

**State of Wyoming**  
**Race to the Top**  
**Application for Initial Funding**

**CFDA Number: 84.395A**



Submitted to  
U.S. Department of Education  
Washington, D.C. 20202  
OMB Number: 1810-0697  
Date: 01/15/2010

**APPLICATION FOR INITIAL FUNDING UNDER RACE TO THE TOP**

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Dear Colleague:

On July 24, President Obama and I released the proposed priorities, requirements, definitions, and selection criteria for the \$4.35 billion Race to the Top Fund. That announcement precipitated a vigorous national dialogue about how to best reform our schools and educate our Nation's children. With your assistance, that dialogue is beginning to generate far-reaching reforms that will help America boost student learning, narrow achievement gaps, and increase college and career readiness. Today, the U.S. Department of Education is releasing the final priorities, requirements, definitions, and selection criteria, along with the application for the Race to the Top competition.

Race to the Top provides an unprecedented opportunity to reform our schools and challenge an educational status quo that is failing too many children. President Obama and Congress have provided more money for school reform than ever before in history. This is a once-in-a-lifetime chance to change our schools and accelerate student achievement. And everyone committed to education reform can be partners in promoting the success of our children.

Through Race to the Top, we are asking States to advance reforms around four specific areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Awards in Race to the Top will go to States that are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform. Race to the Top winners will help trail-blaze effective reforms and provide examples for States and local school districts throughout the country to follow as they too are hard at work on reforms that can transform our schools for decades to come.

The momentum for reform is already building. Some 1,161 commenters submitted thousands of unique comments, ranging from one paragraph to 67 pages. Educators and members of the public from every State and the District of Columbia submitted comments, and the commenters included parents, teachers, principals, superintendents, school board members, chief state school officers, and governors. This outpouring of thoughtful input prompted the Department to make numerous changes and improvements to the final application. But just as important, the overwhelming volume of comments demonstrates the potential for Race to the Top to propel the transformational changes that students and teachers need.

I hope this process becomes a model – one where transparent and candid dialogue informs our policies and your work, enabling all stakeholders to act in the best interests of children. I am heartened by and grateful for your participation to date. And I invite you to continue that conversation as we move forward in the effort to build an education system that our students deserve, one that ensures that our country is ready to compete in the global economy of the 21<sup>st</sup> Century.

Sincerely,

/s/

Arne Duncan

## I. APPLICATION INTRODUCTION AND INSTRUCTIONS

### **Introduction**

Race to the Top is authorized under section 14006 of the American Recovery and Reinvestment Act (ARRA). The purpose of the Race to the Top Fund, a competitive grant program, is to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

### **General Instructions**

The Department encourages all potential applicants to read through the entire application package – including the notice inviting applications; the notice of final priorities, requirements, definitions, and selection criteria; and this application – before beginning to prepare the application proposal.

This application includes sections that require response or action by the State, as well as several sections of background information that are directly relevant to the program. For example, Section II includes definitions that are used throughout the application.

### **Page Length Recommendation**

The Department recommends a page length for the State's response to each selection criterion; these are indicated in the application next to each criterion. We recommend that States limit their total page count (that is, the narrative responses to all selection criteria in Section VI) to no more than 100 pages of State-authored text, and that they limit their appendices to no more than 250 pages. For all responses, we request that the following standards be used:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Each page has a page number.
- Line spacing for the narratives is set to 1.5 spacing, and the font used is 12 point Times New Roman.

The Secretary strongly requests that applicants follow the recommended page limits, although the Secretary will consider applications of greater length.

## **Instructions for Responding to Selection Criteria**

The application provides space for the State to address the selection criteria, including performance measures and supporting evidence. As required by the Absolute Priority (explained in more detail below), the State must address all education reform areas. It need not address every individual selection criterion. However, a State will not earn points for selection criteria that it does not address. There are two types of selection criteria – State Reform Conditions Criteria and Reform Plan Criteria—to which the State may respond.

**State Reform Conditions Criteria** are used to assess a State’s progress and its success in creating conditions for reform in specific areas related to the four ARRA education reform areas. The State must provide, for each State Reform Conditions Criterion addressed, a description of the State’s current status in meeting that criterion, and at a minimum, the information requested as supporting evidence that the State has met the criterion. The State may also submit additional information that it believes will be helpful to reviewers in judging the criterion.

**Reform Plan Criteria** are used to assess a State’s plan for future efforts in the four ARRA education reform areas. The State must provide, for each Reform Plan Criterion that the State chooses to address, a detailed plan for use of grant funds that includes, but need not be limited to—

- The key goals;
- The key activities to be undertaken and rationale for the activities, which should include why the specific activities are thought to bring about the change envisioned and how these activities are linked to the desired goals;
- The timeline for implementing the activities;
- The party or parties responsible for implementing the activities;
- The State’s annual targets for this plan, where applicable, with respect to the performance measures, if any. Where the State proposes plans for reform efforts not covered by a specified performance measure, the State may propose performance measures and annual targets for those efforts; and
- The information requested as supporting evidence, if any, for the criterion, together with any additional information the State believes will be helpful to reviewers in judging the credibility of the State’s plan.

**Responding to Selection Criteria:** For each criterion, there are up to three parts: the narrative, the performance measures, and the evidence.

- **Narrative:** For each criterion the State addresses, the State writes its narrative response in the text box below the selection criterion (in the space marked, “Enter text here”). In this space, the State describes how it has addressed or will address that criterion. Response lengths are indicated in the directions.
- **Performance Measures:** For several selection criteria, the State is asked to provide goals and annual targets, baseline data, and other information; these are indicated in the application. In addition, the State may provide additional performance measures, baseline data, and targets for any criterion it chooses. Reviewers will consider, as part of their evaluations of the State’s application, the extent to which the State has set ambitious yet achievable annual targets for the performance measures in support of the State’s plan.

Tables for all of the performance measures are provided in the application. For criteria to which a State is responding, the State must complete the tables or provide an attachment in the Appendix responding to the performance measures. If there are data the State does not have, the State should indicate that the data are not available and explain why.

Some data elements may require States to collect information from participating LEAs. It may be helpful to begin gathering this information as early as possible (see especially criteria (A)(1), (D)(2), and (D)(3)).

To minimize burden, performance measures have been requested only where the Department intends to report nationally on them and for measures that lend themselves to objective and comparable data gathering. In the future, the Department may require grantees to submit additional performance data as part of an annual report, program evaluation, or other mechanism.

For optional performance measures, no submission of the measures is required; however if the State wishes to include performance measures in these optional cases, it may use the templates provided in the application or it may submit attachments.

- **Evidence:** Some selection criteria require the State to provide specific evidence; this is indicated in the application. In addition, the State may provide additional evidence for any criterion it chooses.

The State must provide the evidence in the narrative text below each selection criterion or provide an attachment in the Appendix.

**Appendix:** The Appendix must include a complete Table of Contents. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and a notation of its location in the Appendix.

**Competition Priorities:** The Race to the Top competition includes absolute, competitive, and invitational priorities. The competition priorities can be found in Section VII of this application. The absolute priority will be addressed under State Success Factors, section A, and through the State's comprehensive approach to addressing the four education reform areas, selection criteria sections B, C, D and E. A State that is responding to the competitive preference 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 priority in Section VII. Applicants responding to the invitational priorities may address them throughout their applications or in the text boxes below each priorities in Section VII. Responding to the competitive and invitational priorities is optional.

### **Competition Description and Scoring Rubric**

For information on the competition review and selection process, see (a) the section entitled, Review and Selection Process, in the notice inviting applications; and (b) Section XI, Scoring Rubric (Appendix B in the notice). In addition, point values have been included throughout the application.

### **Technical Assistance Planning Workshops**

To assist States in preparing the application and to respond to questions, the Department intends to host two Technical Assistance Planning Workshops for potential applicants prior to the Phase 1 application submission deadline. The purpose of the workshops would be for Department staff to review the selection criteria, requirements, and priorities with teams of participants responsible for drafting State applications, as well as for Department staff to answer technical questions about the Race to the Top program. The Department plans to release more details regarding the workshops in late November. The Department also intends to host at least one Technical Assistance Planning Workshop for potential applicants prior to the Phase 2 application submission deadline. Updates about all events will be available at the Race to the Top website [www.ed.gov/programs/racetothetop](http://www.ed.gov/programs/racetothetop). Attendance at the workshops is strongly encouraged. For those who cannot attend, transcripts of the meetings will be available on our website. Announcements of any other conference calls or webinars and Frequently Asked Questions will also be available on the Race to the Top website [www.ed.gov/programs/racetothetop](http://www.ed.gov/programs/racetothetop).

### **Frequently Asked Questions**

The Department has also prepared frequently asked questions in order to assist States in completing an application. Frequently Asked Questions are available at [www.ed.gov/programs/racetothetop](http://www.ed.gov/programs/racetothetop).

## II. DEFINITIONS

**Alternative routes to certification** means pathways to certification that are authorized under the State's laws or regulations, that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English language learners<sup>1</sup> and student with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

**College enrollment** refers to the enrollment of students who graduate from high school consistent with 34 CFR 200.19(b)(1) and who enroll in an institution of higher education (as defined in section 101 of the Higher Education Act, P.L. 105-244, 20 U.S.C. 1001) within 16 months of graduation.

**Common set of K-12 standards** means a set of content standards that define what students must know and be able to do and that are substantially identical across all States in a consortium. A State may supplement the common standards with additional standards, provided that the additional standards do not exceed 15 percent of the State's total standards for that content area.

**Effective principal** means a principal whose students, overall and for each subgroup, achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates and college enrollment rates, as well as evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement.

**Effective teacher** means a teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

**Formative assessment** means assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning.

**Graduation rate** means the four-year or extended-year adjusted cohort graduation rate as defined by 34 CFR 200.19(b)(1).

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<sup>1</sup>The term English language learner, as used in this notice, is synonymous with the term limited English proficient, as defined in section 9101 of the ESEA

**Highly effective principal** means a principal whose students, overall and for each subgroup, achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates; college enrollment rates; evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement; or evidence of attracting, developing, and retaining high numbers of effective teachers.

**Highly effective teacher** means a teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

**High-minority school** is defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

**High-need LEA** means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

**High-need students** means students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools (as defined in this notice), who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English language learners.

**High-performing charter school** means a charter school that has been in operation for at least three consecutive years and has demonstrated overall success, including (a) substantial progress in improving student achievement (as defined in this notice); and (b) the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.

**High-poverty school** means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

**High-quality assessment** means an assessment designed to measure a student's knowledge, understanding of, and ability to apply, critical concepts through the use of a variety of item types and formats (*e.g.*, open-ended responses, performance-based tasks). Such assessments should enable measurement of student achievement (as defined in this notice) and student growth (as defined in this notice); be of high technical quality (*e.g.*, be valid, reliable, fair, and aligned to standards); incorporate technology where appropriate; include the assessment of students with

disabilities and English language learners; and to the extent feasible, use universal design principles (as defined in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002) in development and administration.

**Increased learning time** means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects, including English; reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.<sup>2</sup>

**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.

**Instructional improvement systems** means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (*e.g.*, through formative assessments (as defined in this notice), interim assessments (as defined in this notice), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in this notice) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

**Interim assessment** means an assessment that is given at regular and specified intervals throughout the school year, is designed to evaluate students' knowledge and skills relative to a specific set of academic standards, and produces results that can be aggregated (*e.g.*, by course, grade level, school, or LEA) in order to inform teachers and administrators at the student, classroom, school, and LEA levels.

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<sup>2</sup> Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in-school and out-of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." <[http://www.mathematica-mpr.com/publications/redirect\\_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296](http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296)> Educational Evaluation and Policy Analysis, Vol. 29 (4), December 2007, Document No. PP07-121.)

**Involved LEAs** means LEAs that choose to work with the State to implement those specific portions of the State’s plan that necessitate full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in this notice). Involved LEAs do not receive a share of the 50 percent of a State’s grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State’s Race to the Top grant in a manner that is consistent with the State’s application.

**Low-minority school** is defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

**Low-poverty school** means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the lowest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

**Participating LEAs** means LEAs that choose to work with the State to implement all or significant portions of the State’s Race to the Top plan, as specified in each LEA’s agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State’s grant award that the State must subgrant to LEAs, based on the LEA’s relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State’s other 50 percent of the grant award, in accordance with the State’s plan.

**Persistently lowest-achieving schools** means, as determined by the State: (i) Any Title I school in improvement, corrective action, or restructuring that (a) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) Any secondary school that is eligible for, but does not receive, Title I funds that (a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

**Rapid-time**, in reference to reporting and availability of locally-collected school- and LEA-level data, means that data are available quickly enough to inform current lessons, instruction, and related supports.

**Student achievement** means—

(a) For tested grades and subjects: (1) a student’s score on the State’s assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.

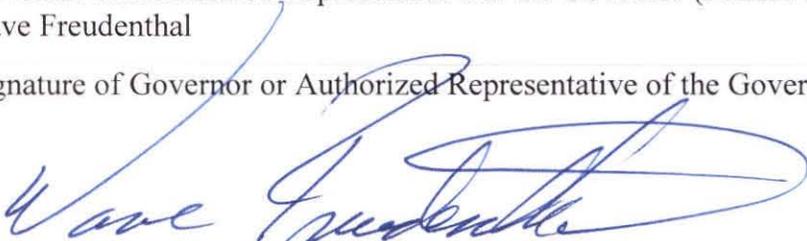
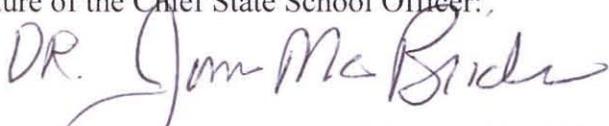
(b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

**Student growth** means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

**Total revenues available to the State** means either (a) projected or actual total State revenues for education and other purposes for the relevant year; or (b) projected or actual total State appropriations for education and other purposes for the relevant year.

**America COMPETES Act elements** means (as specified in section 6401(e)(2)(D) of that Act): (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

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

|  |  |
|--|--|
| Legal Name of Applicant (Office of the Governor):<br><br>State of Wyoming<br>Office of Governor Dave Freudenthal   | Applicant's Mailing Address:<br><br>State Capitol, 200 West 24 <sup>th</sup> Street<br>Cheyenne, WY 82002-0010 |
| Employer Identification Number:<br>830208667   | Organizational DUNS:<br>809747959  |
| State Race to the Top Contact Name:<br>(Single point of contact for communication)<br>Joe Simpson  | Contact Position and Office:<br>Deputy State Superintendent<br>Wyoming Department of Education                 |
| Contact Telephone:<br>(307) 777-7675   | Contact E-mail Address:<br>deputysupt@educ.state.wy.us   |
| <p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p> |  |
| Governor or Authorized Representative of the Governor (Printed Name):<br>Dave Freudenthal  | Telephone:<br>(307) 777-7434   |
| Signature of Governor or Authorized Representative of the Governor:<br>   | Date:<br>1/14/10   |
| Chief State School Officer (Printed Name):<br>Jim McBride, Ed.D.   | Telephone:<br>(307) 777-7675   |
| Signature of the Chief State School Officer:<br>  | Date:<br>1/14/10   |
| President of the State Board of Education (Printed Name):<br>Bill Anthony  | Telephone:<br>(307) 777-7675   |
| Signature of the President of the State Board of Education:<br>   | Date:<br>1/14/10   |

**State Attorney General Certification**

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

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

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

State Attorney General or Authorized Representative (Printed Name):

Telephone:

John S. Shumway

(307) 777-8781

Signature of the State Attorney General or Authorized Representative:

Date:



01-13-10

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

##### **Accountability, Transparency and Reporting Assurances**

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

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
  - the uses of funds within the State;
  - how the State distributed the funds it received;
  - the number of jobs that the Governor estimates were saved or created with the funds;
  - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
  - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to [www.Recovery.gov](http://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):<br><i>Dave Freudenthal</i> |                         |
| Signature of Governor or Authorized Representative of the Governor:<br><i>Dave Freudenthal</i>   | Date:<br><i>1/14/10</i> |

## V. ELIGIBILITY REQUIREMENTS

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

### **Eligibility Requirement (a)**

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

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

### **Eligibility Requirement (b)**

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

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

## VI. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

### (A) State Success Factors (125 total points)

#### (A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which—

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)<sup>3</sup> or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)
  - (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
  - (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
  - (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and
- (iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of

<sup>3</sup> See Appendix D for more on participating LEA MOUs and for a model MOU.

participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

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

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

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

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

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

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

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

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

*Recommended maximum response length: Ten pages (excluding tables)*

**(A)(1) Articulating State’s Education Reform Agenda and LEAs Participation In It**

**(A)(1)(i) Articulating Comprehensive, Coherent Reform Agenda**

Dr. James McBride is the elected Superintendent of Public Instruction for the State of Wyoming. Dr. McBride has been a visionary leader who brought a long history of professional experience as a teacher, principal, superintendent, academy instructor, technology director and community college president to his current position as the leader of Wyoming K-12 education. Since 2006, Dr. James McBride has articulated, planned and deployed a comprehensive and coherent Wyoming public education reform agenda. The foundation or “theory of action” of the Wyoming public education reform agenda is based on the National Baldrige Award criteria (Appendix A1, P. 1). The Malcolm Baldrige National Quality Award was created by Public Law 100-107 and signed into law on August 20, 1987. The Baldrige award is given by the President of the United States to businesses—manufacturing and service, small and large—and to education, health care and nonprofit organizations that apply and are judged to be outstanding in seven areas: leadership; strategic planning; customer and market focus; measurement, analysis, and knowledge management; workforce focus; process management; and results. In addition, the comprehensive and coherent Wyoming public education reform agenda has also been shaped by the work of Michael Fullan (2009). Fullan has articulated a “tri-level reform” (change) strategy that challenges the state, district and school/community-to-work simultaneously, to improve system alignment, two-way interaction, communication and mutual political influence across the system levels.

