additional fringe benefits are Group Health Insurance, calculated at \$11,688 per full-time position and Deferred Compensation Match at \$480 per full-time position.

3) Travel: \$27,200

The specialist will work with school divisions to coordinate recruitment and retention projects. The individual will need to travel to school divisions to provide support and collect information on programs.

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 1				
Travel for specialist	Approximate cost for travel for a specialist	1	\$2,000	\$2,000
Travel for Work Force Committee on Equitable Distribution of Teachers/Principals	Approximate cost for travel for the workforce	8	\$600	\$4,800
Year 2				
Travel for specialist	Approximate cost for travel for a specialist	1	\$2,000	\$2,000
Travel for Work Force Committee on Equitable Distribution of Teachers/Principals	Approximate cost for travel for the workforce	8	\$600	\$4,800
Year 3				

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Travel for specialist	Approximate cost for travel for a specialist	1	\$2,000	\$2,000
Travel for Work Force Committee on Equitable Distribution of Teachers/Principals	Approximate cost for travel for the workforce	8	\$600	\$4,800
Year 4				
Travel for specialist	Approximate cost for travel for a specialist	1	\$2,000	\$2,000
Travel for Work Force Committee on Equitable Distribution of Teachers/Principals	Approximate cost for travel for the workforce	8	\$600	\$4,800
			Total travel	\$27,200

4) Equipment

N/A

5) Supplies: \$8,000.00

Supplies were estimated at \$500 per year per staff member per. Postage is also estimated at \$500 per year per staff member. (\$500/supplies + \$500/postage x 2 staff members x 4 years=\$8,000)

6) Contractual

N/A

7) Training Stipends

N/A

8) Other : \$19,156

Virginia leases computer, phone, and other equipment employees require to do their work through a state contract. The following items will be leased or purchased through the state agreement.

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 1			
Computer (laptop)	\$1,800	1	\$1,800
Computer (desktop)	\$1,379	1	\$1,379
Phone	\$500	2	\$1,000
Printer (one-time cost)	\$1,400	2	\$2,800
Year 2			
Computer (laptop)	\$1,800	1	\$1,800
Computer (desktop)	\$1,379	1	\$1,379
Phone	\$500	2	\$1,000
Year 3			
Computer (laptop)	\$1,800	1	\$1,800
Computer (desktop)	\$1,379	1	\$1,379
Phone	\$500	2	\$1,000
Year 4			
Computer (laptop)	\$1,800	1	\$1,800
Computer (desktop)	\$1,379	1	\$1,379
Phone	\$500	2	\$1,000
		Total	\$19,516

9) Total Direct Costs: \$711,880.00

10) Indirect Costs: \$79,943.00, calculated at 11.23 percent.

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs: \$280,000

Funds will be provided to participating LEAs that have qualifying schools that wish to participate in the Middle School Mathematics Teacher Corps. These funds will be used to provide incentives and/or training to teachers selected for the Teacher Corps.

Activity	Purpose	Estimated # LEAs involved	Estimated Cost
Year 1			
Funds for participants in Middle School Mathematics Teachers Corps	Incentive or training funds @ 10,000 per teacher	7	\$70,000
Year 2			
Funds for participants in Middle School Mathematics Teachers Corps	Incentive or training funds @ 10,000 per teacher	7	\$70,000
Year 3			
Funds for participants in Middle School Mathematics Teachers Corps	Incentive or training funds @ 10,000 per teacher	7	\$70,000
Year 4			
Funds for participants in Middle School Mathematics Teachers Corps	Incentive or training funds @ 10,000 per teacher	7	\$70,000
		Total	\$280,000

13) Total Costs: \$1,071,823.00

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	Electronic Job Bank and Hiring Hall			
Associated with Criterion: (Select from the dropdown boxes)	D3 - Ensuring Equitable Distribution of Effective Teachers & Principals			
Office/Division Responsible:	Division of Teacher Education and Licensure			
Name of Contact Person:	Mrs. Patty S. Pitts			
	Phone Number:	(804) 371-2522	E-mail Address:	Patty.Pitts@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$18,750.00	\$18,750.00	\$0.00	\$0.00	\$37,500.00
2. Fringe Benefits	\$1,434.00	\$1,434.00	\$0.00	\$0.00	\$2,868.00
3. Travel	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$4,000.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$500.00	\$500.00	\$0.00	\$0.00	\$1,000.00
6. Contractual	\$10,000.00	\$225,000.00	\$20,000.00	\$20,000.00	\$275,000.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$3,700.00	\$2,300.00	\$0.00	\$0.00	\$6,000.00
9. Total Direct Costs (lines 1-8)	\$36,384.00	\$249,984.00	\$20,000.00	\$20,000.00	\$326,368.00
10. Indirect Costs*	\$4,086.00	\$28,073.00	\$2,246.00	\$2,246.00	\$36,651.00
11. Funding for Involved LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Supplemental Funding for Participating LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Costs (lines 9-12)	\$40,470.00	\$278,057.00	\$22,246.00	\$22,246.00	\$363,019.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
 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): Total amount requested for all project years (calculates automatically).
 *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-LEVEL BUDGET NARRATIVE

Project Name: L - Electronic Job Bank and Hiring Hall

1) Personnel: \$37,500

VDOE will hire the following positions to implement this initiative:

Human resource/recruitment specialist: The specialist for the Electronic Job Bank and Hiring Hall will work with school divisions and the contractor to develop and implement the enhancements to the electronic job bank and hiring hall. The individual will be responsible for working with school divisions to increase the use of this recruitment tool. The part-time position is only necessary for the first two years of the grant program.

The following requested positions will be hired as employees of this project.	# Positions	Percentage of Time	Base Salary	Total
Year 1				
Specialist to coordinate enhancements to the Electronic Job Bank and Hiring Hall	1	25%	\$75,000	\$18,750
Year 2				
Specialist to coordinate enhancements to the Electronic Job Bank and Hiring Hall	1	25%	\$75,000	\$18,750
			Total	\$37,500

2) Fringe Benefits: \$2,868

- Part-time fringe benefits are calculated at the state determined rate at 7.65 percent.
 - Part-time fringe benefits include Social Security and Medicare only.

3) Travel: \$4,000

The specialist will need to work with school divisions and the contractor to develop a plan for enhancing the electronic job bank and hiring hall and work to help implement the changes. The individual will provide technical assistance to the school divisions to understand the new enhancements, targeting divisions with hard-to-staff schools to assist in the use of the tool to increase the applicant pool and screen potential applicants for positions. The individual will need to travel to school divisions or regions to assist with the development and implementation of the project.

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler
Year 1			
Specialist's travel to school divisions and regions	Estimated current annual travel cost for a specialist	1	\$2,000.00
Year 2			
Specialist's travel to school divisions and regions	Estimated current annual travel cost for a specialist	1	\$2,000.00
		Total	\$4,000

4) Equipment

N/A

5) Supplies: \$1000

The budget is \$500 per staff member per year for general office supplies. This item reflects supplies for a specialist for two years of the grant.