The four areas outlined in the ARRA will provide focus, clear strategies and resources to accomplish Wyoming's public education reform agenda. Each of the four education reform strategies will support multiple system areas at the state, district and school level. Critical partners will also be impacted by the strategies and resources. Specifically, the first reform area: making progress toward rigorous college ready and career-ready standards and assessments will impact the following system areas: strategic planning; customer and market focus; measurement, analysis, and knowledge management; workforce focus; process management; and results. The second reform area: establishing Pre-K to college and career longitudinal data systems will impact the following system areas: strategic planning; measurement, analysis, and knowledge management; process management; and results. The third reform area: improving teacher and leader effectiveness and equitable distribution of qualified certified staff will impact the following system areas: leadership; strategic planning; customer and market focus; workforce focus; process management; and results. The fourth reform area: providing intensive support for the lowest performing districts/schools will impact the following system areas: leadership; strategic planning; customer and market focus; measurement, analysis, and knowledge management; workforce focus; process management; and results.

As one of the first steps in creating Wyoming's comprehensive and coherent public education reform agenda, Dr. McBride formed his Superintendent's Public Education Advisory Council. Members of the Advisory Council include representatives from the: Wyoming State Board of Education, Wyoming Education Association, Wyoming School Boards Association, Wyoming Superintendents' Association, Governor's Office, and the Wyoming Professional Teaching Standards Board. Dr. McBride plans on expanding the Advisory Council by inviting the University of Wyoming's Dean of Education and the Chairman of the Wyoming Education P-16 Council to become members. The Advisory Council meets monthly to review strategic plan progress, communicate, and problem solve.

Dr. McBride worked with the Wyoming Department of Education (WDE) Superintendent's Administrative Council (SAC), the Public Education Advisory Council, the Wyoming State Board of Education and the Wyoming Legislative Joint Education Committee to update the five year Wyoming Public Education Strategic Plan (WPESP) (Appendix A2, PP. 2-3). Within the plan there are three goal areas. The goal areas include: 1) improving student performance, 2) ensuring effective and efficient operations of the department, districts and schools, and 3) ensuring safe, orderly and healthful school environments.

In addition, Dr. McBride began the Wyoming State Government Planning Team for Children, Youth and Families. Members of the planning team include a representative or director from the: Governor's Office, Department of Family Services, Department of Workforce Services, Department of Health, and Department of Corrections. The mission of the planning team is to coordinate quality wrap-around services for children, youth and families. The Planning Team has provided feedback to Dr. McBride about the Wyoming Public Education Strategic Plan (WPESP) and developed a state plan to improve wrap-around services statewide.

As part of the WPESP clear and measurable objectives have been developed and targeted for each of the five years. The objectives include: improving attendance, improving graduation rate, improving 3<sup>rd</sup> grade reading achievement, improving 8<sup>th</sup> grade mathematics achievement, improving district and school system/accreditation scores, increasing the percentage of advanced and comprehensive diplomas awarded, increasing the number of schools and districts making AYP, decreasing achievement gaps between subgroups, reducing chemical use rates and reducing bullying.

In order to accomplish the improvements as outlined in the WPESP, strategies and interventions must be identified and implemented. The four national education areas described in the ARRA, with the overall focus of improving student outcomes, will allow Wyoming to further build the capacity to achieve the goals and objectives outlined in the WPESP.

The Wyoming Department of Education (WDE) under the guidance of Dr McBride will continue to stay focused on student and

family needs. Through a systems approach to management, data driven decision making, our aggressive outreach programs and an unwavering focus on our students and their needs, Wyoming will develop a public education reform model for the nation.

**(A)(1)(ii) Securing LEA Commitment**

A one hundred percent (100%) response rate by Wyoming school districts is a demonstration of the commitment of the LEAs in Wyoming dedication to working together and with the Wyoming Department of Education (WDE). The LEAs are aware of the efforts and processes required for each of the systems of reforms and improvement and are prepared to take the necessary steps needed to achieve success for Wyoming's students and its educational system. In addition, through the leadership of the Dr. McBride and the WDE's senior leadership, LEAs know that the system has been developed to use data, resources and feedback to ensure that this will be a successful initiative.

A significant majority of the participating LEAs have agreed to the entire list of preliminary scope-of-work descriptions. They understand that the initiatives that are outlined in the application are supportive and interdependent of each other. That leads to the LEAs understanding that the greatest impact and success for their efforts are from signing up for all the descriptions of scope-of-work. For those LEAs that only signed up for a portion of the scope-of-work, it is important to remember that some of the LEAs have already begun the process for piloting systems that are similar to the various subsections. For those LEAs, it would be logical that they do not participate in the full scope-of-work.

All of the Wyoming LEAs have agreed to participate and have submitted their memoranda of understanding with all the signatures, including the teachers' union leaders where applicable. The MOU was developed in cooperation with the state organization leadership of the district superintendents, the district board chairs and the teacher's union. The system of reform that has been developed supports and demonstrates a unified effort between all the parties that have signed the MOU. It is that unified effort that will make these

reforms successful.

An example copy of the LEA memoranda of understanding is located in Appendix A3, PP. 4-7. All forty-eight (48) memoranda are on file and available upon request.

**(A)(1)(iii) Translating LEA Participation into Statewide Impact**

The Wyoming Legislature has identified Education as a priority and has supported school improvement efforts by providing extensive funding for learning opportunities: summer school, after-school tutoring, instructional facilitators, small class sizes, and block-grant funding have been some of the state-funded programs that Wyoming schools have accessed to raise student achievement. To meet the expectations of Wyoming's Legislature and other customers and stakeholders, Wyoming Public Education and the Wyoming Department of Education (WDE) developed a five year strategic plan to align the efforts of the WDE and Wyoming's Public Education System. The strategic plan can be found in Appendix A2, PP. 2-3. The three goal areas defined in the strategic plan include: 1) student performance, 2) effective and efficient operations of the WDE, districts and schools, and 3) safe, orderly, and healthful school environments. The underlying theme of the mission of education in Wyoming focuses on supporting continuous academic achievement. For the WDE to improve its service to public education system, there is a concerted effort to develop a set of core competencies (WDE Focus Areas) which can be found in Appendix A4, P. 8. The concepts and philosophies contained within the Strategic Plan and the Focus Areas are the driving force for reaching higher student academic achievement.

**(A) (1) (iii)(a) Increasing Student Achievement in (at a minimum) Reading/Language Arts and Mathematic, as Reported by the NAEP and the Assessments Required under the ESEA**

The charts in Appendix A5, PP. 9-55, compare state-level or aggregate performance results for all 4th and 8th grade students since 2003 on the National Assessment of Educational Progress (NAEP) and the State's ESEA assessments in the Reading and Mathematics

content areas. Overall, Wyoming’s NAEP and ESEA assessment results have tended to mirror each other’s performance over the years, with incremental increases in the percentage of students performing at NAEP’s proficient level in both subjects and grade levels. Although NAEP mathematics results in grade 4 for 2009 fell from results reported in 2007, this was foreshadowed by reduced performance on the state ESEA assessment in 2009 in 4th grade mathematics.

It’s important to note that Wyoming ESEA results shown in the charts Appendix A5, PP. 9-55 prior to 2006 reflect the previous state assessment system which was used for school building and district improvement planning and accreditation, i.e., in comparison to the current system designed to comply with the current ESEA authorization and measure individual student performance against grade-level performance expectations. Also, the State’s assessment results in 2007 are anomalous and represent an elevated performance distribution due multiple testing windows and a “best of” scoring procedure employed that year; the State discontinued these practices in 2008 and all subsequent ESEA testing.

**Goal 1: By 2014, all schools and districts will increase the percent proficient or above for reading and math on the ESEA assessment at each tested grade to levels that are 5% higher than the All Students 2009 state average for each grade. On NAEP, the state will increase one scale score point per year in each grade in reading and math.**

**2014 ESEA Assessment Achievement Goals**

| <b>Grade</b> | <b>Reading</b> | <b>Math</b> |
|--------------|----------------|-------------|
| Grade 3      | 59%            | 86%         |
| Grade 4      | 76%            | 75%         |
| Grade 5      | 68%            | 72%         |
| Grade 6      | 75%            | 77%         |
| Grade 7      | 62%            | 73%         |

|          |     |     |
|----------|-----|-----|
| Grade 8  | 70% | 62% |
| Grade 11 | 70% | 62% |

See Appendix A5, PP. 9-55 for examples of the percent proficient for the 4<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades in comparison to the current student achievement in those grades.

If the WDE were not to receive funding from the Race to the Top (RTTT) Grant, these goals would remain the same. The changes would occur with relation to the times associated with the goals. With less money, the WDE would have to prioritize the activities and some activities would either occur at a later date or not at all. All LEAs are expected to meet these student achievement goals; therefore, this RTTT grant will translate into a statewide impact.

The Wyoming Department of Education (WDE) will move forward with a theory of action to assist districts/schools in the continuous improvement process through the mechanism of a State System of Support (SSoS). The process is based on improving systems and processes with the focus on improved student achievement. By the State’s lead of providing leadership and direction in data-driven decision-making, WDE will focus on building capacity at all levels to enable LEAs to better assist their schools. Part of this capacity-building is through a process WDE developed to determine which types of technical assistance is needed by LEAs. WDE’s process was co-developed with the Northwest Regional Comprehensive Center to access data submitted by LEAs to identify the level of support needed. LEA data was collected in five areas—student performance, leadership and staffing, fiscal soundness, monitoring and compliance, and accreditation status. This process is defined in the District Classification Rubric which can be found in Appendix E2, PP. 199-217. As more systems in both the WDE and the LEAs continue to focus on data and aligning systems, the expectation is the outcomes related to student achievement will rise.

Wyoming has sixteen schools participating in the Reading First framework, which has positively impacted student achievement in

those schools and districts. The Wyoming Department of Education will continue to assist Wyoming districts in implementing an effective school wide reading model through the statewide reading initiative. This will be achieved through the required submission and review of District Early Literacy Plans; training in the use of valid and reliable reading assessments; ongoing professional development for leadership, coaches, and teachers; as well as targeted technical assistance.

(A) (1) (iii)(b) Decreasing Achievement Gaps between Subgroups in Reading/Language Arts and Mathematics, as Reported by the NAEP and the Assessments Required under the ESEA

Student achievement gaps in Wyoming on the NAEP at grades 4 and 8 have remained essentially unchanged (neither widening nor narrowing) since 2000 and between the most recent year of NAEP reporting (Appendix A5, PP. 9-55). The exceptions are in Reading, where the gap between fourth grade students with disabilities (SwD) and non-SwD students was reduced by ten (10) points on the NAEP scale between 2003 and 2007. However, Wyoming reading gaps between students eligible for the National School Lunch Program and non-eligible students have increased (6 scale score points between 2005 and 2007 for 4<sup>th</sup> graders, and five points between 2002 and 2007 for 8<sup>th</sup> grade readers). No statistically significant changes in Wyoming student group achievement gaps occurred in mathematics on the NAEP at either grade 4 or 8 between 2000 and 2009, i.e., the gaps neither widened nor narrowed during that period.

In terms of student gaps on Wyoming's ESEA assessment, the non-profit Center on Education Policy (CEP) in 2009 analyzed data and the achievement of different students groups in two distinct ways. See the attached subgroup analysis graphs in the excerpt from CEP's report in Appendix A5, PP. 9-55. First, CEP looked at grade 4 test results to determine whether the performance of various groups improved at three achievement levels—basic and above, proficient and above, and advanced. Second, they looked at gaps between these groups at the proficient level across three grades (grade 4, grade 8 in most cases, and a high school grade). According to the CEP, Wyoming's test score trends have gone in an upward direction. Progress is being made on achievement gaps as

well, with a more positive picture in reading than in math.

**Goal 2: By 2014, all schools and districts will increase the percent proficient or above for reading and math for all subgroups on the ESEA assessment at each tested grade to levels that are 5% higher than the All Students 2009 state average for each grade. On NAEP, the state will increase one scale score point per year in each grade in reading and math.**

**2014 ESEA Subgroup Assessment Achievement**

**Goals**

| <b>Grade</b> | <b>Reading</b> | <b>Math</b> |
|--------------|----------------|-------------|
| Grade 3      | 59%            | 86%         |
| Grade 4      | 76%            | 75%         |
| Grade 5      | 68%            | 72%         |
| Grade 6      | 75%            | 77%         |
| Grade 7      | 62%            | 73%         |
| Grade 8      | 70%            | 62%         |
| Grade 11     | 70%            | 62%         |

If the WDE were not to receive funding from the Race to the Top (RTTT) Grant, these goals would remain the same. The changes would occur with relation to the times associated with the goals. With less money, the WDE would have to prioritize the activities and some activities would either occur at a later date or not at all. All LEAs will be expected to meet these student achievement goals; therefore, this RTTT grant will translate into a statewide impact.

The WDE is moving forward its focused efforts that continue to increase the achievement of the subgroups. The RTTT Grant will

allow for a more comprehensive implementation of Response to Intervention (RTI) and Positive Behavioral Interventions and Support (PBIS) throughout the state. RTI and PBIS are based on the belief that all students can learn if matched with effective instructional strategies. It requires implementation of effective systems and structures for identifying students who are at-risk of not achieving to their potential. These systems include differentiated tiers of increasingly intense interventions, collaboration and problem-solving at the system and individual student level. This systematic, proactive approach to instruction creates a timely and targeted method of providing instruction to students before an achievement gap occurs. RTI and PBIS encourage collaboration and shared responsibility among general and special education, Title 1, Gifted Education and ELL services and programs.

The subgroups with the greatest achievement gaps need to be addressed with great intensity. To address the needs of the special education students, a Continuous Improvement-Focused Monitoring (CIFM) system that focuses on those elements of information and data that most directly relate to or influence student performance, educational results and functional outcomes for children with disabilities has been developed. The CIFM system includes the following major components: Stable Assessment; Risk-Based Self-Assessment and On-Site Monitoring and has built its foundation on the data drill down of state, district and student-level data. The next step in program development is to carry forward this same data based decision making process to implement and create a technical assistance model with multiple levels of interventions to assist districts in making program changes and raise the achievement of students with disabilities.

To help address the variety of needs of the Native American students, in the future as data on attendance and enrollment become more consistent, there will be strong focus on citizenship and discipline. One of the needs in this area is funding to hire personnel in Fremont County that could assist the partners of the Wyoming Tribal Children's Triad. See Appendix A6, P. 56 for a list of the partners. For this group to better address the needs of these children and use resources both effectively and efficiently, a comprehensive community-needs assessment will be conducted in order to focus priorities and resources.

Work is also occurring with our English Language Learners (ELL) population. Again, a need for accurate and consistent reporting of data is essential. The ELL assessment consortium Wyoming has entered with other states will provide better data and resources to the WDE and LEA. Wyoming has changed English Language Proficiency (ELP) assessments this year. The new ELP assessment, ACCESS for ELLs, provides for a means to correlate the level at which an English Language Learner (ELL) would be considered proficient with their ability to perform on the State content assessment Proficiency Assessments for Wyoming Students (PAWS). Thus, for this new ELP assessment we will set the State's definition of Attaining English Proficiency based on an analysis of when proficiency in English no longer impacts an ELL student's ability to perform on content assessments.

Wyoming is looking at implementing a program called STELLA. STELLA is designed to help schools and districts identify the appropriate accommodations for ELLs in the classroom and on content assessments (PAWS). STELLA looks at a wide variety of factors related to each student and provides recommendations of which accommodations would be most effective for each student based on the student's individual characteristics.

All of the work will require intensive, high quality training and professional development for the WDE, LEA, and community partners that include how-to-use data effectively to meet the needs of Wyoming's different subgroups and close the achievement gap. The data received from the longitudinal data system will support the efficient and effective allocation of the resources provided for within the RTTT grant.

*(A) (1) (iii)(c) Increasing High School Graduation Rate*

The charts in Appendix A7, P 57 and Appendix A8, P. 58 provide 7 year trend of the statewide graduation rate from 2002-2008 for all students and each subgroup. From 2002-2006, the graduation rate rose from 77% to over 81.6%. It has only been over the last 2

years that Wyoming has experienced a drop in the graduation rate that has fallen to 79.3% in 2008. Although the graduation rate is lower in 2008 than the 2 previous years, more numbers of students graduated than the previous 2 years. In fact, 84 more students graduated in 2008 than in 2007. The graduation rate formula used by Wyoming and its progress towards being able to calculate the four-year adjusted cohort graduation rate can be found in Appendix A9, P. 59.

**Goal 1: By 2014, all schools and districts will attain at a minimum a graduation rate of 85%.**

In order for Wyoming's public education system to achieve this ambitious goal, children must begin their educational career with a robust and solid start. There must be reform in the educational system that begins with early learning that occurs before kindergarten and follows through until graduation. A model for this to occur can be found in Appendix A10, PP. 60-88. As Wyoming moves forward, the alignment of curriculum, instruction and the systems between the early learning environment and the K-12 public school system must be aligned with increased coordination and collaboration.

If students are to remain engaged in school throughout their educational career, it is essential for them to be reading at grade level by the end of third grade. Those students not reading on grade level by this time are likely to fall behind in many of the content areas since reading is an essential skill in being able to pull information and acquire knowledge from texts. If students continue to fall behind, these students are likely to become disengaged from school and may well drop out of school once they turn 18. To support the LEAs in achieving a high degree of reading proficiency at the end of third grade, the WDE collaborates with districts to develop powerful early literacy plans that support schools, teachers, and students in meeting the academic achievement needs in reading. LEAs must also be supported by receiving professional development, coaching, and mentoring that provide deep levels of understanding to implement the different components of the early literacy plan.

For those students who are struggling to succeed in school, often the needs have gone beyond the services provided by the public

education system. That is why it is essential for the WDE to collaborate with the partners involved in the Wyoming State Government Planning Team for Children, Youth and Families. This group is able to coordinate quality wrap-around services for children, youth, and families to ensure students are ready for school.

If the WDE were not to receive funding from the Race to the Top (RTTT) Grant, the graduation rate goals would remain the same. The changes would occur with relation to the times associated with the goals. With less money, the WDE would have to prioritize the activities and some activities would either occur at a later date or not at all. All LEAs are expected to meet these student achievement goals; therefore, this RTTT grant will translate into a statewide impact.

*(A)(1)(iii)(d): Increasing College Enrollment 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.*

The chart related to Wyoming's ambitious college enrollment and persistence in post-secondary education can be found in Appendix A5, PP. 9-55. Through the realization of the State funded Hathaway Scholarship Program (HSP) in 2006 (W.S. §§ 21-16-1301), Wyoming is well on its way in efforts to increase college enrollment in the State, as well as raising persistence rates in our post-secondary educational programs. Since this program is driven by state statute, all school districts are required to participate. The state student ID system, the Wyoming Integrated Statewide Education Record ID (WISER ID) available at the website address [http://www.k12.wy.us/wise/documents/wiserID/WISERID\\_Data\\_Guidelines\\_v1p0.pdf](http://www.k12.wy.us/wise/documents/wiserID/WISERID_Data_Guidelines_v1p0.pdf), obtained January 11, 2010, serves as the link between K-12 and college student level data. The post-secondary institutions have faced difficulties in the past in the collection of this element from the school districts, and have therefore been unable to pass this information on to the WDE within the Hathaway Scholarship data collections. This has mainly been caused by technical hurdles and lack of training within the school districts, however, the WDE expects to have these hurdles resolved by the Fall 2010 collection, and will be able to track all subgroups, as well as gain the capacity to perform longitudinal analysis on a multitude of other items.

**Goal 1: Increase enrollment in the Hathaway Scholarship Program (HSP) by 4% each year to reach an HSP enrollment count of 2,600 high school graduates by the 2013-2014 school year.**

**Goal 2: Increase the rate of students earning at least 24 credits within 2 years of enrollment by 1.5% for each successive cohort, resulting in a rate of 89% for the 2013-2014 cohort.**

To guide students towards college readiness and post-secondary success, the process begins by making students aware of educational options and career paths. Our HSP 8<sup>th</sup> Grade Unit of Study program (W.S. §§ 21-16-1308(b)(i)(C)), is a program dedicated to educate 8<sup>th</sup> graders using academic assessment related to career choices, requirements, and resources. See Appendix A11, P. 89 for a sample curriculum that be used for the HSP 8<sup>th</sup> grade Unit of Study.

During secondary education, students must complete specific core courses defined in the HSP Success Curriculum (W.S. § 21-16-1307) for scholarship eligibility. The level of rigor a student completes determines, in part, the level of scholarship the student is awarded. See Appendix A12, PP. 90-94 for a chart that shows the Success Curriculum requirements students must accomplish in order to receive the Hathaway Scholarship.

All 11<sup>th</sup> grade public school students are required to complete either an ACT college entrance examination or a WorkKeys career readiness assessment. These exams, as well as the 8<sup>th</sup> Grade ACT EXPLORE test are designed to assist in high school academic planning and are funded by the State. As part of the State's contract with ACT, Inc., counselors and other school district personnel are offered professional development in the form of Educator Workshops. The program is designed to show educators how to analyze, evaluate, and set a course of action to inform curriculum decisions based on student level data.

One of the WDE's responsibilities within the evaluation of the program is to gauge the relationships between courses taken in high school and performance in college (W.S. § 21-16-1308(c)(viii)). To achieve this task, the State has initiated a state-wide common course coding project. All school districts are currently mapping their local courses to the National Center for Educational Statistics (NCES) School Codes for the Exchange of Data (SCED) codes so these studies can be realized. Other benefits of common course codes across school districts include increased efficiency of class placement for transferring students as well as college admittance and financial aid decisions. The WDE will initiate a Course Taxonomy project to map course content to state standards across all districts.

The implementation of the Wyoming Transcript Center (WTC) is a significant tool in providing secure and effective data sharing among Wyoming educational institutions and the Department of Education. This, in turn, will increase the WDE's ability to apply data-driven policy and process decision-making, which will eventually translate into higher student achievement.

With these initiatives, and with full support from the Wyoming Legislature, the WDE is confident that it will increase college enrollment and performance rates, as well as produce a better prepared work force that will be competitive both nationally and internationally.

If the WDE were not to receive funding from the Race to the Top (RTTT) Grant, these goals would remain the same. The changes would occur with relation to the times associated with the goals. With less money, the WDE would have to prioritize the activities and some activities related to accomplishing this goal would either occur at a later date or not at all. All LEAs and post-secondary institutions are expected to meet these student achievement goals; therefore, this RTTT grant will translate into a statewide impact.

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

| <b>Elements of State Reform Plans</b>   | <b>Number of LEAs Participating (#)</b> | <b>Percentage of Total Participating LEAs (%)</b> |
|---|---|---|
| <b>B. Standards and Assessments</b>   |   |   |
| (B)(3) Supporting the transition to enhanced standards and high-quality assessments | 44                                      | 92%   |
| <b>C. Data Systems to Support Instruction</b>                                       |   |   |
| (C)(3) Using data to improve instruction:   |   |   |
| (i) Use of local instructional improvement systems                                  | 48                                      | 100%  |
| (ii) Professional development on use of data  | 48                                      | 100%  |
| (iii) Availability and accessibility of data to researchers                         | 42                                      | 88%   |
| <b>D. Great Teachers and Leaders</b>  |   |   |
| (D)(2) Improving teacher and principal effectiveness based on performance:          |   |   |
| (i) Measure student growth  | 45                                      | 94%   |
| (ii) Design and implement evaluation systems  | 46                                      | 96%   |
| (iii) Conduct annual evaluations  | 45                                      | 94%   |
| (iv)(a) Use evaluations to inform professional development                          | 45                                      | 94%   |
| (iv)(b) Use evaluations to inform compensation, promotion and retention             | 39                                      | 81%   |
| (iv)(c) Use evaluations to inform tenure and/or full certification                  | 43                                      | 90%   |
| (iv)(d) Use evaluations to inform removal   | 43                                      | 90%   |
| (D)(3) Ensuring equitable distribution of effective teachers and principals:        |   |   |
| (i) High-poverty and/or high-minority schools                                       | 42                                      | 88%   |
| (ii) Hard-to-staff subjects and specialty areas                                     | 43                                      | 90%   |
| (D)(5) Providing effective support to teachers and principals:                      |   |   |
| (i) Quality professional development  | 47                                      | 98%   |
| (ii) Measure effectiveness of professional development                              | 47                                      | 98%   |
| <b>E. Turning Around the Lowest-Achieving Schools</b>                               |   |   |
| (E)(2) Turning around the lowest-achieving schools                                  | 38                                      | 79%   |
| <b>Summary Table for (A)(1)(ii)(c)</b>  |   |   |

| <b>Signatures acquired from participating LEAs:</b>            |  |  |   |
|--|--|--|---|
| Number of Participating LEAs with all applicable signatures    |  |  |   |
|  | <b>Number of Signatures Obtained (#)</b> | <b>Number of Signatures Applicable (#)</b> | <b>Percentage (%) (Obtained / Applicable)</b>                             |
| LEA Superintendent (or equivalent)                             | 48                                       | 48   | 100%  |
| President of Local School Board (or equivalent, if applicable) | 48                                       | 48   | 100%  |
| Local Teachers' Union Leader (if applicable)                   | 41                                       | 41   | 100%  |
| <b>Summary Table for (A)(1)(iii)</b>                           |  |  |   |
|  | <b>Participating LEAs (#)</b>            | <b>Statewide (#)</b>                       | <b>Percentage of Total Statewide (%) (Participating LEAs / Statewide)</b> |
| <b>LEAs</b>  | <b>48</b>                                | <b>48</b>                                  | <b>100%</b>   |
| <b>Schools</b>   | <b>347</b>                               | <b>347</b>                                 | <b>100%</b>   |
| <b>K-12 Students</b>   | <b>86,519</b>                            | <b>86,519</b>                              | <b>100%</b>   |
| <b>Students in poverty</b>                                     | <b>26,604</b>                            | <b>26,604</b>                              | <b>100%</b>   |

**Detailed Table for (A)(1)**  
This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

| Participating LEAs | LEA Demographics |                    |                               | Signatures on MOUs        |   |   | MOU Terms<br>Uses Standard Terms & Conditions?<br>President of Local Teachers Union (if applicable) | Preliminary Scope of Work – Participation in each applicable Plan Criterion |                |                |                |                |                |                |                |                |                |                |                |                |                |                |                |
|--------------------|------------------|--------------------|-------------------------------|---------------------------|---|---|---|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                    | # of Schools     | # of K-12 Students | # of K-12 Students in Poverty | LEA Supr. (or equivalent) | President of local school board (if applicable) | President of Local Teachers Union (if applicable) |   | (B)(3)  | (C)(3)(i)      | (C)(3)(ii)     | (C)(3)(iii)    | (D)(2)(i)      | (D)(2)(ii)     | (D)(2)(iii)    | (D)(2)(iv)(a)  | (D)(2)(iv)(b)  | (D)(2)(iv)(c)  | (D)(2)(iv)(d)  | (D)(3)(i)      | (D)(3)(ii)     | (D)(5)(i)      | (D)(5)(ii)     | (E)(2)         |
| Name of LEA here   |                  |                    |                               | Y/<br>N/<br>NA            | Y/<br>N/<br>NA                                  | Y/<br>N/<br>NA                                    | Yes/<br>No  | Y/<br>N/<br>NA  | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA | Y/<br>N/<br>NA |
| Albany #1          | 17               | 3,544              | 1,108                         | Y                         | Y   | Y   | N   | Y   | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Big Horn #1        | 6                | 617                | 260                           | Y                         | Y   | Y   | Y   | Y   | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Big Horn #2        | 3                | 648                | 256                           | Y                         | Y   | NA  | Y   | Y   | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | N              | Y              | Y              | Y              | Y              | N              |
| Big Horn #3        | 3                | 502                | 201                           | Y                         | Y   | Y   | Y   | Y   | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Big Horn #4        | 4                | 329                | 111                           | Y                         | Y   | Y   | Y   | Y   | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Campbell #1        | 20               | 7,985              | 1,890                         | Y                         | Y   | Y   | Y   | Y   | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Carbon #1          | 9                | 1,787              | 550                           | Y                         | Y   | Y   | N   | Y   | Y              | Y              | Y              | Y              | Y              | Y              | Y              | N              | Y              | Y              | Y              | Y              | Y              | Y              | N              |
| Carbon #2          | 7                | 650                | 258                           | Y                         | Y   | Y   | Y   | Y   | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Converse #1        | 8                | 1,696              | 487                           | Y                         | Y   | Y   | Y   | Y   | Y              | Y              | Y              | N              | N              | N              | N              | N              | N              | N              | N              | N              | N              | N              | N              |
| Converse #2        | 4                | 685                | 182                           | Y                         | Y   | Y   | Y   | Y   | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Crook #1           | 6                | 1,085              | 266                           | Y                         | Y   | NA  | Y   | Y   | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Fremont #1         | 7                | 1,671              | 571                           | Y                         | Y   | Y   | Y   | Y   | Y              | Y              | N              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              | Y              |
| Fremont #2         | 3                | 191                | 40                            | Y                         | Y   | NA  | Y   | Y   | Y              | Y              | N              | Y              | Y              | Y              | Y              | N              | Y              | Y              | Y              | Y              | Y              | Y              | N              |

|                |    |        |       |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |    |    |   |   |   |
|----------------|----|--------|-------|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|----|----|---|---|---|
| Fremont #6     | 3  | 387    | 156   | Y | Y | Y  | Y | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | N  | N  | Y | Y | N |
| Fremont #14    | 3  | 556    | 399   | Y | Y | Y  | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | Y |
| Fremont #21    | 3  | 445    | 333   | Y | Y | NA | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | NA | NA | Y | Y | Y |
| Fremont #24    | 3  | 311    | 99    | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | N | Y | Y | Y | Y  | Y  | Y | Y | Y |
| Fremont #25    | 6  | 2,454  | 921   | Y | Y | NA | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | Y |
| Fremont #38    | 2  | 327    | 327   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | Y |
| Goshen #1      | 11 | 1,816  | 867   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | Y |
| Hot Springs #1 | 3  | 655    | 258   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | Y |
| Johnson #1     | 7  | 1,222  | 303   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | Y |
| Laramie #1     | 32 | 12,933 | 4,366 | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | Y |
| Laramie #2     | 6  | 841    | 242   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | Y |
| Lincoln #1     | 4  | 629    | 143   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | N |
| Lincoln #2     | 9  | 2,650  | 846   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | Y |
| Natrona #1     | 34 | 11,642 | 3,481 | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | Y |
| Niobrara #1    | 4  | 376    | 124   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | N | Y | Y  | Y  | Y | Y | N |
| Park #1        | 7  | 1,676  | 586   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | Y |
| Park #6        | 7  | 2,154  | 533   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | N | Y | N | Y | Y  | Y  | Y | Y | Y |
| Park #16       | 1  | 122    | 44    | Y | Y | NA | Y | N | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | Y |
| Platte #1      | 10 | 1,089  | 264   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | Y |
| Platte #2      | 3  | 205    | 84    | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | Y |
| Sheridan #1    | 7  | 929    | 236   | Y | Y | Y  | Y | Y | Y | Y | N | Y | Y | Y | Y | N | Y | Y | Y  | Y  | Y | Y | N |
| Sheridan #2    | 10 | 3,121  | 936   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y  | Y  | Y | Y | Y |

|               |    |       |       |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------------|----|-------|-------|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sheridan #3   | 4  | 101   | 46    | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sublette #1   | 4  | 989   | 125   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sublette #9   | 4  | 691   | 154   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sweetwater #1 | 15 | 4,957 | 1,287 | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sweetwater #2 | 10 | 2,671 | 536   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Teton #1      | 9  | 2,294 | 324   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Uinta #1      | 8  | 2,973 | 1,175 | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | N | N | N | Y | Y | Y | Y | Y |
| Uinta #4      | 4  | 730   | 163   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Uinta #6      | 3  | 672   | 142   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y |
| Washakie #1   | 5  | 1,306 | 599   | Y | Y | NA | Y | N | Y | Y | N | N | Y | N | N | N | N | N | N | N | Y | Y | N |
| Washakie #2   | 1  | 94    | 33    | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Weston #1     | 5  | 820   | 218   | Y | Y | Y  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Weston #7     | 3  | 291   | 74    | Y | Y | Y  | Y | Y | Y | Y | N | N | N | N | N | N | N | N | N | N | Y | Y | N |

**(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)*

**(A)(2) Building Strong Statewide Capacity to Implement, Scale up, and Sustain Proposed Plans**

**(A)(2)(i) Ensuring the Capacity to Implement**

*(A)(2)(i)(a) Strong Leadership to Implement Reforms*

The State of Wyoming has the strong, stable, and visionary leadership to implement the reforms specified in this grant. It starts with Dr. McBride who has set a vision for K-12 education, and developed a Wyoming public education reform agenda described briefly in A(i) above. The four strategy areas of standards and assessments, longitudinal data systems, improving great teachers and leaders, providing intensive support for the lowest performing districts/schools will allow Wyoming to fully implement its reform agenda at the state, district and school system level. State Superintendent of Public Instruction Dr. McBride, Deputy State Superintendent Mr. Joe Simpson, the Wyoming Department of Education (WDE) senior leadership team, partners and stakeholders will systematically develop implementation plans to effectively and efficiently implement the goals and strategies identified in the Wyoming Statewide Strategic Plan and in Wyoming's Race to the Top Grant. Wyoming has demonstrated its commitment to improve public education for many years. The Wyoming Legislature and Governor have provided the necessary funds to initiate the state reforms. State sponsored reforms have included: redesign and funding of a legally approved district/school funding system (\$1,827,030,011.00 for 48 school districts); full funding of an approved state assessment; funding for new facilities; funding and support of the nationally board certified teachers program; full funding for special education students; full funding for summer school programs; funding to implement instructional coaches statewide; approval and funding of the Wyoming Department of Education (154 staff).