6) Contractual: \$275,000

Contractual services will be acquired through procurement to enhance the electronic job bank and hiring hall. Funds from the grant will be used to expand the recruitment tool to provide preliminary interviews of candidates prior to face-to-face interviews, to create an online portfolio addressing student achievement, to enhance the ability for teachers and principals to provide student performance information, to provide the technology for school divisions to schedule interviews, and to develop a mechanism to videotape interviews so principals can select candidates who will meet the needs of their schools. In addition, a recruitment and retention study will be conducted to research the best strategies for recruiting teachers and principals for high need schools, the reasons teachers in Virginia leave the lowest-achieving schools, and strategies to improve conditions to retain highly effective teachers in high need schools. The study will include the effectiveness of providing bonuses, housing assistance, community partnerships, and other support for beginning teachers.

Products To Be Acquired or Professional Services To Be Provided	Amount of Time To Be Devoted To the Project	Basis for Cost Estimate	Cost Estimate
Year 1			
Planning for Enhancements to Teach Virginia Electronic Bank and Hiring Hall		Estimate based on cost of similar project	\$10,000
Year 2			
Contractor to develop and implement enhancements and conduct study		Vendor estimates	\$225,000
Year 3			
Implementation of enhancements statewide		Estimate based on cost of similar project	\$20,000
Year 4			
Implementation of enhancements statewide		Estimate based on cost of similar project	\$20,000
		Total	\$275,000

The State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends

N/A

8) Other: \$6,000

Virginia procures computer, phone, and other equipment an employee requires to do his/her work through a state contract. The following items will be leased or purchased through the state agreement.

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 1			
Computer (laptop)	\$1,800	1	\$1,800
Phone	\$500	1	\$500
Printer	\$1,400	1	\$1,400

Year 2			
Computer (laptop)	\$1,800	1	\$1,800
Phone	\$500	1	\$500
		Total Other	\$6,000

9) Total Direct Costs: \$326,368

10) Indirect Costs: \$36,651 calculated at 11.23 percent.

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs

N/A

13) Total Costs: \$363,019

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	Credentialing for Teachers and Principals			
Associated with Criterion: (Select from the dropdown boxes)	D4 - Improving Teacher & Principal Preparation Programs			
Office/Division Responsible:	Division of Teacher Education and Licensure			
Name of Contact Person:	Mrs. Patty S. Pitts			
	Phone Number:	(804) 371-2522	E-mail Address:	Patty.Pitts@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$376,500.00	\$376,500.00	\$376,500.00	\$376,500.00	\$1,506,000.00
2. Fringe Benefits	\$113,302.00	\$113,302.00	\$113,302.00	\$113,302.00	\$453,208.00
3. Travel	\$15,500.00	\$8,000.00	\$8,000.00	\$8,000.00	\$39,500.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$28,000.00
6. Contractual	\$0.00	\$2,898,000.00	\$2,558,000.00	\$2,663,000.00	\$8,119,000.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$24,637.00	\$14,837.00	\$14,837.00	\$14,837.00	\$69,148.00
9. Total Direct Costs (lines 1-8)	\$536,939.00	\$3,417,639.00	\$3,077,639.00	\$3,182,639.00	\$10,214,856.00
10. Indirect Costs*	\$60,298.00	\$383,801.00	\$345,619.00	\$357,410.00	\$1,147,128.00
11. Funding for Involved LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Supplemental Funding for Participating LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Costs (lines 9-12)	\$597,237.00	\$3,801,440.00	\$3,423,258.00	\$3,540,049.00	\$11,361,984.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
 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): Total amount requested for all project years (calculates automatically).
 *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-LEVEL BUDGET NARRATIVE

Project Name: M - Credentialing for Teachers and Principals

1) Personnel: \$1,506,000

VDOE will hire the following positions to implement these initiatives:

Coordinator for Program Development and Expansion: The Coordinator for Program Development and Expansion will provide oversight and coordination for the Teacher Residency Program, the development and expansion of licensure programs, development of master's degree programs in pedagogy and content, and professional development for principals focusing on the principal of distinction administration and supervision program. The coordinator will be responsible for procurement and budgets for these projects.

Support Staff for the Coordinator for Program Development Expansion: Provides administrative support to the Coordinator for Program Development and Expansion.

Specialist for Special Programs (Master's Degree and Licensure Programs): Specialist for Special Programs (Master's Degree and Licensure Programs): The Specialist for Special Programs will coordinate, at the state level, the develop of master's programs in content and pedagogy, and the development and expansion of licensure programs.

Administrative assistant for the Specialist for Special Programs (Master's Degree and Licensure Programs): The support staff will provide administrative support to the Specialist for Teacher Recruitment and Retention.

Specialist Teacher Residency Program: The Specialist for the Teacher Residency Program will work with the institution of higher education and school divisions in the development of the Teacher Residency Program, collect data regarding the program, and coordinate the evaluation of the program.

Administrative assistant (Teacher Residency Program): The support staff will provide administrative support to the Specialist for the Teacher Residency Program.

Specialist for Principal of Distinction: The Specialist for the Principal of Distinction position will coordinate the development of model professional development programs for the principal of distinction administration and supervision endorsement, collaborate with school divisions, collect data for program effectiveness, and share successful strategies.

Virginia's Race to the Top Grant Application

Position	# Positions	Percentage of Time	Base Salary	Total
Year 1				
Coordinator for Program Development and Expansion	1	100%	\$100,000	\$100,000
Administrative assistant for Coordinator for Program Development and Expansion	1	100%	\$40,000	\$40,000
Specialist for Special Programs (Master's Degree and Licensure Programs)	1	100%	\$75,000	\$75,000
Administrative assistant (Master's Degree, Licensure Programs, and Principal of Distinction)	1	100%	\$40,000	\$40,000
Specialist Teacher Residency Program (part-time)	1	80%	\$75,000	\$60,000
Administrative assistant (Teacher Residency Program) (part-time)	1	60%	\$40,000	\$24,000
Specialist for Principal of Distinction (part-time)	1	50%	\$75,000	\$37,500
Year 2				
Coordinator for Program Development and Expansion	1	100%	\$100,000	\$100,000
Administrative assistant for Coordinator for Program Development and Expansion	1	100%	\$40,000	\$40,000
Specialist for Special Programs (Master's Degree and Licensure Programs)	1	100%	\$75,000	\$75,000
Administrative assistant (Master's Degree, Licensure Programs, and Principal of Distinction)	1	100%	\$40,000	\$40,000
Specialist Teacher Residency Program (part-time)	1	80%	\$75,000	\$60,000

Credentialing for Teachers and Principals (D)(4)