(A)(2)(i)(b) Supporting LEAs:

Wyoming has worked with district customers and stakeholders to implement a systematic State System of Support that is data driven, based upon best practice and research, customer focused, and grounded in the Baldrige system framework. Upon receipt of the funding of this grant, the participating LEAs leaders and teachers will meet with the WDE personnel to set detailed work plans for each reform area proposed, assign the plans to working groups, set targets and deadlines for implementation at the local level and state level. The overarching goal will be to share best practices in teaching and assessments, school leadership, use of data with all the school districts in Wyoming and especially the lowest performing schools. The ultimate result that is expected from the implementation of all these reforms is to improve all students' learning, and build the capacity of the state, districts and schools.

(A)(2)(i)(c) Implementing Race to The Top Grant Administration, Budgets and Funding

Wyoming will use three custom fiscal systems to manage, administer and report all aspects of its Race to the Top Grant.

**Budget Management System:** The Budget Management System (BMS) was developed as a budget monitoring and reporting tool for Department of Education staff. It provides easy-to-use features for reviewing budget balances, expenditures, and open encumbrances. It is used by fiscal and non-fiscal staff as a simple alternative to Wyoming On-Line Financial System(WOLFS). The system provides extensive custom reporting capabilities and at least 35 pre-defined reports for specific needs within the Department. WOLFS data is downloaded with each run and then imported to BMS through an automated process. BMS is then used to create reconciliation files to identify Grant and ARRA transactions for these systems. The Budget Management System has been in use since 2001. Additional details and screenshots are provided in the Appendix A13, PP. 95-98.

**Grants Management System:** The Grants Management System (GMS) facilitates the capture of Goals and Needs from Wyoming

LEAs, which in turn are referenced in the online budgeting process. By tying individual budget line items to specific Goals and Needs, LEAs are forced to consider how their planned expenditures will promote progress towards the Goals and Needs that were identified. This process is implemented for all programs within the GMS.

After the applications and budgets are approved, LEAs are able to begin submitting Cash Requests. The GMS has helped improve internal controls, by ensuring the Cash Requests are consistent with the budget that was approved by the Department. Cash Requests are submitted, approved, and/or returned for revisions in real-time, which has improved the ability to get appropriate funds to LEAs in a timely manner.

For each program, for each year, the WDE has the ability to configure Expenditure Reports frequency, allowable tolerance levels, carryover limitations, and other considerations. Through this parameterized approach, far fewer code changes are needed to support emerging requirements.

The GMS also contains significant fiscal controls. Accountant and manager roles ensure a division of responsibilities where at least two people must approve a financial transaction before it can be posted. Additional details and screenshots are provided in the Appendix A14, PP. 99-101.

**Parrascope:** In advance of Race to the Top, WDE has already taken major steps toward improving the efficiency and effectiveness of its monitoring and reporting. Through the use of Parrascope, a web-based application designed to manage ARRA reporting, the WDE possesses a high-tech command center for the administration of grants (Appendix A15, PP. 102-107).

Viewing ARRA reporting requirements as an opportunity to explore new technology, WDE set just one goal: to make reporting as

effortless and accurate as possible. Parrascope helped the WDE achieve this goal using two main strategies: importing data from state software systems and collecting dynamic quarterly data directly from vendors and sub-recipients. Integrating with state systems allows the WDE to pre-populate reports with highly accurate information while eliminating the greatest source of inefficiency: manual data entry performed by state employees. It also prevents accounting errors and omissions by importing all payment and federal funding information directly from the state accounting system.

Data that cannot be imported from state systems is entered directly by vendors and sub-recipients. This includes jobs, progress, and vendor payment information and each is added quickly and easily using standardized web forms. In tandem, these two strategies allow the WDE to minimize the effort of all parties and produce the most accurate report possible.

Parrascope allows the WDE to focus on reviewing data, rather than the stressful process of collecting and compiling it to build a report. The WDE uses the system to organize, review, certify, and report on all grant data. Using a web interface, the WDE users can view both large lists and individual summaries of sub-awards, which allows the monitoring of each project and then communicates directly with the funding recipient. Additional tools, such as automated email notices and colored status icons, help simplify the evaluation process and reduce workload.

At the end of each quarter, Parrascope automates the review and approval of all ARRA award data and generates a validated XML file that can be uploaded to FederalReporting.gov on behalf of WDE and its sub-recipients.

(A)(2)(i)(d) Uses of Race To The Top Funds

The total requested budget for this grant application is \$159,713,979 to be divided equally with the Wyoming Department of Education (WDE) and the 48 Wyoming LEAs. The WDE share of \$79,856,989 will be used to create a new WDE unit of

operations, specifically to manage the Race to the Top programs and projects. This unit will develop and implement the reforms in the 4 areas of standards and assessments; data systems to support instruction; develop great teachers and leaders; turn around the lowest achieving schools. The total budget for the state plan is included in Section VIII of the Race to the Top (RTTT) Application. Also included is the budget summary for the entire grant application with an accompanying narrative, along with project budget details and narratives for each of the 4 reform areas. The WDE has units of operations within its structure led by skilled and experienced managers who have already begun the planning and have produced some accomplishments in these 4 areas. These RTTT requested funds will ensure the continuation of these programs and projects with the ultimate result of reforming the educational system in Wyoming for the benefit of Wyoming students. The WDE has the leadership and strong management team to ensure the most effective and efficient use of these requested funds. In its desire to achieve what is detailed in this grant application, the WDE will also leverage its federal, state and local funds to ensure the success of what is proposed. Wyoming leaders have demonstrated their commitment to education, evidenced by the strong support they have provided to education. This support and reforms will continue after the RTTT funds have been expended.

*(A)(2)(i)(e) Commitment to the Continuation of Funding the Reforms*

The early success of the Parrascope application, in conjunction with an anticipated requirement to use 1512 reporting procedures in the future, provides sufficient cause for Wyoming and/or the WDE to apply its own resources to continue using this system after the funding period has ended. The positive impact on the efficiency of state employees, sub-recipients and vendors will also justify the continued use of this program.

The initial cost of Parrascope includes custom development, support, and training fees. After the first year these costs will be eliminated in favor of a low, flat, annual licensing fee, determined by the level of service requested by the WDE. The capabilities and functionality of the system are expected to increase significantly during the funding period, while costs steadily decline.

**(A)(2)(ii) Using broad stakeholder support**

**(A)(2)(ii)(a) Teachers and Principals Support**

As this grant was being prepared Wyoming teachers and principals were consulted. They have all endorsed the WDE's effort in pursuing this funding. The biggest supporter is the teachers' union, Wyoming Education Association (WEA) that is located in Cheyenne close to the WDE headquarters. The letter of support in Appendix A16, P. 108 is from Ms Kathryn Valido, President, WEA.

**(A)(2)(ii)(b) Other Stakeholders Support**

Letters of support from critical stakeholders, who have endorsed this grant application, can be found in Appendix A16, PP. 109-118. They have all indicated that they see the value added to education by acquiring additional resources to implement WDE and LEA initiatives. Although Wyoming is large in area, it is a small populated state with people who believe the western ethos of rugged individuality and helping one's neighbor. This spirit of cooperation and collaboration will be brought to the activities outlined in this proposal and will help the WDE and LEAs meet the outlined goals.

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

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

- (i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)
- (ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)

- (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
- (c) Increasing high school graduation rates.

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

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

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

*Recommended maximum response length: Six pages*

### **(A)(3) Demonstrating Significant Progress in Raising Achievement and Closing Gaps**

#### **(A)(3)(i) Making Progress in Each Reform Area**

##### *(A)(3)(ii) Improving Student Outcomes*

Overall, Wyoming has been experiencing lower graduation rates and typically stagnant or lower achievement in recent years. For education reform to be successful throughout Wyoming, it will take work from the time children become students in our early learning programs through the education they receive in the post-secondary institutions. Wyoming's public education system goals in the strategic plan (Appendix A2, PP. 2-3), provide the vision and direction where efforts and resources are being allocated. To support and begin deploying the reforms that must occur in order to meet Wyoming's ambitious goals, two internal goal teams have

been created to make the reforms within the WDE: 1) improve customer service, and 2) improve department effectiveness and efficiency. There are three external goal teams that will be working with the reforms taking place in the LEAs: 1) improve student performance, 2) improve district/school effectiveness and efficiency, and 3) reduce bullying. These types of reforms require the educational systems to develop partnerships and collaborate with other state agencies, LEAs, and community partners, allowing for the needs of the whole child to be met. (Appendix A17, P. 119) provides examples of the collaboration occurring.

These reforms are occurring both within the WDE and the LEAs using the National Baldrige Award criteria (Appendix A1, P. 1) as the “theory of action” that will help with moving the reforms forward in a comprehensive and cohesive fashion. Implementing reforms using this “theory of action” ensures the following areas are aligned with a focus on producing and sustaining high quality results: leadership; strategic planning; customer and market focus; measurement, analysis, and knowledge management; workforce focus; process management; and performance results.

All of this requires the different components of the system to employ methods allowing for measurement, analysis, and knowledge management. This allows for the ability to continually monitor the progress of systems alignment and the achievement of performance results. Any approach using the National Baldrige Award criteria lends itself to a culture where our decisions require, and are based on, data. The WDE continues to build and refine a data system that supports the collection and analysis of data to ensure educational programs are leading to increases in students’ academic achievement.

Through the WDE’s State System of Support (SSoS), the WDE is providing direction and leadership in more data-driven decision making. The WDE is focusing on building capacity at the district-level to enable districts to better assist their schools by refocusing manpower to provide new services to districts/schools and is providing training/professional development to WDE personnel to help implement the new SSoS. To support the SSoS, the WDE is providing technical assistance and professional development to districts

to help achieve the Wyoming Public Education and WDE student-focused goals. Districts that require more assistance as determined by the District Classification Rubric (Appendix E2, PP. 199-217) are assigned a Coach, and a WDE oversight team will be created to give more in-depth district support.

*(A)(3)(ii)(a) Increasing Student Achievement in Reading/Language Arts and Mathematic, both on the NAEP and on the Assessments Required under the ESEA.*

The charts in Appendix A5, PP. 9-55 compare state-level or aggregate performance results for all 4th and 8th grade students since 2003 on the National Assessment of Educational Progress (NAEP) and the State's ESEA assessments in the Reading and Mathematics content areas. Overall, Wyoming's NAEP and ESEA assessment results have tended to mirror each other's performance over the years, with incremental increases in the percentage of students performing at NAEP's proficient level in both subjects and grade levels. Although NAEP mathematics results in grade 4 for 2009 fell from results reported in 2007, this was foreshadowed by reduced performance on the state ESEA assessment in 2009 in 4th grade mathematics.

It's important to note Wyoming ESEA results shown in the charts Appendix A5, PP. 9-55 prior to 2006 reflect the previous state assessment system which was used for school building and district improvement planning and accreditation, i.e., in comparison to the current system designed to comply with the current ESEA authorization and measure individual student performance against grade-level performance expectations. Also, the State's assessment results in 2007 are anomalous and represent an elevated performance distribution due multiple testing windows and a "best of" scoring procedure employed that year; the State discontinued these practices in 2008 and all subsequent ESEA testing.

The WDE developed District Profile Reports for educational stakeholders, WDE, LEAs and schools to foster relevant discussions about current LEA and school performance, and methods to improve that performance (Appendix A18, PP. 120-121). These reports provide a more comprehensive understanding of the needs of a Wyoming district or school. The profile reports include student

achievement, accountability, demographic, citizenship, financial, special education, graduation, and post-secondary related data. They also provide a data analysis section that assists all stakeholders in engaging in discussions about how to improve Wyoming's public education system, including determining how resources may be used more efficiently and effectively.

The WDE developed the Wyoming Integrated Statewide Education (WISE) Data System to facilitate the acquisition of accurate LEA data and reduce the burden on districts to provide this data. After the data has been submitted to the WDE, districts will be able to see a view of the data as it resides in the WDE data warehouse. This will allow for accurate data when analyzing information about the performance and needs of LEAs and schools. This data system will also have the ability to match student performance on assessments with teachers, administrators, schools, and LEAs and provide the WDE with focused, high quality technical assistance and professional development.

The implementation of Response to Intervention (RTI) and Positive Behavioral Interventions and Support (PBIS) provides an operational framework for improving student's academic and behavioral outcomes. RTI and PBIS are decision- making frameworks that guide selection, integration, and implementation of the best evidence-based academic and behavioral practices. In general, RTI and PBIS emphasize 4 integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

In 2008, the Wyoming Legislature established a taskforce to address areas related to the education of at-risk students including: 1) develop a comprehensive definition of at-risk, 2) develop a practical continuum of learning supports for the efficient and effective quality of education, 3) quality indicators and evaluations of alternative schools and programs, and 4) education of out-of-district placed students (2008 WYO. SESS. LAWS, Chap. 95, Sections 401 and 402 (SF0070)). The Wyoming Department of Education leads

the taskforce in developing the policy and implementation of the continuum of learning supports to scaffold and raise students' achievement based on a foundation that students are receiving the level of support each individual student requires to succeed.

Opportunities for LEAs to learn best practices from each other exist in a variety of ways throughout Wyoming. In 2006, the Instructional Facilitator Program was funded by the Wyoming Legislature to provide coaching and mentoring in the classroom on instructional practices for teachers. The instructional facilitators also mentor teachers on how to use data to inform instruction. As the teachers receive high-quality professional development on a frequent and regular basis, teachers' instructional practices improve leading to greater student achievement. See Appendix A19, PP. 122-131, for the 2009 report to the Legislature on the Instructional Facilitator Program.

Pillar for Educational Progress (PEP) Talks provided another opportunity for the WDE to communicate with LEAs. LEAs shared innovative programs aimed at achieving higher student engagement and performance. The PEP Talks occurred across the state so teachers and administrators from across Wyoming were able to attend.

In 2004, the Legislature began funding Summer School and extended-day programs in LEAs to prevent the summer learning loss for students who are considered academically at-risk. The research-based best practices were put into statute in the 2009 legislative session. Two years of a five year longitudinal Summer School effectiveness has been completed (website address [http://www.k12.wy.us/eqa/Docs/summer\\_school\\_study.pdf](http://www.k12.wy.us/eqa/Docs/summer_school_study.pdf), obtained January 13, 2010). The information from this study is being used to match/pair LEAs struggling to develop effective Summer School programs with LEAs having similar demographics that do have effective programs. It also allows for a more efficient and effective use of resources targeted toward technical assistance and professional development.

*(A)(3)(ii)(b) Decreasing Achievement Gaps Between Subgroups in Reading/Language Arts and Mathematics, both on the NAEP and on the Assessments Required under the ESEA*

Student achievement gaps in Wyoming on the National Assessment at grades 4 and 8 have remained essentially unchanged (neither widening nor narrowing) since 2000 and the most recent year of NAEP reporting (Appendix A5, PP. 9-55). The exceptions are in Reading, where the gap between fourth grade students with disabilities (SwD) and non-SwD students was reduced by ten points on the NAEP scale between 2007 and 2003. However, Wyoming reading gaps between students eligible for the National School Lunch Program and non-eligible students have increased (six scale score points between 2007 and 2005 for 4<sup>th</sup> graders, and five points between 2007 and 2002 for 8<sup>th</sup> grade readers). No statistically significant changes in Wyoming student group achievement gaps occurred in mathematics on the National Assessment at either grade four or eight between 2000 and 2009, i.e., the gaps neither widened nor narrowed during that period.

In terms of student gaps on Wyoming's ESEA assessment, the non-profit Center on Education Policy (CEP) in 2009 analyzed data and the achievement of different students groups in two distinct ways (see the attached subgroup analysis graphs the excerption from CEP's report in Appendix A5, PP. 9-55) First, CEP looked at grade 4 test results to determine whether the performance of various groups improved at three achievement levels—basic and above, proficient and above, and advanced. Second, they looked at gaps between these groups at the proficient level across three grades (grade 4, grade 8 in most cases, and a high school grade). According to the CEP, Wyoming's test score trends have moved in an upward direction. Progress is being made on achievement gaps as well, with a more positive picture in reading than in math.

Consistent with program requirements the Wyoming Department of Education (WDE), Special Programs Unit employs a Continuous Improvement – Focused Monitoring (CIFM) system that focuses on those elements of information and data that most directly relate to, or influence student performance, educational results and functional outcomes for children with disabilities. The

CIFM system includes the following major components: Stable Assessment; Risk-Based Self-Assessment and On-Site Monitoring. It has built its foundation on the data drill down of state, district and student-level data. A copy of the CIFM Procedure Manual can be found at the website address <http://www.k12.wy.us/SE/Docs/CIFM%20Procedure%20Manual.pdf>, obtained January 13, 2010. The information generated is expected to be used by districts to find other LEA programs that are more effective and improve their programs by learning about better practices and techniques that are used by the LEAs that are more successful in the relevant indicator areas. This is essential to close the achievement gaps since students with the lowest achievement levels are almost the subgroups of students with the lowest graduation rates.