Position	# Positions	Percentage of Time	Base Salary	Total
Administrative assistant (Teacher Residency Program) (part-time)	1	60%	\$40,000	\$24,000
Specialist for Principal of Distinction (part-time)	1	50%	\$75,000	\$37,500
Year 3				
Coordinator for Program Development and Expansion	1	100%	\$100,000	\$100,000
Administrative assistant for Coordinator for Program Development and Expansion	1	100%	\$40,000	\$40,000
Specialist for Special Programs (Master's Degree and Licensure Programs)	1	100%	\$75,000	\$75,000
Administrative assistant (Master's Degree, Licensure Programs, and Principal of Distinction)	1	100%	\$40,000	\$40,000
Specialist Teacher Residency Program (part-time)	1	80%	\$75,000	\$60,000
Administrative assistant (Teacher Residency Program) (part-time)	1	60%	\$40,000	\$24,000
Specialist for Principal of Distinction (part-time)	1	50%	\$75,000	\$37,500
Year 4				
Coordinator for Program Development and Expansion	1	100%	\$100,000	\$100,000
Administrative assistant for Coordinator for Program Development and Expansion	1	100%	\$40,000	\$40,000
Specialist for Special Programs (Master's Degree and Licensure Programs)	1	100%	\$75,000	\$75,000

Position	# Positions	Percentage of Time	Base Salary	Total
Administrative assistant (Master's Degree, Licensure Programs, and Principal of Distinction)	1	100%	\$40,000	\$40,000
Specialist Teacher Residency Program (part-time)	1	80%	\$75,000	\$60,000
Administrative assistant (Teacher Residency Program) (part-time)	1	60%	\$40,000	\$24,000
Specialist for Principal of Distinction (part-time)	1	50%	\$75,000	\$37,500
			Total Personnel	\$1,506,000

2) Fringe Benefits: \$453,208

- Full-time: Retirement, Social Security, Medicare, Group Life Insurance, Retirement Health Insurance Credit Premium; Virginia Sickness and Disability Program; Long-term Disability Insurance calculated at the state rate of 21.7 percent. Additional fringe benefits are Group Health Insurance, calculated at \$11,688 per full-time position and Deferred Compensation Match at \$480 per full-time position.
- Part-time fringe benefits are calculated at the state determined rate at 7.65 percent.
 - Part-time fringe benefits include Social Security and Medicare only.

3) Travel: \$39,500

The coordinator and specialists will need to travel to institutions of higher education and school divisions to collaborate and oversee programs. Travel funds will be needed for selection panelists to review proposals and make recommendations for selection of programs for grant awards.

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 1				
Travel for Coordinator of Program Development and Expansion	Estimated travel cost for a coordinator	1	\$2,000	\$2,000
Travel for Specialist for Special Programs (Master's Degree and Licensure Programs)	Estimated travel cost for a specialist	1	\$2,000	\$2,000
Travel for the Specialist for the Teacher Residency Program	Estimated travel cost for a specialist	1	\$2,000	\$2,000
Travel for the Specialist for Principal of Distinction	Estimated travel cost for a specialist	1	\$2,000	\$2,000
Travel for Selection Panelists (Grant Reviews)	Estimated costs for travel for selection panel	25	\$300	\$7,500
Year 2				
Travel for Coordinator for the Teacher Residency Program	Six trips to college and universities and school divisions	1	\$2,000	\$2,000
Travel for Coordinator of Program Development and Expansion	Estimated travel cost for a coordinator	1	\$2,000	\$2,000
Travel for Specialist for Special Programs (Master's Degree and Licensure Programs)	Estimated travel cost for a specialist	1	\$2,000	\$2,000
Travel for the Specialist for the Teacher Residency Program	Estimated travel cost for a specialist	1	\$2,000	\$2,000
Year 3				
Travel for Coordinator for the Teacher Residency Program	Six trips to college and universities and school divisions	1	\$2,000	\$2,000
Travel for Coordinator of Program Development and Expansion	Estimated travel cost for a coordinator	1	\$2,000	\$2,000

Travel for Specialist for Special Programs (Master's Degree and Licensure Programs)	Estimated travel cost for a specialist	1	\$2,000	\$2,000
Travel for the Specialist for the Teacher Residency Program	Estimated travel cost for a specialist	1	\$2,000	\$2,000
Year 4				
Travel for Coordinator for the Teacher Residency Program	Six trips to college and universities and school divisions	1	\$2,000	\$2,000
Travel for Coordinator of Program Development and Expansion	Estimated travel cost for a coordinator	1	\$2,000	\$2,000
Travel for Specialist for Special Programs (Master's Degree and Licensure Programs)	Estimated travel cost for a specialist	1	\$2,000	\$2,000
Travel for the Specialist for the Teacher Residency Program	Estimated travel cost for a specialist	1	\$2,000	\$2,000
			Total travel	\$39,500

4) Equipment

N/A

5) Supplies: \$28,000

General office supplies will be provided in the amount of \$500 per year per employee (7) plus \$500 per year in postage per employee for a total expense of \$28,000.00 over the four year grant period. This is based on average VDOE costs for consumable materials such as printer toner, paper, and other materials.

6) Contractual: \$8,119,000

The first year of the grant is planning and awarding grants. Funds for contractual services are required for Years 2-4. [Please note that the grant amounts are estimates, and proposals will need to be submitted to provide detailed information about the distribution of the funding in each category of expenditures.

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Year 2		
Contract for Resident Program	Administration and implementation of program, including faculty \$125,000, approximately 15 residents per year (living wage of approximately \$30,000=\$450,000; in-state tuition for master's program (15 residents @ \$1,000 per course x up to 5 courses=\$75,000; coaches and mentors \$60,000; and training and travel for mentors, school coaches, principals, residents, teachers, and meetings-\$100,000	\$810,000
School divisions (or consortium) in each region of the state awarded funding will develop and implement a professional development programs for selected individuals seeking the Principal of distinction Administrative and Supervision Endorsement Contract to colleges and universities to develop master's degrees (content and pedagogy)	8 regions of the state @ \$30,000	\$240,000
Contract to colleges and universities to develop master's degrees (content and pedagogy)	Development/administrative costs=\$20,000 x 4=\$80,000; Professor (\$100,000) x 4 programs=\$400,000; stipend (5 individuals on planning team) \$30,000 x 4 programs=\$120,000; graduate assistant (\$10,000) x 4 programs=\$40,000; recruitment and marketing of programs (\$20,000) x 4	\$860,000