To address the multiple needs of Native American students in Wyoming, the Wyoming Tribal Children's Triad is working with the school districts, community partners, and the Northern Arapaho and Eastern Shoshone Tribes to engage in efforts to impact attendance and enrollment. The first phase has been completed and relationships have been established to engage potential partners in this effort. School districts, partners and Tribes have been asked to sign and commit to partner agreements which include establishing a means to report on partner interactions with school age children and their families. Partners are being asked to provide data to WDE that can be used to address the issues of attendance and enrollment.

*(A)(3)(ii)(c) Increasing High School Graduation Rates*

The charts in Appendix A7, P. 57 and Appendix A8, P. 58 provides seven year trend of the statewide graduation rate from 2002-2008 for all students and each subgroup. From 2002-2006, the graduation rate rose from 77% to over 81.6%. It has only been over the last two years that Wyoming has experienced a drop in the graduation rate that has fallen to 79.3% in 2008. Although the graduation rate is lower in 2008 than the two previous years, more numbers of students graduated than in the previous two years. In fact, 84 more students graduated in 2008 than in 2007. The graduation rate formula used by Wyoming and its progress towards being able to calculate the four-year adjusted cohort graduation rate can be found in Appendix A9, P. 59. The subgroup analysis

also shows special education graduation rates in 2008 are were the highest they have ever been. Even though the special education graduation rate is below desired levels, there has been a jump in the special education graduation rate over the last four years. The rise in the special education graduation rate corresponds to the reduction in achievement gap found between special educations an all students.

It is through the intensive efforts and reformed practiced of the WDE special education staff and the WDE and LEAs that have made these gains in student achievement possible. As the WDE continues to research, develop, and support districts in reforming educational practices for underperforming subgroups like the Native American students and English Language Learner students, who have the State's lowest student performance and graduation rates, the academic achievement for **all** students in Wyoming will be realized.

To have long term and sustainable changes in the graduation rate, changes to the system must begin with the coordination and collaboration of the early learning programs in Wyoming and the K-12 public education system. In 2009, the Instructional Foundations Assessment was given to both preschool and kindergarten to provide data to the teachers about the preparedness of students entering kindergarten. These results then provide the teachers early in a child's education about the different needs each child. Districts are working to ensure alignment of curriculum and instruction from K-12 in an effort to ensure students do not develop gaps in their education.

Through the realization of the State funded Hathaway Scholarship Program (HSP) in 2006 (W.S. § 21-16-1301 et seq.), Wyoming's Legislature is well on its way in efforts to increase college enrollment and successful completion of a post-secondary degree. The HSP program begins by preparing students in 8<sup>th</sup> grade with a week-long curriculum that teaches students what they need to do in high school to be accepted into college and ways to pay for it. This curriculum also provides information on careers students may

wish to pursue including the skills and classes they will need to be successful in those careers. The HSP also requires students to complete a college preparatory curriculum that can be found Appendix A12, PP. 90-94. The Success Curriculum places an emphasis on high achievement in both math and science by requiring students to take more and higher level math classes than needed for graduation if a student wishes to receive more money from of the scholarship program.

**(B) Standards and Assessments (70 total points)**

**State Reform Conditions Criteria**

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

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

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

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

(ii) — (20 points)

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

significant progress, and its commitment to implementing the standards thereafter in a well-planned way.<sup>4</sup>

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

**(B)(1) Developing and Adopting Common Standards**

**(B)(1)(i) Participating in Consortium Developing High-Quality Standards**

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<sup>4</sup>Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

The Wyoming Department of Education (WDE), in conjunction with the Council of Chief State School Officers (CCSSO), and the Governor of the State of Wyoming, in conjunction with the National Governors Association (NGA), have joined the Common Core State Standards Initiative which includes fifty-one (51) states and territories. The list of states and territories is located in Appendix B1, P. 132. The goal of the consortium is to develop a common set of high-quality standards in math and language arts. The signed MOA with CCSSO, WDE and NGA is located in Appendix B2, PP. 133-135. The Wyoming State Board of Education (SBE), the WDE, and Wyoming's forty-eight public school districts are committed to improving the quality of the Wyoming State Content and Performance Standards. Therefore, it is an expectation that these common standards be internationally benchmarked, few in number, high in rigor, and clear to all stakeholders. Documentation that the standards will be internationally benchmarked is included in the current version of the Common Core State Standards document located in Appendix B3, PP. 136-137. The SBE will consider adoption of the Common Core State Standards as part of this revision process. The current version of the Language Arts Common Core State Standards under consideration for adoption by November 2010 is located in Appendix B4, PP. 138-146 and Mathematics is in Appendix B5, PP. 147-158.

**(B)(1)(ii) Adopting Standards**

According to Wyoming Statute § 21-2-304(a)(iii), the SBE, in consultation and coordination with local school districts, must prescribe uniform student content and performance standards for the common core of knowledge and common core of skills specified under W.S. § 21-9-101(b). Evidence of description of legal process for adoption of State Standards is found in W.S. § 21-2-304(a)(iii), and § 21-9-101(b). The Wyoming Content and Performance Standards define what students are expected to know and be able to do at each grade level and upon graduation. The eleven (11) areas of knowledge and skills found in the common core of knowledge are identified in the following nine (9) content areas: Career/Vocational Education, Health Education, Fine and Performing Arts, Foreign Language, Language Arts, Mathematics, Science, Social Studies, and Physical Education.

Wyoming Statute § 21-2-304(c) mandates that the SBE shall review the uniformity and quality of the standards every five (5) years. This review was most recently completed in November 2008. The SBE established a three (3) phase standards revision process for the nine (9) content areas based on guidance provided by the Standards and Assessment Unit of the WDE. Phase I of this revision cycle is currently underway in Fine and Performing Arts, Foreign Language, and Health Education. Phase II will review and revise the standards in Language Arts, Mathematics, and Physical Education and is scheduled to begin in May 2010. Phase III will review and revise the standards in Career/Vocational Education, Science, and Social Studies and is scheduled to begin in February 2012. Evidence of timeframe for adoption of State Standards is found in Appendix B6, P. 159 with additional information at the following website address <http://www.k12.wy.us/SA/standards.asp>, obtained January 11, 2010.

The revision process includes a steering committee in an advisory role, with representatives of all Wyoming stakeholders, as well as content committees whose participants include teachers, administrators, and community members from each of the 48 school districts. Using the SBE document “Pathway to 2014” as guidance, content committees will engage in collaborative review and revision of the current standards. The content committees will then enlist a wider group of content specialists and stakeholders for feedback on the revised standards, which will then be posted for public comment (45 days). After the public comment period, the WDE will review comments and consider recommendations before presenting the completed standards to the SBE for final adoption. An implementation period of approximately 12-18 months will allow local education agencies (LEA’s) the opportunity for training and professional development to ensure reliable implementation of the newly adopted standards.

**(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*

**(B)(2) Developing and Implementing Common, High-Quality Assessments**

**(B)(2)(i) Developing and Implementing Common High-Quality Assessments**

The State has entered into discussions with three complementary consortiums whose work will be to develop and implement a balanced system of assessment and instruction that will include high-quality formative, benchmark and summative assessments aligned to the Common Core State Standards. The three consortiums are meant to build an integrated system that supports the improvement of teaching and learning to increase student achievement through the use of:

- Multiple measures and innovative item types
- Teacher involvement in developing curriculum frameworks

- Teacher involvement in development of assessments and the moderated scoring of student work
- Relevant and on-going professional development and support materials for educators
- Reports that provide accurate and timely information to educators and students
- Enhanced technology in data collection, instruction, assessment, scoring and reporting.

The State Consortium Developing Balanced Assessments of the Common Core Standards is a consortium of states developing a balanced assessment system for evaluating the Common Core State Standards by adopting the working principles of successful state systems in the United States and high achieving international systems.

The Multiple Options for Student Assessment and Instruction Consortium (MOSAIC) plans to create a balanced assessment system of formative and benchmark assessments and reports, along with professional development materials to support implementation of the Common Core State Standards.

The goal of the third consortium, the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) is to develop a common, adaptive summative assessment system aligned to the Common Core State Standards.

**(B)(2)(ii) Number of States Participating**

The State Consortium Developing Balanced Assessments of the Common Core Standards includes twenty-six (26) states at the time of submission. The list of States in the consortium is located in Appendix B1, P. 132. The State Consortium Developing Balanced Assessments of the Common Core Standards signed MOU is located in Appendix B7, PP. 160-166.

The Multiple Options for Student Assessment and Instruction Consortium (MOSAIC) includes twenty-five (25) states at the time of

submission. The list of participating states is located in Appendix B1, P. 132. The MOSAIC signed MOU is located in Appendix B8, PP. 167-169.

The Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) includes nineteen (19) states at the time of submission. The list of participating states is located in Appendix B1, P. 132. The SMARTER signed MOU is located in Appendix B9, PP. 170-171.

## Reform Plan Criteria

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

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

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

*Recommended maximum response length: Eight pages*

### **(B)(3) Supporting the Transition to Enhanced Standards and High-Quality Assessments**

The five year Wyoming Public Education Strategic Plan (WPESP) includes three major goal areas. The goal areas include improving: 1.) student performance, 2.) effective and efficient operations of the department, districts and schools, and 3.) safe, orderly and healthful school environments.

In order to accomplish the improvements as outlined in the WPESP, strategies and interventions must be identified and implemented. The four national education areas described in the ARRA, with the overall focus of improving student outcomes, will allow Wyoming to further build the capacity to achieve the stated goals and objectives.

The Race to the Top (RTTT) funds under ARRA will be instrumental in accelerating Wyoming's accomplishment of the goals of the WPESP and RTTT by creating the conditions for education innovation and reform, achieving significant improvement in student outcomes. This shall include making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation or success in college and careers, and implementing ambitious plans in the four core education reforms areas of RTTT.

Wyoming's plan to support the statewide transition to and implementations of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments tied to these standards is based on four goals: (1) Develop a plan for rolling out the standards; (2) Acquire, develop, disseminate, and implement high-quality instructional materials and assessments; (3) Acquire, develop, and deliver high-quality professional development; and (4) Align high school exit criteria for post-secondary entrance requirements. In establishing and developing the activities implementing these goals, WDE collaborated with school districts, the Wyoming Superintendents Association and the Wyoming Curriculum Directors Association. The following table describes the goals, activities, timelines, person(s) responsible, information request in performance measures, and information requested as supporting evidence.

**Section B(3) Goals and Activities**

**Goal 1: Develop a Plan for Rolling Out the Standards**

*Goal Statement: The WDE and LEAs will develop and implement a plan for rolling out the standards together with all of their supporting documents.*

| <b>Key activities</b>   | <b>Timeline for implementation</b>                                  | <b>Party(ies) responsible for implementation</b> |
|---|---|--|
| 1.1 WDE will provide leadership and internal coordination for RTTT Standards and Assessment (S&A) plan by: <ul style="list-style-type: none"> <li>a. planning and coordinating RTTT S&amp;A plan within WDE</li> <li>b. monitoring and evaluating RTTT S&amp;A projects</li> <li>c. planning and implementing the standards adoption process</li> <li>d. planning and implementing the adoption of new State assessments</li> </ul>   | Sep 2010-Jun 2014<br><br><br>Sep 2010-Nov 2010<br>Sep 2010-Jun 2014 | WDE<br><br><br>WDE<br>WDE                        |
| 1.2 Provide leadership, coordination, and expertise to assist districts in implementing new standards and assessments by supporting: <ul style="list-style-type: none"> <li>a. the understanding and unpacking of the standards</li> <li>b. the improvement of district assessment systems</li> <li>c. the improvement of formative assessment</li> <li>d. the improvement of interim assessment</li> <li>e. the alignment of curriculum, standards, and all assessments</li> <li>f. the location and design of curriculum materials which support the</li> </ul> | Sep 2010-Jun 2014   | WDE  |

|  |                   |             |
|--|-------------------|-------------|
| <p>curriculum</p> <p>g. and increasing access to the current Science Technology Engineering and Math (STEM) activities in Wyoming schools</p> <p>h. the development of exit criteria at key school transition grade levels</p> <p>i. professional development in the use of formative, interim, and summative assessment information</p>   |                   |             |
| 1.3 Develop a partnership with participating LEAs to create a prototype for the State supporting the transition to new standards and high-quality assessments.   | Sep 2010-Jun 2014 | WDE and LEA |
| 1.4 Develop models for transition to new standards and high-quality assessments specific to subpopulations such as urban, rural, reservations, etc. and multi-age standards.   | Sep 2010-Jun 2014 | WDE and LEA |
| 1.5 Develop, along with Wyoming Professional Teaching Standards Board (PTSB) and higher education institutions, a certification process for the implementation of standards for pre-service and certified teachers.  | Sep 2010-Jun 2011 | WDE         |
| 1.6 Create related documents and resources by developing:  | Sep 2010-Jun 2011 | WDE         |
| <p>a. websites and web-based communities to support the implementation of the standards</p> <p>b. alternate standards for students with significant cognitive disabilities</p> <p>c. articulations between standards and World-Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) standards</p> <p>d. articulation of standards with Early Childhood Readiness Standards</p> <p>e. videos to support the implementation of the standards, with particular</p> | Sep 2010-Jun 2012 |             |

|  |                                    |  |
|--|------------------------------------|--|
| focus on making standards accessible to all populations  |                                    | WDE  |
| <b><u>Goal 2: Acquire, Develop, Disseminate and Implement High-quality Instructional Materials and Assessments</u></b>                           |                                    |  |
| <i>Goal Statement: The WDE and LEAs will acquire, develop, disseminate and implement high-quality instructional materials and assessments.</i>   |                                    |  |
| <b>Key activities</b>  | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b> |
| 2.1 WDE and LEAs will collaborate with the Common Core Consortium to acquire and develop instructional materials.                                | Sep 2010-Jun 2014                  | WDE and LEA                                      |
| 2.2 Develop an effective clearinghouse to disseminate lessons, materials, and interventions to supplement core instruction.                      | Sep 2010-Jun 2014                  | WDE  |
| 2.3 Revise curriculum maps, develop scope and sequence aligned with new standards.   | Sep 2010-Aug 2011                  | LEA  |
| 2.4 Acquire and develop instructional materials to be used in curriculum, instruction, and assessment that are clearly aligned to the standards. | Sep 2010-Jun 2014                  | LEA  |
| 2.5 Revise district assessment systems aligned with new standards and curriculum.  | Sept 2010-Aug 2012                 | LEA  |
| 2.6 Revise interim and formative assessments aligned with new standards and curriculum.  | Sept 2010-Aug 2012                 | LEA  |
| 2.7 Develop model summative assessments aligned with the standards for use of districts in their Body of Evidence (BOE) systems.                 | Sep 2010-Jun 2014                  | WDE and LEA                                      |

|  |                                    |  |
|--|------------------------------------|--|
| 2.8 Develop models of high-quality instructional materials aligned to the standards.   | Sep 2010-Jun 2014                  | WDE and LEA                                      |
| <b><u>Goal 3: Acquire, Develop, and Deliver High-quality Professional Development</u></b>  |                                    |  |
| <i>Goal Statement: The WDE and LEAs will acquire, develop, and deliver high-quality professional development to support the transition to new standards, assessments, and instructional materials.</i> |                                    |  |
| <b>Key activities</b>  | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b> |
| 3.1 LEAs will acquire or develop and deliver high-quality professional development to support the transition to new standards and assessments.   | Sep 2010-Jun 2014                  | LEA  |
| 3.2 Provide professional development for understanding and unpacking of the new standards.   | Sep 2010 - Jun 2012                | LEA, WDE   |
| 3.3 Provide professional development in formative assessment.  | Sep 2010-Jun 2014                  | LEA  |
| 3.4 Provide professional development in the use of formative, interim, and summative assessment information.   | Sep 2010-Jun 2014                  | LEA  |
| 3.5 Develop an effective clearinghouse to help districts locate and deliver high-quality professional development.   | Sep 2010-Jun 2014                  | WDE  |
| 3.6 Develop and deliver high-quality professional development and technical assistance to support the transition to new standards and assessments.   | Sep 2010-Jun 2014                  | WDE  |
| 3.7 Develop and deliver a standards, curriculum, and assessment academy for Instructional Facilitators, leading to a certification.  | Sep 2010-Jun 2014                  | WDE and LEA                                      |

|   |                                    |  |
|---|------------------------------------|--|
| 3.8 Develop and deliver professional development in support of districts who wish to create demonstration projects around reinventing schools (e.g. ungraded schools, innovative schedules, interdisciplinary courses, integration of modern technology into the classroom).        | Sep 2010-Jun 2014                  | WDE and LEA                                      |
| <b><u>Goal 4: Align High School Exit Criteria with Post-secondary Entrance Requirements</u></b>   |                                    |  |
| <i>Goal Statement: The WDE and LEAs will coordinate with post-secondary educational institutions (the University of Wyoming, Wyoming Community Colleges, and Wyoming technical schools) to align high school exit criteria with college/technical school entrance requirements.</i> |                                    |  |
| <b>Key activities</b>   | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b> |
| 4.1 Include post-secondary educators in the Standards Review Steering Committee and in Standards Content Committees during the revision and adoption of the Standards in all nine content areas between 2010and 2013.   | Sep 2010-Nov 2013                  | WDE  |
| 4.2 Include among the Design Criteria of the Standards review, the requirement that proficiency in a content area, is aligned with entrance requirements and levels that enable success in post-secondary education.  | Sep 2010                           | WDE  |
| 4.3 Compile entrance requirements of all Wyoming post-secondary educational institutions.   | Sep 2010-Dec 2010                  | WDE  |
| 4.4 Convene panels of post-secondary educators to come to consensus of what knowledge and skills are necessary for student success in their institutions.   | Sep 2010-Jun 2011                  | WDE  |
| 4.5 Develop and implement a plan to align the curriculum, instruction and   | Sep 2010-Jun 2012                  | WDE  |

|   |                   |     |  |  |  |
|---|-------------------|-----|--|--|--|
| assessment practices between post-secondary educational institutions and LEAs.  |                   |     |  |  |  |
| 4.6 Align LEA and higher education curriculum and assessment systems to the new standards.  | Sep 2010-Jun 2014 | LEA |  |  |  |
| 4.7 Align English language proficiency standards and assessments between post-secondary educational institutions and LEA's.   | Sep 2010-Jun 2014 | WDE |  |  |  |
| 4.8 Evaluate graduation requirements and policies, and make needed changes so they are aligned with post-secondary entrance requirements and levels that enable success in post-secondary education.  | Sep 2010-Jun 2014 | LEA |  |  |  |
| <p><b>Performance Measures</b><br/> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.</p> |                   |     |  |  |  |
| N/A   |                   |     |  |  |  |

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

**State Reform Conditions Criteria**

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

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

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

Evidence:

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

*Recommended maximum response length: Two pages*

**(C)(1) Fully Implementing a Statewide Longitudinal Data System**

The State of Wyoming has worked diligently to put in place a system that contains the twelve (12) elements prescribed by the America COMPETES Act.