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
	programs=\$80,000; tuition assistance (\$140,000)	
Special Education Program Development-Early Childhood Education	Faculty time-\$90,000; \$100,000 infrastructure to deliver on-line courses; \$10,000 planning; \$50,000 development/alignment costs; \$5,000 supplies, stipends for development team-\$30,000; graduate assistant (1/2 time)-\$9,000; tuition assistance for classes (20 students x \$1,000=\$20,000); marketing-\$10,000	\$324,000
Special Education Program-General Curriculum Program Expansion	\$75,000 to expand online course offerings; faculty time-\$45,000; graduate assistant (1/2 time)-\$9,000; \$50,000 planning and development/alignment costs; \$200,000 additional costs for tuition and online delivery of program.	\$379,000
School Division Pathway (Professional Studies) Development of a school division pathway for individuals with a Provisional License.	Faculty time-\$90,000; \$100,000 infrastructure to deliver online courses; \$10,000 planning; \$50,000 development/alignment costs; \$5,000 supplies; stipends for development team \$30,000	\$285,000
Year 3		
Contract for Resident Program	Administration and implementation of program, including faculty \$125,000, approximately 15 residents per year (living wage of approximately \$30,000=\$450,000; in-state tuition for master's program (30 residents @ \$1,000 per course x up to 5 courses=\$150,000; coaches and mentors \$90,000; and training and travel for mentors, school coaches, principals, residents, and meetings-\$100,000	\$915,000

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
School divisions (or consortium) in each region of the state awarded funding will develop and implement a professional development programs for selected individuals seeking the Principal of distinction Administrative and Supervision Endorsement Contract to colleges and universities to develop master's degrees (content and pedagogy)	8 regions of the state @ \$30,000	\$240,000
Contract to colleges and universities to develop master's degrees (content and pedagogy)	Administration of program and tuition assistance of \$145,000 x 4 institutions=\$580,000	\$580,000
Special Education Program Development-Early Childhood Education	Faculty time-\$90,000; \$50,000 infrastructure to deliver on-line courses; graduate assistant (1/2 time)-\$9,000; tuition assistance for classes (40 students x \$3,000=\$120,000); marketing-\$10,000	\$279,000
Special Education Program-General Curriculum Program Expansion	Faculty time-\$90,000; graduate assistant (1/2 time)-\$9,000; \$200,000 additional costs for tuition and online delivery of program.	\$299,000
School Division Pathway (Professional Studies) Development of a school division pathway for individuals with a Provisional License	Faculty time-\$90,000; \$100,000 infrastructure to deliver online courses; \$10,000 planning; \$5,000 supplies; funds to reduce costs of courses for teachers-\$40,000	\$245,000

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Year 4		
Contract for Resident Program	Administration and implementation of program, including faculty \$125,000, approximately 15 residents per year (living wage of approximately \$30,000=\$450,000; in-state tuition for master's program (45 residents @ \$1,000 per course x up to 5 courses=\$225,000; coaches and mentors \$120,000; and training and travel for mentors, coaches, principals, residents, and meetings-\$100,000	\$1,020,000
School divisions (or consortium) in each region of the state awarded funding will develop and implement a professional development programs for selected individuals seeking the Principal of distinction Administrative and Supervision Endorsement Contract to colleges and universities to develop master's degrees (content and pedagogy)	8 regions of the state @ \$30,000	\$240,000
Contract to colleges and universities to develop master's degrees (content and pedagogy)	Administration of program and tuition assistance of \$145,000 x 4 institutions=\$580,000	\$580,000
Special Education Program Development-Early Childhood Education	Faculty time-\$90,000; \$50,000 infrastructure to deliver on-line courses; graduate assistant (1/2 time)-\$9,000; tuition assistance for classes (40 students x \$3,000=\$120,000); marketing-\$10,000	\$279,000
Special Education Program-General Curriculum Program Expansion	Faculty time-\$90,000; graduate assistant (1/2 time)-\$9,000; \$200,000 additional costs for tuition and online delivery of program.	\$299,000

School Division Pathway (Professional Studies) Development of a school division pathway for individuals with a Provisional License	Faculty time-\$90,000; \$100,000 infrastructure to deliver online courses; \$10,000 planning; \$5,000 supplies; funds to reduce costs of courses for teachers-\$40,000	\$245,000
Total contractual		\$8,119,000

The State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends

N/A

8) Other: \$69,148

Virginia leases computer, phone, and other equipment employees require to do their work through a state contract. The following items will be leased or purchased through the state agreement.

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 1			
Computer (laptop)	\$1,800	4	\$7,200
Computer (desktop)	\$1,379	3	\$4,137
Phone	\$500	7	\$3,500
Printer (one-time cost)	\$1,400	7	\$9,800
Year 2			
Computer (laptop)	\$1,800	4	\$7,200
Computer (desktop)	\$1,379	3	\$4,137
Phone	\$500	7	\$3,500
Year 3			
Computer (laptop)	\$1,800	4	\$7,200
Computer (desktop)	\$1,379	3	\$4,137
Phone	\$500	7	\$3,500
Year 4			
Computer (laptop)	\$1,800	4	\$7,200

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Computer (desktop)	\$1,379	3	\$4,137
Phone	\$500	7	\$3,500
		Total	\$69,148

9) Total Direct Costs: \$10,214,856

10) Indirect Costs: \$1,147,128 calculated at 11.23 percent.

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs

N/A

13) Total Costs: \$11,361,984

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	Technology-Based Instructional Learning Systems			
Associated with Criterion: (Select from the dropdown boxes)	D5 - Providing Effective Support to Teachers & Principals			
Office/Division Responsible:	Educational Technology			
Name of Contact Person:	Tammy McGraw			
	Phone Number:	(804) 225-4429	E-mail Address:	tammy.mcgraw@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$152,500.00	\$152,500.00	\$152,500.00	\$152,500.00	\$610,000.00
2. Fringe Benefits	\$36,479.00	\$36,479.00	\$36,479.00	\$36,479.00	\$145,916.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$4,246,000.00	\$0.00	\$0.00	\$0.00	\$4,246,000.00
5. Supplies	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$6,000.00
6. Contractual	\$2,757,915.00	\$2,245,915.00	\$2,213,248.00	\$2,213,248.00	\$9,430,326.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$9,837.00	\$5,637.00	\$5,637.00	\$5,637.00	\$26,748.00
9. Total Direct Costs (lines 1-8)	\$7,204,231.00	\$2,442,031.00	\$2,409,364.00	\$2,409,364.00	\$14,464,990.00
10. Indirect Costs*	\$809,035.00	\$274,240.00	\$270,572.00	\$270,572.00	\$1,624,419.00
11. Funding for Involved LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Supplemental Funding for Participating LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Costs (lines 9-12)	\$8,013,266.00	\$2,716,271.00	\$2,679,936.00	\$2,679,936.00	\$16,089,409.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
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): Total amount requested for all project years (calculates automatically).
*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-LEVEL BUDGET NARRATIVE

Project Name: N - Technology-Based Instructional Learning Systems

1) Personnel: \$610,000

VDOE will hire a project manager, part-time coordinator, and administrative assistant to support this project. The following describes responsibilities associated with each position.

Project manager: VDOE will hire a full-time project manager to oversee the day-to-day management of the Infinite Learning Lab project including workflow and budgets; approving scripts, storyboards, animations, and supporting resources; facilitating communication among partners and contractors, and designing professional development.

Coordinator: VDOE will hire a part-time iTunes U Coordinator/Curator to manage the acquisition and posting of content for Virginia on iTunes U; provide maintenance and enhancements to the Web site; ensuring alignment of content to standards; and to serve as the agency liaison to content providers.