1. The WISE Student Record ID (WISER ID) is a unique, non-personally identifiable, statewide Pk-12 student identifier that connects a student's data across districts and institutions. Deployment of the WISER ID system began at the start of the 2005-06 school year. This process of uniquely identifying student records fulfills the requirements of No Child Left Behind (NCLB) by enabling the tracking of students across districts. WISER IDs remove many of the barriers to sharing and using that data and are the basis for tracking and reporting individual student information to the Wyoming Department of Education (WDE). The ability to link records over time improves the quality of information used to make decisions affecting student learning. WISER IDs are needed to examine students' transitions from one school to another. As Wyoming works to prepare high school students for the demands of higher education and the skilled 21<sup>st</sup> Century workforce, educators and policymakers need the ability to match data on student achievement. The WISER ID system allows two-way communication between the Pk-12 and post-secondary systems. Developing the capacity to uniquely identify out-of-state students who enroll in higher education is necessary to provide a complete picture of post-secondary enrollment and transfer issues. A successful grant would provide the capacity to create a comprehensive, unique identifier to accommodate out-of-state post-secondary students and children in the prekindergarten system.
2. Student-level enrollment, demographic, and program participation information has been collected since 2005 for students in

the Pk-12 system. Information on Hathaway Scholarship recipients at the post-secondary level has been collected since 2006. The Hathaway Scholarship is Wyoming's state merit scholarship.

3. A more robust student-level collection of exit, transfer in, transfer out, and drop out was implemented in the fall of 2009 for students in the Pk-12 system.
4. Post-secondary student data is collected for Hathaway Scholarship recipients through the Wyoming Transcript Center (WTC) allowing for secure sharing of data between the WDE and Wyoming post-secondary institutions and for school districts to send electronic transcripts to numerous post-secondary institutions. The WTC is a secure electronic system that meets the requirements of the Federal Family Educational Rights and Privacy Act (FERPA). Student data are kept private through a set of security procedures that are also used in the banking industry. The WTC provides effective data downloads to the WDE's data warehouse where the data are immediately available for analysis.
5. The WDE has very well defined and robust business rules to ensure data quality, validity, and reliability.
6. The system includes student level annual state assessment test record fully complying with NCLB requirements.
7. The system includes students not tested on the state assessment, by grade and subject.
8. A unique statewide teacher identifier with the ability to match teacher records to student records is included. Going forward, that unique identifier would be associated with post-secondary information collected for graduates of teacher preparation programs at the University of Wyoming.
9. The collection of student-level Pk-12 transcript information began with the senior class of 2009. Exchange of college transcripts using the WTC is still in the implementation stages.
10. ACT testing is required for all high school juniors and results are loaded into the current system.
11. Given the type of data collected to meet the Hathaway Scholarship Program requirements the capacity to perform statistical studies between high school and Wyoming post-secondary outcome data exists. The Hathaway Scholarship statute requires the WDE to determine the percent of high school graduates who meet the success curriculum; perform statistical studies on

the relationship between the courses taken and grades earned by high school students including the student's score on the ACT or WORKKEYS test; and statistical studies on the relationship between the courses taken and the grades earned in high school and the student's college or university GPA. (W.S. § 21-16-1301 et seq.)

12. The Hathaway Scholarship Program also allows for vertical curricular alignment between Pk-12 and post-secondary institutions within the state of Wyoming and promotes adequate preparation for success in post-secondary education.

## Reform Plan Criteria

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

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.<sup>5</sup>

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

*Recommended maximum response length: Two pages*

### **(C)(2) Accessing and Using State Data**

The WDE has implemented the following components for the collection, storing, and reporting of data without receiving any federal grant funding: (1) the WDE data warehouse (DW3) has the capacity to store compliance and longitudinal data sets; (2) the Wyoming Integrated Statewide Education (WISE) Data System and the Wyoming Transcript Center, which provide a secure, standard infrastructure and protocols to submit student-level data to the WDE. This infrastructure uses modern virtualized

<sup>5</sup> Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

infrastructure components and the School Interoperability Framework (SIF) specification; and (3) the Wyoming Education Fusion portal provides a secure, centralized location for access, authentication and authorization services to enable sharing resources and data back to the school districts and colleges.

**Goal #1: LDW19/Statewide Data Warehouse Model/LEARN Consortium**

The WDE requires additional funding to fill in substantive gaps within the existing system, and expand and improve upon the capacity of its longitudinal data system by implementing Wyoming’s vision of an enterprise education information system. It will serve as the unified data source that will empower an information culture focused on continuous improvement from the student and classroom to the Wyoming Legislature, thus enhancing the state, the nation’s workforce and community. Implementing this next-generation information system, called LDW19, will better support education and non-education stakeholders in their decision-making throughout the state (Appendix C1, P. 172). This is not possible under the existing longitudinal data warehouse. The WDE will improve and refine its current data model based on the National Education Data Model and the Learning Exchange and Resource Network (LEARN) architecture (Appendix C2, P. 173). The data collected and stored will facilitate the WDE’s capacity to measure teacher and principal effectiveness and the equitable distribution of qualified teachers for all students, particularly students who are most in need. The ability to match teacher and principal records with multiple longitudinal measures of effectiveness will be developed in the LDW19. Post-secondary data collection will be significantly expanded beyond what is necessary to validate the status of Hathaway Scholarship recipients. The WDE will develop and implement a logical model by building a parallel system. Once the parallel system is fully vetted, the WDE will migrate existing data sets. The LEARN architecture is designed to track students over time and creates a secure, locally-managed, record-level data store. In particular, the LEARN system will provide a neutral site for workforce, Armed Forces, post-secondary, early childhood and Pk-12 data to be securely and privately stored without proprietary ownership. LDW19 will expand and build upon the current framework of DW3 to include an improved longitudinal data store, operational data store, and reporting data mart. Through this goal the WDE will partner

with key district technology personnel to create a statewide data warehouse model that will be used to expand and improve their current frameworks. Through a statewide data warehouse model, common standards and tools would be identified to virtually align the WDE’s infrastructure with local districts. It is imperative the LDW19 system allows for matching of teacher and principal records with multiple longitudinal measures of effectiveness. In conclusion, LDW19 will move the WDE’s current data system into a more easily accessible resource that will be used to inform and engage key decision makers and ultimately improving overall efficiencies.

**Section C(2) Goals and Activities**

**Goal 1: LDW19/Statewide Data Warehouse Model/LEARN Consortium**

| <b>Key Activities</b>                           | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b> |
|---|------------------------------------|--|
| 1.1 Create business and functional requirements | Sep 2010-Dec 2010                  | WDE Contracted Business Analyst                  |
| 1.2 Database and software development           | Sep 2010-Jun 2011                  | WDE Contracted Development Team                  |
| 1.3 Testing                                     | Sep 2010-Aug 2011                  | WDE Contracted Quality Assurance Team            |

|                                   |                   |  |
|-----------------------------------|-------------------|--|
| 1.4 User acceptance               | Sep 2010-Sep2011  | WDE Contracted<br>Project<br>Manager/WDE<br>Project Director |
| 1.5 Deployment                    | Sep 2010-Dec 2011 | WDE Contracted<br>Project Manager                            |
| 1.6 Training                      | Sep 2010-Jan 2012 | WDE Contracted<br>Assistant Project<br>Manager               |
| 1.7 Evaluation                    | Sep 2010-Jul 2012 | WDE Contracted<br>Project Management<br>Team                 |
| 1.8 Implement evaluation findings | Sep 2010-Feb 2013 | WDE Contracted<br>Development Team                           |

**Goal #2: ARRA School District Data Collection Support**

In an effort to reduce the burden on Wyoming’s 48 school districts, WDE is requesting funds to implement and support Parrascope, a web-based application designed to collect, manage, and report all required data for funds spent under the American Recovery and Reinvestment Act (ARRA) (Appendix A15, PP. 102-107). The WDE will contract with Level One Technologies to further develop this application and improve efficiencies in operations and resource allocations, ensuring the accurate reporting of required data. The WDE will use the advanced technology found in Parrascope to: (1) improve the accuracy and efficiency of reporting; (2) reduce the reporting burden on sub-recipients and vendors; and (3) provide key stakeholders with unprecedented access to view process and

activity. Parrascope integrates with existing state software systems for maximum efficiency. It eliminates time consuming and error prone data entry while ensuring that the data is as accurate as possible. Data that cannot be imported directly and changes from quarter-to-quarter, are recorded by sub-recipients and vendors on short web forms. This includes job, project, and payment information. Parrascope provides simple tools that allow these entities to submit this data over the web. All data is aggregated into a federal award report that is reviewed and certified by the WDE. Using Parrascope, the WDE reports on behalf of its sub-recipients using an XML file generated automatically by the system. Lastly, a copy of all Parrascope data is placed on a searchable website for the general public. Key stakeholders will have the ability to view specific statewide spending practices with audit detail that exceeds what is found on federal sites such as Recovery.gov. The WDE launched the beta-version of Parrascope in December 2009. All of the WDE sub-recipients and vendors were registered within three days, and each used the site for 4th Quarter reporting. Parrascope successfully reported all 5 WDE federal awards and 114 sub-awards. Throughout 2010, the system will be expanded significantly to include many new features, including custom reports, expanded audit records, and a searchable public database. In 2011 and beyond, Parrascope will implement new enhancements at the request of WDE and its users, while managing all other aspects of the site. Level One Technologies is a private contractor that develops and manages web applications for government and industry. In cooperation with the WDE, the Level One team will administer the reporting process for all vendors and sub-recipients. Level One will provide reporting guidance, training, and customer support to WDE and all subsidiaries throughout the life of the contract for ARRA, and beyond.

| <b>Section C(2) Goals and Activities</b>                           |                                    |  |
|--|------------------------------------|--|
| <b><u>Goal 2: ARRA School District Data Collection Support</u></b> |                                    |  |
| <b>Key Activities</b>  | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b> |
| 2.1 Integrate state software systems                               | Sep 2010-Dec 2010                  | WDE Contracted Development Team                  |

|   |  |   |                     |                     |                     |
|---|--|---|---------------------|---------------------|---------------------|
| 2.2 Testing   | Sep 2010-Mar 2011  | WDE Contracted Quality Assurance Team               |                     |                     |                     |
| 2.3 User acceptance   | Sep 2010-Apr 2011  | WDE Contracted Project Manager/WDE Project Director |                     |                     |                     |
| 2.4 Efficiently collect jobs and process data from sub-recipients and vendors   | Sep 2010-Aug 2014  | WDE Staff   |                     |                     |                     |
| 2.5 Compile all data into a report  | Sep 2010-Aug 2014  | WDE Staff   |                     |                     |                     |
| 2.6 Generate XML files for FederalReporting.gov   | Sep 2010-Aug 2014  | WDE Staff   |                     |                     |                     |
| 2.7 Provide a complete record of all ARRA activity on a searchable public website   | Sep 2010-Aug 2014  | WDE Staff   |                     |                     |                     |
| <p><b>Performance Measures</b><br/> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.</p> |  |   |                     |                     |                     |
|   | 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 |
| Improve student performance by increasing attendance rates  | 94%  | 94.5%   | 95%                 | 95.5%               | 96%                 |

|   |                          |               |               |               |                          |
|---|--------------------------|---------------|---------------|---------------|--------------------------|
| Ensure efficient and effective operations by improving the North Central Accreditation (NCA) average score                  | 3.05                     | 3.10          | 3.15          | 3.20          | 3.25                     |
| Ensure safe, orderly, and healthful school environments by adopting and implements policies and programs to reduce bullying | 29.1%<br>(High School)   | 27.7%<br>(HS) | 26.3%<br>(HS) | 24.9%<br>(HS) | 24.1%<br>(High School)   |
|   | 50.0%<br>(Middle School) | 48.7%<br>(MS) | 47.4%<br>(MS) | 46.1%<br>(MS) | 45.0%<br>(Middle School) |

**(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*

**(C)(3) Using Data to Improve Instruction**

The WDE will improve, expand, and enhance the data collection management process by developing certification programs for district personnel who submit data to the WDE; creating certification programs for the WDE collection stewards; and, expansion of user collection guidebooks. The LEARN system relies on the development of common longitudinal data standards and an open standard design. By utilizing a common vocabulary and transactional standards data can flow easily through the educational pipeline; across school, district, community college, university, and across state lines; and allow access to authenticated users at all levels. The LEARN system will allow the collaborating and linking of core data without each system compromising their structure or security.

The Wyoming Education Fusion portal will be expanded to include more state and local assessment information and analytical tools to drill down into the data and provide views of the data for students, parents, teachers, and administrators. A fundamental aspect of the LEARN system is taking comparable, relevant, accurate, timely, and valid data on individual students and teachers and connecting them. Enhancing the linkages is necessary to answer questions of teacher effectiveness and identify exceptional teachers. The WDE will provide a comprehensive training program to help districts use the data to make decisions to ensure student success.

The WDE will expand the number, type, and format of reports available through the Fusion portal. The LEARN platform provides universal access to learning management and/or student information systems. These tools for gathering relevant data on students provide just-in-time information to specific stakeholder groups. The LEARN system contemplates a timeline for gradually shortening the refresh cycle on data, ultimately providing continuous feedback loops to the classroom. Most policymakers, educators, administrators, and business leaders who will use the information are not trained statisticians and LDW19 will include user-friendly tools and user-specific training plans. Additional funding will enable the inclusions of an analytical tool for identifying potential dropouts (early prevention). The WDE will also become an affiliate of the Wyoming Health Information Network (WHIN), which provides aggregated statistics regarding the utilization of state social programs (Appendix C3, P. 174). The WHIN data is summarized

by gender, age, zip code, and state social program. The WHIN system contains 2 types of programs – state/government (dependence/assisted) type programs (Medicaid, state supported mental health and substance abuse treatment, food stamps, workers compensation, unemployment insurance) and skill development/self-sufficiency type programs (Workforce Investment Act, Workforce Development Training Fund). As a WHIN affiliate, the WDE will have collaborative access to the WHIN data analytics enhancing the information obtained from the WDE data warehouse. The WHIN system provides cross-agency statistical information to key stakeholders across state agencies, helping them make educated decisions supporting the many facets of student lives and ultimately impacting student achievement.

### **Goal #1: Data Steward Certification Program**

The WDE will implement a data quality training program modeled after the Kansas State Department of Education’s Data Quality Certification (DQC) program, which provides specialized tracks for data entry personnel, data coordinators, program staff, and administrators.

#### **Purposes of the DQC Program**

1. To build a culture of quality data;
2. To improve data quality and reduce the negative effects of inaccurate/missing data;
3. To recognize the hard work and accomplishments of schools and districts in managing data;
4. To reinforce that data management responsibilities are critical to an effective school environment and require a specific set of skills; and
5. To provide networking opportunities for school and district staff members from across the state

The general requirements for completion of the DQC certification curricula include:

1. Participation in training sessions (offered in-person and via distance learning modes);
2. Completion of coursework/activities (also offered online);
3. Successful completion of a final certification exam; and
4. Participants will have approximately four to five months to successfully complete all certification requirements.