Administrative assistant: VDOE will hire a part-time administrative assistant to support the coordination and production of instructional technologies.

Position	# Positions	Percentage of Time	Base Salary	Total
Year 1				
Infinite Learning Lab: Project Manager	1	100%	\$90,000	\$90,000
Learning Without Boundaries: iTunes U Coordinator/Curator	1	50%	\$85,000	\$42,500
Administrative assistant	1	50%	\$40,000	\$20,000
Year 2				
Infinite Learning Lab: Project Manager	1	100%	\$90,000	\$90,000
Learning Without Boundaries: iTunes U Coordinator/Curator	1	50%	\$85,000	\$42,500

Technology-Based Instructional Learning Systems (D)(5)

Position	# Positions	Percentage of Time	Base Salary	Total
Administrative assistant	1	50%	\$40,000	\$20,000
Year 3				
Infinite Learning Lab: Project Manager	1	100%	\$90,000	\$90,000
Learning Without Boundaries: iTunes U Coordinator/Curator	1	50%	\$85,000	\$42,500
Administrative assistant	1	50%	\$40,000	\$20,000
Year 4				
Infinite Learning Lab: Project Manager	1	100%	\$90,000	\$90,000
Learning Without Boundaries: iTunes U Coordinator/Curator	1	50%	\$85,000	\$42,500
Administrative assistant	1	50%	\$40,000	\$20,000
			Total	\$610,000

2) Fringe Benefits: \$145,916

- Full-time: Retirement, Social Security, Medicare, Group Life Insurance, Retirement Health Insurance Credit Premium; Virginia Sickness and Disability Program; Long-term Disability Insurance calculated at the state rate of 21.7 percent. Additional fringe benefits are Group Health Insurance, calculated at \$11,688 per full-time position and Deferred Compensation Match at \$480 per full-time position.
- Part-time fringe benefits are calculated at the state determined rate at 7.65 percent
 - Part-time fringe benefits include Social Security and Medicare only.

3) Travel

No travel expenses are expected for these initiatives.

4) Equipment: \$4,246,000

VDPE will purchase mobile learning and content creation tools for 386 middle school instructional technology resource teachers include one laptop computer, a classroom set of 30 handheld computers, and a cart for synchronization and storage. These sets will be used to achieve the goals of the Learning without Boundaries project by providing access to content creation tools to teachers and students.

Technology-Based Instructional Learning Systems (D)(5)

Type of Equipment	Cost Per Unit	Definition of Equipment	Total Cost
Learning without Boundaries: Classroom set of mobile learning and content creation tools (386 sets)	\$11,000.00 per set	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 more than \$1,000 per unit.	\$4,246,000
		Total	\$4,246,000

5) Supplies: \$6,000

General office supplies will be needed for each project manager or coordinator; such supplies will be needed to complete tasks associated with the project such as communications, printing, and postage. This estimate is based on general current costs of \$500.00/year X 3 for each year.

6) Contractual: \$9,430,326

Infinite Learning Lab:

The **Conversion** of the Pokemon Learning League to the Infinite Learning Lab will require a team comprised of a lead producer, instructional designers, an art director, two lead artists, 12 support artists, a sound engineer, and voice talent. Consequently, it will be more cost effective and efficient to contract for these services. The first quarter of year one will result in establishing the team, creating foundational art assets, and correlating the scripts and storyboards to the Standards of Learning and common standards.

edVideo Script Writing & Production covers the cost to write, storyboard, design, animate, and program the edVideos. It includes costs to differentiate instruction. The writing is approximately \$2,000 per edVideo, and the production/management is \$26,167 per edVideo.

Voice Talent to complete the videos includes Screen Actors Guild fees.

The **Learning Management System** for the Infinite Learning Lab project includes \$350,000 in year one with \$50,000 for maintenance and enhancements in years two through four. The learning management system allows teachers, parents and administrators to track progress and assign lessons based on individual needs.

Technology-Based Instructional Learning Systems (D)(5)

Comics Lab Extreme:

Development and/or acquisition of content packs. Content packs will consist of approximately 1,000 individual media assets (images including scenery, props, and characters; video clips, audio clips; etc.). Content packs will support the Standards of Learning (SOL) and common core standards. One elementary, middle, and high school pack will be created each year. This budget will cover costs for licensing, creation, and production. It will also cover costs for preparation of public domain and licensed media, DOE assets, and custom characters from brand partners such as the Professor Garfield Foundation.

Share the Skies:

Telescope subscription: Budget includes on-site technical support and maintenance at \$45,000 each per year. This allows teachers and students to continue to participate in the Share the Skies project.

Learning Without Boundaries:

Content creation and mobile learning training is needed for 325 instructional technology resource teachers annually each year for four years, in order to assist teachers and students.

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Year 1		
Infinite Learning Lab: Conversion and standards alignment team	Estimated based on similar projects	\$212,000
Infinite Learning Lab: edVideo script writing and production, including differentiation for instruction	\$28,167/edVideo x 60 edVideos	\$1,690,020
Infinite Learning Lab: Voice talent; includes Screen Actors Guild fees.	\$4,500 per episode x 60 episodes	\$270,000
Infinite Learning Lab: Creation of professional development resources and resources for parents	Estimated based on similar projects	\$28,895
Infinite Learning Lab: Initial development of learning management system	Cost of original system	\$350,000
Comics Lab Extreme: Content packs	\$30,000 per pack x 3 packs/year	\$90,000

Technology-Based Instructional Learning Systems (D)(5)

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Share the Skies: Telescope subscription	Based on current subscription	\$45,000
Learning without Boundaries: Content creation and mobile learning training	Based on previous costs for similar training	\$72,000
Year 2		
Infinite Learning Lab: edVideo script writing and production, including differentiation for instruction	\$28,167/edVideo x 60 edVideos	\$1,690,020
Infinite Learning Lab: Voice talent; includes Screen Actors Guild fees.	\$4,500 per episode x 60 episodes	\$270,000
Infinite Learning Lab: Creation of professional development resources and resources for parents	Estimated based on similar projects	\$28,895
Infinite Learning Lab: Maintenance and enhancement of learning management system	Based on maintenance costs of original system	\$50,000
Comics Lab Extreme: Content packs	\$30,000 per pack x 3 packs/year	\$90,000
Share the Skies: Telescope subscription	Based on current subscription	\$45,000
Learning without Boundaries: Content creation and mobile learning training	Based on previous costs for similar training	\$72,000
Year 3		
Infinite Learning Lab: edVideo script writing and production, including differentiation for instruction	\$28,167/edVideo x 59 edVideos	\$1,661,853
Infinite Learning Lab: Voice talent; includes Screen Actors Guild fees.	\$4,500 per episode x 59 episodes	\$265,500
Infinite Learning Lab: Creation of professional development resources and resources for parents	Estimated based on similar projects	\$28,895
Infinite Learning Lab: Maintenance and enhancement of learning management system	Based on maintenance costs of original system	\$50,000

Technology-Based Instructional Learning Systems (D)(5)

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Comics Lab Extreme: Content packs	\$30,000 per pack x 3 packs/year	\$90,000
Share the Skies: Telescope subscription	Based on current subscription	\$45,000
Learning without Boundaries: Content creation and mobile learning training	Based on previous costs for similar training	\$72,000
Year 4		
Infinite Learning Lab: edVideo script writing and production, including differentiation for instruction	\$28,167/edVideo x 237 edVideos	\$1,661,853
Infinite Learning Lab: Voice talent; includes Screen Actors Guild fees.	\$4,500 per episode x 237 episodes	\$265,500
Infinite Learning Lab: Creation of professional development resources and resources for parents	Estimated based on similar projects	\$28,895
Infinite Learning Lab: Maintenance and enhancement of learning management system	Based on maintenance costs of original system	\$50,000
Comics Lab Extreme: Content packs	\$30,000 per pack x 3 packs/year	\$90,000
Share the Skies: Telescope subscription	Based on current subscription	\$45,000
Learning without Boundaries: Content creation and mobile learning training	Based on previous costs for similar training	\$72,000
	Total	\$9,430,326

The State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends

There are no training stipends associated with these projects.

Technology-Based Instructional Learning Systems (D)(5)

8) Other : \$26,748

Each staff member will need equipment such as a desktop computer, phone, and printer in order to complete tasks that are associated with their duties. This equipment is leased or purchased from the Virginia Information Technologies Agency (VITA).

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 1			
3 Telephone lines	\$500	VITA state rate	\$1,500
3 Desktop computers	\$1379	VITA state rate	\$4,137
3 Printer (one-time costs)	\$1400	VITA state rate	\$4,200
Year 2			
3 Telephone lines	\$500	VITA state rate	\$1,500
3 Desktop computers	\$1379	VITA state rate	\$4,137
Year 3			
3 Telephone lines	\$500	VITA state rate	\$1,500
3 Desktop computers	\$1379	VITA state rate	\$4,137
Year 4			
3 Telephone lines	\$500	VITA state rate	\$1,500
3 Desktop computers	\$1379	VITA state rate	\$4,137
Total			\$26,748

9) Total Direct Costs: \$14,464,990

10) Indirect Costs: \$1,624,419, calculated at 11.23 percent.

11) Funding for Involved LEAs

N/A

Technology-Based Instructional Learning Systems (D)(5)

12) Supplemental Funding for Participating LEAs

N/A

13) Total Costs: \$16,089,409

Technology-Based Instructional Learning Systems (D)(5)

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	Support to Teachers and Principals			
Associated with Criterion: (Select from the dropdown boxes)	D5 - Providing Effective Support to Teachers & Principals			
Office/Division Responsible:	Elementary Instruction			
Name of Contact Person:	Mark Allan			
	Phone Number:	(804) 786-3925	E-mail Address:	Mark.Allan@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$77,500.00	\$77,500.00	\$77,500.00	\$77,500.00	\$310,000.00
2. Fringe Benefits	\$5,928.00	\$5,928.00	\$5,928.00	\$5,928.00	\$23,712.00
3. Travel	\$2,000.00	\$3,000.00	\$3,000.00	\$2,000.00	\$10,000.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$4,000.00
6. Contractual	\$0.00	\$1,900,000.00	\$2,125,000.00	\$1,505,000.00	\$5,530,000.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$6,979.00	\$4,179.00	\$4,179.00	\$4,179.00	\$19,516.00
9. Total Direct Costs (lines 1-8)	\$93,407.00	\$1,991,607.00	\$2,216,607.00	\$1,595,607.00	\$5,897,228.00
10. Indirect Costs*	\$10,490.00	\$223,657.00	\$248,925.00	\$179,187.00	\$662,259.00
11. Funding for Involved LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Supplemental Funding for Participating LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Costs (lines 9-12)	\$103,897.00	\$2,215,264.00	\$2,465,532.00	\$1,774,794.00	\$6,559,487.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
 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): Total amount requested for all project years (calculates automatically).
 *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-LEVEL BUDGET NARRATIVE

Project Name: O - Support to Teachers and Principals

1) Personnel: \$310,000

VDOE will hire the following positions to implement these initiatives:

Mentor project director: The mentor project director will serve as the liaison between the Virginia Department of Education, local education agencies, and the professional organizations serving as initiative partners (Virginia Association of Elementary School Principals (VAESP) and the Virginia Association of Secondary School Principals(VASS)). The Director’s duties will include:

- Development of strategic planning with initiative partners;
- Facilitation, and coordination of grant activities;
- Development of the Request for Proposal for the Principal’s Online Toolkit and monitoring of the development of the toolkit;
- Collaborating with VAESP and VASSP to coordinate training sessions for novice principals and their mentors; and
- Collaborating with university partner to coordinate regional professional development institutes for mentor coaches and novice principals.

Administrative assistant: The duties of the administrative assistant for the mentor project director will be to assist with travel and meeting arrangements, processing of grant paperwork and other administrative duties required by the director.

Position	# Positions	Percentage of Time	Base Salary	Total
Year 1				
Mentor Project Director	1	70%	\$75,000	\$52,500
Administrative assistant for mentor project director	1	63%	\$40,000	\$25,000
Year 2				
Mentor project director	1	70%	\$75,000	\$52,500
Administrative assistant for mentor project director	1	63%	\$40,000	\$25,000
Year 3				
Mentor project director	1	70%	\$75,000	\$52,500

Position	# Positions	Percentage of Time	Base Salary	Total
Administrative assistant for mentor project director	1	63%	\$40,000	\$25,000
Year 4				
Mentor project director	1	70%	\$75,000	\$52,500
Administrative assistant for mentor project director	1	63%	\$40,000	\$25,000
			Total	\$310,000

2) Fringe Benefits: \$23,712

- Part-time fringe benefits are calculated at the state determined rate at 7.65 percent.
 - Part-time fringe benefits include Social Security and Medicare only.

3) Travel: \$10,000

The travel budget provides funds for the project director to attend meetings with partners in the mentoring initiative in direct support of grant activities.

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 1				
Project director to attend meetings with initiative partners for strategic planning, facilitation, and coordination of grant activities.	mileage, food, lodging, and incidental expenses	1	\$2,000.00	\$2,000
Year 2				
Project director to attend meetings with initiative partners for strategic planning, facilitation, and coordination of grant activities.	mileage, food, lodging, and incidental expenses	1	\$3,000.00	\$3,000

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 3				
Project director to attend meetings with initiative partners for strategic planning, facilitation, and coordination of grant activities.	mileage, food, lodging, and incidental expenses	3	\$3,000.00	\$3,000
Year 4				
Project director to attend meetings with initiative partners for strategic planning, facilitation, and coordination of grant activities.	mileage, food, lodging, and incidental expenses	1	\$2,000.00	\$2,000
			Total	\$10,000

4) Equipment

N/A

5) Supplies: \$4,000

Office supplies will need to be purchased for the mentor project director and administrative assistant. This will include paper, printer toner, filing supplies and general office needs. Supplies are budgeted at \$500 per year per person.