**Section C(3) Goals and Activities**

**Goal 1: Data Steward Certification Program**

| <b>Key Activities</b>                    | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b>           |
|--|------------------------------------|--|
| 1.1 Development of certification courses | Sep 2010-Feb 2011                  | WDE Contracted Business Analyst/WDE Curriculum Coordinator |
| 1.2 Website and database development     | Sep 2010-May 2011                  | WDE Contracted Development Team                            |
| 1.3 Testing                              | Sep 2010-Jul 2011                  | WDE Contracted Quality Assurance Team                      |
| 1.4 User acceptance                      | Sep 2010-Aug 2011                  | WDE Contracted Project                                     |

|   |                   |  |
|---|-------------------|--|
|   |                   | Manager/WDE<br>Project Director                |
| 1.5 Deployment                              | Sep 2010-Oct 2011 | WDE Contracted<br>Project Manager              |
| 1.6 Internal training                       | Sep 2010-Aug 2011 | WDE Contracted<br>Assistant Project<br>Manager |
| 1.7 Certification program kickoff           | Sep 2010-Jun 2011 | WDE Data Analyst<br>Team                       |
| 1.8 Phase I Evaluation                      | Sep 2010-Mar 2012 | WDE Contracted<br>Project Management<br>Team   |
| 1.9 Phase I Implement evaluation findings   | Sep 2010-Sep 2012 | WDE Contracted<br>Development Team             |
| 1.10 Phase II Evaluation                    | Sep 2010-Mar 2013 | WDE Contracted<br>Project Management<br>Team   |
| 1.11 Phase II Implement evaluation findings | Sep 2010-Sep 2013 | WDE Contracted<br>Development Team             |

**Goal #2: Statewide Data Analytical Tool/Professional Development**

The second goal is the successful deployment of a statewide assessment data analytical tool within the Fusion portal. The Fusion

portal currently houses very basic assessment and AYP reports to meet both federal and state mandates. The reports are user friendly and allow districts to export their data for analysis. A standard statewide tool will allow school districts to analyze both state and local assessment data in a consistent method. This tool is expected to provide and enable the following components in a secure environment:

1. In-depth analysis of student performance both at a district level as well as the summarized views at the state level;
2. Powerful data analysis and mechanisms to ensure the desired goals are met, to gauge progress and to alter the processes when necessary to reach the final outcome;
3. Intuitive, drillable and exportable vertical and horizontal views of reportable data at the state, district, school, classroom and student levels;
4. Efficient and user friendly reporting environment encompassing multiple styled reports including static reports, canned reports, multidimensional cubes, roll-up/drill-down/drill-across reports, score cards, dashboards and e-mail notifications/alerts.
5. Data visualization outputs in the forms of charts, graphs and maps; and
6. Exportable data in multiple formats including .csv, .txt, .xls and XML formats.

The development, implementation, and deployment of a comprehensive professional development plan will ensure the successful use of the analytical tool.

| <b>Section C(3) Goals and Activities</b>                                      |                                    |  |
|---|------------------------------------|--|
| <b><u>Goal 2: Statewide Data Analytical Tool/Professional Development</u></b> |                                    |  |
| <b>Key Activities</b>   | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b> |
|   |                                    |  |

|   |                   |  |
|---|-------------------|--|
| 2.1 Create business and functional requirements | Sep 2010-Oct 2010 | WDE Contracted<br>Business Analyst   |
| 2.2 Database and software development           | Sep 2010-Feb 2011 | WDE Contracted<br>Development Team   |
| 2.3 Development of training program             | Sep 2010-Apr 2011 | WDE Contracted<br>Business<br>Analyst/WDE<br>Assessment & AYP<br>Coordinator |
| 2.4 Testing                                     | Sep 2010-May 2011 | WDE Contracted<br>Quality Assurance<br>Team                                  |
| 2.5 User acceptance                             | Sep 2010-Jun 2011 | WDE Contracted<br>Project Manager/WDE<br>Project Director                    |
| 2.6 Implementation                              | Sep 2010-Aug 2011 | WDE Contracted<br>Development Team   |
| 2.7 Internal training                           | Sep 2010-Sep 2011 | WDE Contracted<br>Assistant Project<br>Manager                               |
| 2.8 Deployment                                  | Sep 2010-Oct 2011 | WDE Contracted<br>Project Manager  |

|   |                   |  |
|---|-------------------|--|
| 2.9 Phase I Evaluation                      | Sep 2010-Apr 2012 | WDE Contracted Project Management Team |
| 2.10 Phase I Implement evaluation findings  | Sep 2010-Oct 2012 | WDE Contracted Development Team        |
| 2.11 Phase II Evaluation                    | Sep 2010-Apr 2013 | WDE Contracted Project Management Team |
| 2.12 Phase II Implement evaluation findings | Sep 2010-Oct 2013 | WDE Contracted Development Team        |

**Goal #3: Statewide Early Prevention Data Analytical Tool/WHIN Reports**

The third goal is the successful deployment of a statewide dropout “early prevention” data analytical tool within the Fusion portal. As an affiliate of the Wyoming Health Information Network (WHIN), the WDE will integrate cross agency reports regarding state service utilization within the Fusion portal, expanding reports available for public consumption. WHIN contains utilization data from the 5 state social agencies of Health, Family Services, Workforce Services, Corrections and Employment. Reports pulled from WHIN will provide an overlay of state assistance received within a community. The level of state assistance utilized, impacts each school district, and knowledge of such will help local school districts identify points for the integrated deployment of available state resources supporting families that are at risk and positively affecting the outcomes of their children. A comprehensive LDW19 training plan will be implemented to assist districts in using the information available to impact student learning. Schools will be able to identify students that are at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or

other disabilities.

**Section C(3) Goals and Activities**

**Goal 3: Statewide Early Prevention Data Analytical Tool/WHIN Reports**

| <b>Key Activities</b>                           | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b>           |
|---|------------------------------------|--|
| 3.1 Create business and functional requirements | Sep 2010-Oct 2010                  | WDE Contracted Business Analyst                            |
| 3.2 Database and software development           | Sep 2010-Feb 2011                  | WDE Contracted Development Team                            |
| 3.3 Development of training program             | Sep 2010-Apr 2011                  | WDE Contracted Business Analyst/WDE Prevention Coordinator |
| 3.4 Testing                                     | Sep 2010-May 2011                  | WDE Contracted Quality Assurance Team                      |
| 3.5 User acceptance                             | Sep 2010-Jun 2011                  | WDE Contracted Project Manager/WDE Project Director        |

|   |                   |  |
|---|-------------------|--|
| 3.6 Implementation                          | Sep 2010-Aug 2011 | WDE Contracted Development Team          |
| 3.7 Internal training                       | Sep 2010-Sep 2011 | WDE Contracted Assistant Project Manager |
| 3.8 Deployment                              | Sep 2010-Oct 2011 | WDE Contracted Project Manager           |
| 3.9 Phase I Evaluation                      | Sep 2010-Apr 2012 | WDE Contracted Project Management Team   |
| 3.10 Phase I Implement evaluation findings  | Sep 2010-Oct 2012 | WDE Contracted Development Team          |
| 3.11 Phase II Evaluation                    | Sep 2010-Apr 2013 | WDE Contracted Project Management Team   |
| 3.12 Phase II Implement evaluation findings | Sep 2010-Oct 2013 | WDE Contracted Development Team          |

| <b>Performance Measures</b><br>Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided. | Actual Data:<br>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 |
|--|---|---------------------|---------------------|---------------------|---------------------|
| Improve student performance by increasing graduation rates   | 79.3%   | 80.8%               | 82.5%               | 83.9%               | 85%                 |
| Improve student performance by increasing 3 <sup>rd</sup> grade reading proficiency  | 60%   | 61.5%               | 63%                 | 64.3%               | 65%                 |

**(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*

**(D)(1) Providing High-Quality Pathways for Aspiring Teachers and Principals**

**(D)(1)(i). Legal, Statutory, and Regulatory Provisions that Allow Alternative Routes to Certification**

The State has the legal, statutory and regulatory provisions which allows it to offer alternative routes to certification, stated in

Wyoming Statute § 21-2-802 (a) (i):

- (A) “For teachers, a degree from an accredited college or university;
- (B) For administrators, qualification as a teacher . . . in addition to appropriate experience as a teacher and additional training in educational administration.”

Wyoming Statute § 21-2-802 (a) (ii) (B) states: “Temporary employment as instructors of persons with extensive training or experience in a particular discipline if a certified teacher is not available...”

The Professional Teaching Standards Board (PTSB) *Wyoming Rules and Regulations Governing Licensure for School Personnel* align with Wyoming statute and additionally require an Institutional Recommendation from a regionally or National Council for

Accreditation of Teacher Education (NCATE) accredited teacher education program.

The PTSB supports innovative, accredited teacher preparation programs that allow testing out options, job training, or any other non-traditional method that verifies competency of program standards. Candidates who complete such programs obtain the same certification as candidates who complete a traditional teacher education program.

**(D)(1)(ii) Alternative Routes to Certification**

The Professional Teaching Standards Board (PTSB) currently offers six alternative routes to certification. Specific chapters and sections of the *Wyoming Rules and Regulations Governing Licensure for School Personnel* are noted following each description.

1. A Professional, Industry, Careers (PIC) permit affords professionals outside of the teaching field to teach in Wyoming classrooms. Requirements for the PIC are that the person has 1) met the occupational licensure requirements for their field and 2) has two years of experience within the past five years as required by their profession. This allows ranchers, bankers, welders, auto diesel mechanics, photographers, Emergency Medical Technicians, nutritionists and a host of others to teach in Wyoming classrooms (Chapter 6, Section 2, (k), Permits, Professional Teaching Standards Board Rules and Regulations, website address: <http://soswy.state.wy.us/Rules/RULES/7623.pdf>, obtained: January 11, 2010). Twenty-one individuals have been licensed via this route in the last year.
2. The PTSB also accepts teaching and principal certificates from out of state applicants who have completed any alternative teacher or principal program as defined in this notice if they taught or were a principal three out of the last six years while certified in that state. (Chapter 2, Section 6, (c), General Provisions for Educator Licenses, Endorsements, Permits & Authorizations, Professional Teaching Standards Board Rules and Regulations, website address: <http://soswy.state.wy.us/Rules/RULES/7619.pdf>, obtained: January 11, 2010)

3. Currently endorsed secondary teachers can add a middle level content endorsement via PRAXIS test alone.
4. Currently certified teachers may add a second endorsement via a Demonstration of Competency (DOC).

A DOC requires that a teacher complete twenty-four (24) semester hours of content and pass a PRAXIS exam in order to add a second endorsement. The twenty-four (24) semester hours may be from any number of institutions over a period of years; the earned hours do not need to be from an approved program. The applicant must complete 9 hours in the past 5 years; no course that has a grade lower than a “C” is accepted; and must pass the PRAXIS exam in that content area. This is especially important for Wyoming rural schools who need teachers to teach a class or two in an area in which they are not endorsed due to enrollment numbers (Chapter 3, Section 3, (c), Terms and Conditions for Educator License Endorsements, Professional Teaching Standards Board Rules and Regulations, website address: <http://soswy.state.wy.us/Rules/RULES/7620.pdf>, obtained: January 11, 2010). Thirty-six (36) teachers have added an endorsement via this route in the last year.
5. Teachers and principals who have not completed all certification requirements may obtain an Exception Authorization (EA).

A candidate is required to be employed with an LEA and has up to three years to complete all requirements to obtain full certification. An EA may be issued if a candidate has not completed testing requirements, has a degree in a teaching field but needs to complete a teacher education program, or is needed by the district to teach outside of his/her current endorsement area. (Chapter 5, Exception Authorization, Professional Teaching Standards Board Rules and Regulations, website address: <http://soswy.state.wy.us/Rules/RULES/7622.pdf>, obtained: January 11,2010)

  - a. Montana State University offers an online program called Northern Plains Transition to Teaching (NPPT); PTSB has partnered with the University to provide an alternative path to certification for candidates who have a degree in a teaching field and need to complete a teacher education program. NPPT candidates teach full-time under the

supervision of a district mentor teacher and university supervisor while completing the program.

- i. Two hundred twenty-seven (227) educators have acquired certification via this route in the last year.

Total number of teachers certified statewide in 2008-2009 was 7,181.

Total number of principals certified statewide in 2008-2009 was 286.

**(D)(1)(iii) Addressing Teacher and Principal Shortage**

The Wyoming Department of Education (WDE) and the Professional Teaching Standards Board (PTSB) annually review teacher and principal certification in the state to determine shortages. Examination of the Exception Authorization certifications provides insight into the areas in which there may be a shortage of teachers. The shortage in Wyoming has been and continues to be minimal with some shortage in the following areas: Special Education, Math, Science, and certified ELL instructors. Individuals hired to work in those areas obtain an Exception Authorization certification and work under the close coaching and supervision of a fully certified educator in the specific content area.

If teacher shortage was a “real” problem in Wyoming, we would be pursuing more paths to alternative certification, but there is little need at this time. However, the intent of the Human Capital System described in D-2 is to support LEAs in the development of systems that proactively address recruiting, hiring, and retaining highly effective teachers and principals for all schools.

**Reform Plan Criteria**

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

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

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)
  - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
  - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
  - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
  - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

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

*Recommended maximum response length: Ten pages*

**(D)(2) Improving Teacher and Principal Effectiveness Based on Performance**

**(D)(2)(i) Measuring Student Growth**

All Wyoming LEAs measure student achievement via the state assessment, Proficiency Assessments for Wyoming Students (PAWS) and nearly all LEAs use Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP); the last four LEAs will be implemented by the fall of 2010. Additionally, formative assessments are commonly used in most LEAs to measure student growth. The WDE currently has the capacity to measure individual student growth on the state assessment. As described in detail in Section C, the development of a longitudinal data system will support much more comprehensive collection of student achievement growth information and link it with students' teachers and principals.

**(D)(2)(ii) Developing Evaluation Systems**

A component of the Wyoming Department of Education's reform system is a focus on the workforce. In the planned work with state LEAs, the focus will be on assisting and supporting LEAs' to develop and implement systemic Human Capital Systems that effectively and efficiently support continuous improvement of student learning. (See "Baldrige Framework Graphic Organizer" in Appendix D1, P. 175) The requirements of Section D of this application are elements of WDE's vision for work with the LEAs, to develop and implement systemic Human Capital Systems.

In February 2008, the WDE accepted a charge from the Wyoming State Board of Education to update the Wyoming Rules and Regulations for Evaluation of Certified Personnel (Chapter 29). A statewide task force that included all stakeholders began work on rewriting the Rules and Regulations on March 3, 2008. That work culminated with the presentation of the proposed new Rules and Regulations to the State Board of Education in November 2009. The proposed new rules are in the process to be opened for public

comment in the near future, and following that comment period and any necessary revisions, will be presented to the State Board of Education for adoption in the spring of 2010.

The intent of the proposed new Rules and Regulations is to encourage and support a fair, reliable, and transparent process in each LEA that provides information necessary to make decisions regarding adults that maximizes those adults' impact on student learning. Based on a collaborative evaluation process, each LEA needs to be able to make informed decisions relative to the effectiveness of every teacher and principal; professional development for every teacher and principal; support needed by individual teachers or principals; retention, promotion, tenure, and removal of ineffective teachers or principals.

A contracted individual with experience in personnel evaluation will be facilitating stakeholder work groups January 1, 2010 through May 31, 2010. The work of those groups will be examining exemplar evaluation systems that meet the requirements of the State Rules and Regulations for Evaluation of Certified Personnel; defining the recommended standards for teacher and principal evaluations, respectively; developing rubrics based on those standards; and researching and arriving at consensus regarding the inclusion of Pay for Performance/Compensation in the evaluation system. By May 31, 2010, the completed recommendations of those work groups are to be communicated with all LEAs and all interested parties.

Student performance data must be a significant component of each LEA's evaluation system; it will be a portion of the measurements of teacher and principal effectiveness, but it will also inform other important decisions – professional development at the individual and building level, individual compensation, retention, and the release of ineffective teachers and principals. The LEAs in Wyoming will focus their efforts on developing ineffective or less effective principals and teachers through research based induction programs that include mentoring, more rigorous development of its Instructional Facilitator Program (coaching), and targeted professional development. Additionally, the Wyoming Department of Education (WDE) plans to develop and activate a

Principal Leader Academy and a Teacher Leader Academy (to be discussed in more detail in D-5).

All Wyoming LEAs measure student achievement via the state assessment, Proficiency Assessments for Wyoming Students (PAWS) and nearly all LEAs use NWEA MAP assessments; all LEAs will implement these additional assessments by the fall of 2010. In the development of the “effectiveness of teachers and principals based on student achievement” component of the evaluation system, the LEAs will be required to use information from the state assessment, MAP assessment information, and a reliable and rigorous pre-determined LEA measure(s) to determine growth of student learning. In order to build LEAs’ capacity to meet this requirement, experts in assessment and analysis of student achievement data will be contracted to provide training and technical assistance to the LEAs. All LEAs will participate in the necessary training during the 2010 – 2011 school year and make plans for the inclusion of the information in their respective evaluation systems.

Many Wyoming LEAs have updated and revised their evaluation systems to comprehensive models that include Danielson’s recommended domains and/or other research based models; those models that have been implemented with fidelity have provided strong support for improving teaching and learning. All LEAs will be required to develop or revise their evaluation systems to include a student academic growth component by the end of the 2010-2011 school year. The new or revised evaluation systems will be submitted to the Wyoming Department of Education for review, required adjustments, and subsequent approval. Implementation in the LEAs is expected by the fall of 2011.

The WDE has an established operational data warehouse in place since 1989 called DW3. The WDE is in its infancy stages of linking student and teacher records. A small percentage of our school administrators have begun to link teacher identifiers with their specific teachers and students. Funding from the grant will support the development of elements for a standardized teacher evaluation system that will use student performance to contribute to an overall teacher/administrator evaluation system.