6) Contractual: \$5,530,000

- The Virginia Association of Secondary School Principals (VASSP) will plan, facilitate, and host the National Association of Secondary School Principal's Breaking Ranks in the Middle Training (secure facility space, pay novice principals' travel, food and lodging). VASSP will secure mentors, pay mentors' stipends and mentors' travel expenses for all initiative activities. The amount of time devoted to the project by this contract will be 100%. There will be 20 secondary principal mentors and a total of 40 secondary novice principals (Cohort 1 will include 20 novice principals in years 2 and 3; Cohort 2 will add 20 additional novice principals for years 3 and 4) involved in this contract and will be at a cost of \$850,000 per year in Years 2 and 3 of the project. During Year 4 of the project VASSP will secure mentors, pay mentors' stipends and mentors' travel expenses for all initiative activities at a cost of \$640,000.
- The Virginia Association of Elementary School Principals (VAESP) will plan, facilitate, and host the National Association of Elementary School Principal's National Principals Mentoring Certification Program Training (secure facility space, pay novice

principals' travel, food, and lodging). VAESP will secure mentors, pay mentors' stipends and mentors' travel expenses for all initiative activities. The amount of time devoted to the project by this contract will be 100%. There will be 20 elementary principal mentors and 40 elementary novice principals (Cohort 1 will include 20 novice principals in years 2 and 3; Cohort 2 will add 20 additional novice principals for years 3 and 4) involved in this contract and will be at a cost of \$850,000 in Years 2 and 3 of the project. During Year 4 of the project VAESP will secure mentors, pay mentors' stipends and mentors' travel expenses for all initiative activities at a cost of \$640,000.

- Development of Principal's Online Toolkit (Phase I and Phase II). Online resources including professional articles, research articles, sample forms and templates, video vignettes, and technical assistance tools to assist principals as leaders. The cost in Years 2 and 3 of the project is \$200,000 per year for a total of \$400,000.
- University partner to coordinate, facilitate, and host three regional professional development institutes for mentor coaches and novice principals in Years 3 and 4 of the project at a cost of \$225,000 per year. The amount of time devoted to the project by this contract will be 100%. There will be 40 mentors and 40 novice principals involved in this contract.

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Year 2		
Virginia Association of Secondary School Principals (VASSP) will plan, facilitate, and host the National Association of Secondary School Principal's Breaking Ranks in the Middle Training (secure facility space, pay novice principals' travel, food and lodging). VASSP will secure and pay mentors and mentors' travel expenses for all initiative activities.	20 secondary principal mentors and 20 secondary novice principals	\$850,000
Phase I development of Principal's Online Toolkit	Online resources including professional articles, research articles, sample forms and templates, video vignettes, and technical assistance tools	\$200,000

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Virginia Association of Elementary School Principals (VAESP) will plan, facilitate, and host the National Association of Elementary School Principal's National Principals Mentoring Certification Program Training (secure facility space, pay novice principals' travel, food, and lodging). VAESP will secure and pay mentors and paying mentors' travel expenses for all initiative activities.	20 elementary principals mentors and 20 novice elementary principals	\$850,000
Year 3		
University partner to coordinate, facilitate, and host three regional professional development institutes for mentor coaches and novice principals	40 mentors and 40 novice principals	\$225,000
VASSP will plan, facilitate, and host the National Association of Secondary School Principal's Breaking Ranks in the Middle Training (secure facility space, pay novice principals' travel, food and lodging). VASSP will secure and pay mentors and mentors' travel expenses for all initiative activities.	20 secondary principal mentors and 20 secondary novice principals	\$850,000
Phase II development of Principal's Online Toolkit	Online resources including professional articles, research articles, sample forms and templates, video vignettes, and technical assistance tools	\$200,000
VAESP will plan, facilitate, and host the National Association of Elementary School Principal's National Principals Mentoring Certification Program Training (secure facility space, pay novice principals' travel, food, and lodging). VAESP will secure and pay mentors and paying mentors' travel expenses for all initiative activities.	20 elementary principals mentors and 20 novice elementary principals	\$850,000
Year 4		
University partner to coordinate, facilitate, and host three regional professional development institutes for mentor coaches and novice principals	40 mentors and 40 novice principals	\$225,000

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
VASSP to secure and pay mentors and pay mentors' travel for all initiative activities for the year.	20 mentors and 20 novice principals	\$640,000
VAESP to secure and pay mentors and pay mentors' travel for all initiative activities for the year.	20 mentors and 20 novice principals	\$640,000
	Total	\$5,530,000

The State has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7) Training Stipends

N/A

8) Other: \$19,516

Virginia leases computer, phone, and other equipment employees require to do their work through a state contract. The following items will be leased or purchased through the state agreement.

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 1			
Laptop computer	\$1,800	VITA state rate	\$1,800
Desktop computer	\$1,379	VITA state rate	\$1,379
Telephone Line for director	\$500	State rate	\$500
Telephone Line for administrative assistant	\$500	State rate	\$500
2 printers	\$1,400	VITA state rate	\$2,800
Year 2			
Laptop computer	\$1,800	VITA state rate	\$1,800
Desktop computer	\$1,379	VITA state rate	\$1,379
Telephone Line for Director	\$500	State rate	\$500
Telephone Line for Support Staff	\$500	State rate	\$500
Year 3			
Laptop computer	\$1,800	VITA state rate	\$1,800

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Desktop computer	\$1,379	VITA state rate	\$1,379
Telephone Line for Director	\$500	State rate	\$500
Telephone Line for Support Staff	\$500	State rate	\$500
Year 4			
Laptop computer	\$1,800	VITA state rate	\$1,800
Desktop computer	\$1,379	VITA state rate	\$1,379
Telephone Line for Director	500	State rate	\$500
Telephone Line for Support Staff	\$500	State rate	\$500
Total			\$19,516

9) Total Direct Costs: \$5,897,228

10) Indirect Costs: \$662,259 calculated at 11.23 percent.

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs

N/A

13) Total Costs: \$6,559,47

Virginia's Race to the Top Grant Application
Budget Part II: Project-Level Budget Table

Project Name:	Student Achievement in the Lowest-Performing Schools			
Associated with Criterion: (Select from the dropdown boxes)	E2 - Turning Around the Lowest-Achieving Schools			
Office/Division Responsible:	Office of School Improvement			
Name of Contact Person:	Kathleen Smith			
	Phone Number:	(804) 786-5819	E-mail Address:	kathleen.smith@doe.virginia.gov

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$75,000.00	\$75,000.00	\$75,000.00	\$75,000.00	\$300,000.00
2. Fringe Benefits	\$28,443.00	\$28,443.00	\$28,443.00	\$28,443.00	\$113,772.00
3. Travel	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$24,000.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$500.00	\$500.00	\$500.00	\$500.00	\$2,000.00
6. Contractual	\$250,000.00	\$250,000.00	\$250,000.00	\$250,000.00	\$1,000,000.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$3,700.00	\$2,300.00	\$2,300.00	\$2,300.00	\$10,600.00
9. Total Direct Costs (lines 1-8)	\$363,643.00	\$362,243.00	\$362,243.00	\$362,243.00	\$1,450,372.00
10. Indirect Costs*	\$40,837.00	\$40,680.00	\$40,680.00	\$40,680.00	\$162,877.00
11. Funding for Involved LEAs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Supplemental Funding for Participating LEAs	\$2,500,000.00	\$5,000,000.00	\$3,500,000.00	\$3,500,000.00	\$14,500,000.00
13. Total Costs (lines 9-12)	\$2,904,480.00	\$5,402,923.00	\$3,902,923.00	\$3,902,923.00	\$16,113,249.00

All applicants must provide a break-down by the applicable budget categories shown in lines 1-12.
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): Total amount requested for all project years (calculates automatically).
*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-LEVEL BUDGET NARRATIVE

Project Name: P - Student Achievement in the Lowest Performing Schools

1) Personnel: \$300,000

This initiative will be conducted with direct and significant involvement of the Director of the Office of School Improvement. Virginia will hire the following positions to implement the initiative.

Charter Schools Specialist: The charter schools specialist will support the Director of the Office of School Improvement and provide day-to-day oversight of this project. The specialist will also provide support more generally to Virginia’s school divisions that choose to use local funds (RTTT or other) to open public charter schools in Virginia.

Position	# Positions	Percentage of Time	Base Salary	Total
Year 1				
Charter Schools Specialist	1	100%	\$75,000	\$75,000
Year 2				
Charter Schools Specialist	1	100%	\$75,000	\$75,000
Year 3				
Charter Schools Specialist	1	100%	\$75,000	\$75,000
Year 4				
Charter Schools Specialist	1	100%	\$75,000	\$75,000
			Total	\$300,000

2) Fringe Benefits: \$113,772

- Full-time: Retirement, Social Security, Medicare, Group Life Insurance, Retirement Health Insurance Credit Premium; Virginia Sickness and Disability Program; Long-term Disability Insurance calculated at the state rate of 21.7 percent. Additional fringe benefits are Group Health Insurance, calculated at \$11,688 per full-time position and Deferred Compensation Match at \$480 per full-time position.

3) Travel: \$24,000

The charter schools specialist and Director of the Office of School Improvement will travel to school divisions and attend professional conferences.

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 1				
SEA staff travel to LEA sites, university contractor, and professional development activities.	Travel will be needed to attend conferences through CCSSO and other organizations such as MASS Insight, as well as travel to LEA sites.	2	\$3,000	\$6,000
Year 2				
SEA staff travel to LEA sites, university contractor, and professional development activities.	Travel will be needed to attend conferences through CCSSO and other organizations such as MASS Insight, as well as travel to LEA sites.	2	\$3,000	\$6,000

Purpose of Travel, How It Relates to Project Goals and Will Contribute to Project Success	Basis for Cost Estimate per Traveler	# Travelers	Cost per Traveler	Total
Year 3				
SEA staff travel to LEA sites, university contractor, and professional development activities.	Travel will be needed to attend conferences through CCSSO and other organizations such as MASS Insight, as well as travel to LEA sites.	2	\$3,000	\$6,000
Year 4				
Travel to LEA sites, university contractor, and professional development activities for SEA staff	Travel will be needed to attend conferences through CCSSO and other organizations such as MASS Insight, as well as travel to LEA sites.	2	\$3,000	\$6,000
			Total	\$24,000

4) Equipment

No equipment will be purchased for this project.

5) Supplies: \$2,000.00

General office supplies will be provided in the amount of \$500 per year per employee (1) for a total expense of \$2,000 over the four year grant period. This is based on average VDOE costs for consumable materials such as printer toner, paper, and other materials.

6) Contractual: \$1,000,000

Virginia will issue an RFP from state universities to provide support to the project as a whole, providing program management, professional development opportunities, and technical assistance to the program.

Products To Be Acquired or Professional Services To Be Provided	Basis for Cost Estimate	Cost Estimate
Year 1		
Contract to state university to support the program, providing program management, and professional development opportunities, and technical assistance.	1 full-time staff member and 1 part-time staff member	\$250,000
Year 2		
Contract to state university to support the program, providing program management, and professional development opportunities, and technical assistance.	1 full-time staff member and 1 part-time staff member	\$250,000
Year 3		
Contract to state university to support the program, providing program management, and professional development opportunities, and technical assistance.	1 full-time staff member and 1 part-time staff member	\$250,000
Year 4		
Contract to state university to support the program, providing program management, and professional development opportunities, and technical assistance.	1 full-time staff member and 1 part-time staff member	\$250,000
Total		\$1,000,000

7) Training Stipends

No training stipends will be provided for this project.

8) Other: \$10,600

Virginia leases computer, phone, and other equipment employees require to do their work through a state contract. The laptop, desktop, printer, and phone line will be leased or purchased through the state agreement.

Description	Cost Per Item	Basis for Cost Estimate	Cost Estimate
Year 1			
Laptop	\$1,800	VITA state rates	\$1,800
Black/white printer	\$1,400	VITA state rates	\$1,400
Telephone line	\$500	41.67 p/month	\$500
Year 2			
Laptop	\$1,800	VITA state rates	\$1,800
Telephone line	\$500	41.67 p/month	\$500
Year 3			
Laptop	\$1,800	VITA state rates	\$1,800
Telephone line	\$500	41.67 p/month	\$500
Year 4			
Laptop	\$1,800	VITA state rates	\$1,800
Telephone line	\$500	41.67 p/month	\$500
Total			\$10,600

9) Total Direct Costs: \$1,450,372

10) Indirect Costs: \$162,877 calculated at 11.23 percent.

11) Funding for Involved LEAs

N/A

12) Supplemental Funding for Participating LEAs: \$14,500,000

VDOE will provide school divisions with the state share of funds required to start up and maintain 5 charter school contracts for three years.

Activity	Purpose	Estimated # LEAs involved	Estimated Cost
Year 1			
LEA funding	Initial start up of contract or charter school as estimated by MASS Insight	5	\$2,500,000
Year 2			
LEA funding	First year implementation of contract or charter school estimated by MASS INSIGHT	5	\$5,000,000
Year 3			
LEA funding	Second year implementation of contract or charter school as estimated by MASS Insight	5	\$3,500,000
Year 4			
LEA funding	Third year implantation of contract or charter school as estimated by MASS Insight	5	\$3,500,000
		Total	\$14,500,000

13) Total Costs: \$16,113,249