Expansion and improvement of the data system capabilities will enable WDE to link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects. The ability to match teacher and principal records with multiple longitudinal measures of effectiveness will be developed in the new system. The data collected and stored will facilitate the WDE's capacity to measure teacher and principal effectiveness.

**Section D(2)(ii) Goals and Activities**

**Goal 1: Develop and deploy in every LEA reliable evaluation systems that measure the effectiveness of principals and teachers.**

| <b>Key Activities</b>   | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b> |
|---|------------------------------------|--|
| 1.1 Stakeholder study groups study exemplar evaluation systems, define recommended standards for principal and teacher evaluation, develop rubrics based on those standards, and make evaluation system recommendations to all LEAs | Jan 2010-May 2010                  | Margie Simineo,<br>Contracted Service provider   |
| 1.2 Approval of rewritten Rules and Regulations for Evaluation of Certified Personnel – Chapter 29  | Spring 2010                        | State Board of Education                         |
| 1.3 Contract trainer consultants to work with LEAs in the development of their evaluation systems   | Jun 2010-Aug 2010                  | Great Teachers and Leaders Project Director      |
| 1.4 Schedule 5 regional trainings for basic system components   | Sep 2010                           | Great Teachers and                               |

|   |                      |   |
|---|----------------------|---|
|   |                      | Leaders Project<br>Director                 |
| 1.5 Regional trainings                        | Sep 2010-Dec 2010    | Personnel Evaluation<br>Trainer Consultants |
| 1.6 LEA specific trainings as necessary       | Sep 2010-May<br>2011 | Personnel Evaluation<br>Trainer Consultants |
| 1.7 Implementation of evaluation systems      | Sep 2010-Sep 2011    | All LEAs                                    |
| 1.8 Collect personnel evaluation data         | Sep 2010-Jul 2012    | LEAs report to WDE                          |
| 1.9 Analysis of evaluation/effectiveness data | Sep 2010-Aug 2013    | Project Director and<br>WDE                 |

**(D)(2)(iii) Conducting Annual Evaluations**

Wyoming Statute § 21-3-110 (a)(xvii-xix) defines the requirements for teacher evaluation:

*(xvii) “Require the performance of each initial contract teacher to be evaluated in writing at least twice annually. The teacher shall receive a copy of each evaluation of his performance;*

*(xviii) Establish a teacher performance evaluation system and require the performance of each continuing contract teacher to be evaluated in writing at least once each year. The teacher shall receive a copy of each evaluation of his performance;*

*(xix) Performance evaluations required shall serve as a basis for improvement of instruction, enhancement of curriculum program implementation, measurement of both individual teacher performance and professional growth and development*

*and the performance level of all teachers within the school district, and as documentation for unsatisfactory performance for dismissal and termination proceedings.”*

Each LEA’s evaluation system must provide a description of the LEAs complete evaluation cycle, including frequency of evaluations and procedures for timely and constructive feedback. The details of the evaluation system must include “the differentiation in evaluations between initial-contract and continuing-contract teachers; the frequency of observations during evaluation cycles; any type of assistance or remediation that is provided; and any other requirements of the evaluation cycles used by the district, such as action research or portfolios.” (Proposed new Wyoming Rules and Regulations for Evaluating Certified Personnel – Chapter 29)

The updated “rules” will require each LEA to describe “how the evaluation process is linked to individual and collective professional growth.” Evaluations must “identify the outcome of reviewing student performance data, such as identification of a professional development goal, modification of instructional practice, or identification of groups of students that need remediation or enrichment.”

**(D)(2)(iv) Using Evaluations to Inform Key Decisions**

Please reference section (D)(2)(ii) above.

| <b>Performance Measures</b><br>Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii). |  | Actual Data:<br>Baseline (Current school year or most recent) | End of SY<br>2010-2011 | End of SY<br>2011-2012 | End of SY<br>2012-2013 | End of SY<br>2013-2014 |
|--|--|---|------------------------|------------------------|------------------------|------------------------|
| <b>Criteria</b>  | <b>General goals to be provided at time of application:</b>                                  | <b>Baseline data and annual targets</b>                       |                        |                        |                        |                        |
| (D)(2)(i)  | Percentage of participating LEAs that measure student growth (as defined in this notice).    | 100%  | 100%                   | 100%                   | 100%                   | 100%                   |
| (D)(2)(ii)   | Percentage of participating LEAs with qualifying evaluation systems for teachers.            | 0%  | 100%                   | 100%                   | 100%                   | 100%                   |
| (D)(2)(ii)   | Percentage of participating LEAs with qualifying evaluation systems for principals.          | 0%  | 100%                   | 100%                   | 100%                   | 100%                   |
| (D)(2)(iv)   | Percentage of participating LEAs with qualifying evaluation systems that are used to inform: |   |                        |                        |                        |                        |
| (D)(2)(iv)(a)  | 1. Developing teachers and principals.   | 5%  | 100%                   | 100%                   | 100%                   | 100%                   |
| (D)(2)(iv)(b)  | 2. Compensating teachers and principals.   | 2%  | 10%                    | 25%                    | 50%                    | 75%                    |
| (D)(2)(iv)(b)  | 3. Promoting teachers and principals.  | 0%  | 5%                     | 10%                    | 15%                    | 25%                    |
| (D)(2)(iv)(b)  | 4. Retaining effective teachers and principals.  | 5%  | 20%                    | 40%                    | 60%                    | 100%                   |
| (D)(2)(iv)(c)  | 5. Granting tenure and/or full certification (where applicable) to teachers and principals.  | N/A   | N/A                    | N/A                    | N/A                    | N/A                    |
| (D)(2)(iv)(d)  | 6. Removing ineffective tenured and untenured teachers and principals.                       | 0%  | 0%                     | 10%                    | 40%                    | 100%                   |
| <b>General data to be provided at time of application:</b>   |  |   |                        |                        |                        |                        |
| Total number of participating LEAs.  |  | 48  |                        |                        |                        |                        |
| Total number of principals in participating LEAs.  |  | 286   |                        |                        |                        |                        |

|  |   |      |
|--|---|------|
| Total number of teachers in participating LEAs.        |   | 7181 |
| <b>Criterion</b>                                       |   |      |
| <b>Data to be requested of grantees in the future:</b> |   |      |
| (D)(2)(ii)   | Number of teachers and principals in participating LEAs with qualifying evaluation systems.   |      |
| (D)(2)(iii) <sup>6</sup>                               | Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.                    |      |
| (D)(2)(iii)  | Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.                            |      |
| (D)(2)(iv)(b)  | Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year. |      |
| (D)(2)(iv)(b)  | Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.  |      |
| (D)(2)(iv)(c)  | Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.  |      |
| (D)(2)(iv)(c)  | Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.                      |      |

<sup>6</sup> Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

|               |  |  |  |
|---------------|--|--|--|
| (D)(2)(iv)(d) | Number of teachers and principals in participating LEAs who were removed for being 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):

7. 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*

**(D)(3) Ensuring Equitable Distribution of Effective Teachers and Principals**

**(D)(3)(i) Ensuring Equitable Distribution in High-Poverty or High-Minority Schools**

For the purposes of analysis of poverty and minority distribution, both groups have been divided by quartiles, poverty based on students eligible for free and reduced lunch, and minority based on numbers reported by LEAs from data collected on home language surveys. The high minority quartile reflects LEAs that have a minority percentage above 21.69% at the elementary level and 17.5% at the secondary level. Analysis has been done for distribution of highly qualified, experienced teachers between high and low poverty schools and between high and low minority schools. This analysis and activities to ensure equitable distribution of the identified teacher group will continue and be expanded to include effective teachers and principals.

The WDE has had an established operational data warehouse in place since 1989 called DW3. The WDE is in its infancy stages of linking student and teacher records. A small percentage of our school administrators have begun to link teacher identifiers with their specific teachers and students. Implementation of the proposed statewide longitudinal data system will facilitate the WDE's capacity to measure teacher and principal effectiveness and the equitable distribution of effective teachers for all students, particularly students who are most in need. The ability to match teacher and principal records with multiple longitudinal measures of effectiveness will be developed in the new system; this capacity is imperative to the development of accurate effectiveness measures.

The effectiveness of teachers and principals will not be measured until the 2011-2012 school year. Full deployment of the longitudinal data system is not expected until the 2012-2013 school year; WDE will fully analyze the equitable distribution of effective teachers and principals beginning in 2012-2013.

**(D)(3)(i) & (ii) Ensuring Equitable Distribution in High-Poverty or High-Minority Schools and Hard-to-Staff and Special Areas**

Wyoming's *Highly Qualified Workforce Equity Plan*, approved by the U.S. Department of Education in February 2007, is the development of a high quality workforce or Human Capital System (referenced in D-1). When LEAs, supported by WDE, develop and implement quality Human Capital Systems that address all components at a high level, equitable distribution of effective teachers and principals will be a consequence that supports continuous improvement of student learning by all students in all schools. (See *Highly Qualified Workforce Equity Plan* in Appendix D2, PP. 176-195)

Ensuring that poor and minority children are not taught at a higher rate by inexperienced teachers who are not highly qualified was one of two statewide objectives in the 2007 *Highly Qualified Workforce Equity Plan* (Plan). The Plan will be revised to focus on "effective teachers and principals"; however, much of what is in the current approved Plan applies to the "effective teacher" concept. Goals, timelines, and applicable activities will be appropriately revised to reflect "effective" expectations.

Revisions that will be made to the *Highly Qualified Workforce Equity Plan* include:

8. The Plan will be renamed – *Highly Effective Workforce Equity Plan*
9. Goal 1 currently reads "Wyoming will develop a statewide teacher and administrator human resource system to guide and support continuous professional growth for all Wyoming educators." It will require some adjustments to the wording that accurately reflect the emphasis on "effective" teachers and principals.
10. Goal 2 as written "Wyoming will develop and implement a statewide data collection system to monitor and analyze teacher and administrator distribution patterns, to ensure that Wyoming's poor and minority students are not being taught at a higher rate than other students by inexperienced, unqualified or out-of-field teachers," has been attained; it will be revised to include collection of data that supports monitoring and analysis of the distribution of "effective teachers and principals" for

poor and minority students.

11. Wyoming has made progress on Goal 3; in its current form it reads “Wyoming will coordinate statewide efforts and strategies that support highly qualified teachers and administrators and provide technical assistance, communication, statewide policy coherence and monitoring to support teacher and administrator quality.” More specifics, extensions of the steps provided, and adjustments to include the additional “effective” requirement will be made.

12. “Next steps” will reflect the introduction, development, and implementation of equitable distribution of highly effective teachers and principals.

| <b>Section D(3)(i) Goals and Activities</b>                                       |                                    |  |
|---|------------------------------------|--|
| <b><u>Goal 1: Adjust and Deploy Wyoming’s Highly Qualified Workforce Plan</u></b> |                                    |  |
| <b>Key Activities</b>   | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b>   |
| 1.1 Adjust Wyoming’s Highly Qualified Workforce Plan                              | Jan 2010-Mar 2010                  | Carol Illian, Title II-A Program Manager   |
| 1.2 Communicate adjustments to all stakeholders                                   | Jun 2010                           | Carol Illian   |
| 1.3 Implement the plan as defined   | Sep 2010-Aug 2013                  | Carol Illian<br>Great Teachers and Leaders Project<br>Director<br>GT&L Data<br>Coordinator |

| <b>Performance Measures for (D)(3)(i)</b><br><br><i>Note: All information below is requested for Participating LEAs.</i>   | Actual Data:<br>Baseline (Current school year or | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|--|--|---------------------|---------------------|---------------------|---------------------|
| <b>General goals to be provided at time of application:</b>  | <b>Baseline data and annual targets</b>          |                     |                     |                     |                     |
| Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).        | 0%   | 0%                  | 10%                 | 20%                 | 30%                 |
| 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%   | 0%                  | 10%                 | 20%                 | 30%                 |
| Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.   | 0%   | 0%                  | 8%                  | 5%                  | 0%                  |
| Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.   | 0%   | 0%                  | 8%                  | 5%                  | 0%                  |
| Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 0%   | 0%                  | 2%                  | 5%                  | 10%                 |
| 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%   | 0%                  | 2%                  | 5%                  | 10%                 |
| Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.                                  | 0%   | 0%                  | 8%                  | 5%                  | 0%                  |
| Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.                                    | 0%   | 0%                  | 8%                  | 5%                  | 0%                  |
|  |  |                     |                     |                     |                     |
| <b>General data to be provided at time of application:</b>   |  |                     |                     |                     |                     |
| Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).   | 136  |                     |                     |                     |                     |
| Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).   | 141  |                     |                     |                     |                     |

|   |   |                     |                     |                     |                     |  |
|---|---|---------------------|---------------------|---------------------|---------------------|--|
| Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).  | 2928  |                     |                     |                     |                     |  |
| Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).  | 2860  |                     |                     |                     |                     |  |
| Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).   | 122   |                     |                     |                     |                     |  |
| Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).   | 117   |                     |                     |                     |                     |  |
| <b>Data to be requested of grantees in the future:</b>  |   |                     |                     |                     |                     |  |
| Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year. |   |                     |                     |                     |                     |  |
| Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.   |   |                     |                     |                     |                     |  |
| Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.                                  |   |                     |                     |                     |                     |  |
| Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.                                    |   |                     |                     |                     |                     |  |
| <b>Performance Measures for (D)(3)(ii)</b>  | Actual Data: Baseline<br>(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>   |   |                     |                     |                     |                     |  |
| <b>General goals to be provided at time of application:</b>   | <b>Baseline data and annual targets</b>                       |                     |                     |                     |                     |  |

|   |     |    |     |     |      |
|---|-----|----|-----|-----|------|
| Percentage of mathematics teachers who were evaluated as effective or better.   | 0%  | 0% | 85% | 95% | 100% |
| Percentage of science teachers who were evaluated as effective or better.   | 0%  | 0% | 85% | 95% | 100% |
| Percentage of special education teachers who were evaluated as effective or better.   | 0%  | 0% | 85% | 95% | 100% |
| Percentage of teachers in language instruction educational programs who were evaluated as effective or better.  | 0%  | 0% | 85% | 95% | 100% |
| <b>General data to be provided at time of application:</b>  |     |    |     |     |      |
| Total number of mathematics teachers.   | 527 |    |     |     |      |
| Total number of science teachers.   | 449 |    |     |     |      |
| Total number of special education teachers.   | 878 |    |     |     |      |
| Total number of teachers in language instruction educational programs.  | 57  |    |     |     |      |
| <b>Data to be requested of grantees in the future:</b>  |     |    |     |     |      |
| Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.                                  |     |    |     |     |      |
| Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.                                      |     |    |     |     |      |
| Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.                            |     |    |     |     |      |
| Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year. |     |    |     |     |      |

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

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

(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

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

*Recommended maximum response length: One page*

**(D)(4) Improving the Effectiveness of Teacher and Principal Preparation Programs**

**(D)(4)(i) Linking Student Data to Teachers and Principals**

The Wyoming Department of Education (WDE) has had an established operational data warehouse in place since 1989 called DW3. The WDE is in its infancy stages of linking student and teacher records. A small percentage of Wyoming's school administrators have begun to link teacher identifiers with their specific teachers and students. Implementation of the proposed statewide longitudinal data system will allow collection and analysis of teacher certification and preparation data with student data.

Through RTTT grant funding, the WDE will address expanding and improving the grant application's required data system capabilities, where the system must:

1. Link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects, and
2. Enable the matching of teachers with information about their certification and teacher preparation programs, including the

institutions at which teachers received their training.

With the requested additional grant funding, the WDE will be able to streamline processes. Building a statewide longitudinal data system for the 7 Wyoming community colleges and defining the link to the University of Wyoming’s data sets will enhance the system to include linkages to teacher preparation programs. By enabling a comprehensive PreK-20 system, and tracking individuals with a comprehensive unique identifier, the LEARN architecture (Learn Exchange and Resource Network – CCSSO consortium initiative) will facilitate the connection of teacher information to complete the feedback loop for higher education teacher preparation programs to connect teacher preparation and student learning.

| <b>Section D(4)(i) Goals and Activities</b>     |                                    |  |
|---|------------------------------------|--|
| <b><u>Goal 1</u></b>                            |                                    |  |
| <b>Key activities</b>                           | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b> |
| 1.1 Create business and functional requirements | Sep 2010-Dec 2010                  | WDE Contracted Business Analyst                  |
| 1.2 Database and software development           | Sep 2010-Jun 2011                  | WDE Contracted Development Team                  |
| 1.3 Testing                                     | Sep 2010-Aug 2011                  | WDE Contracted Quality Assurance Team            |
| 1.4 User acceptance                             | Sep 2010-Sep 2011                  | WDE Contracted Project                           |

|   |                      |  |
|---|----------------------|--|
|   |                      | Manager/WDE<br>Project Director                |
| 1.5 Deployment                              | Sep 2010-Dec<br>2011 | WDE Contracted<br>Project Manager              |
| 1.6 Training                                | Sep 2010-Jan 2012    | WDE Contracted<br>Assistant Project<br>Manager |
| 1.7 Phase I Evaluation                      | Sep 2010-Aug<br>2012 | WDE Contracted<br>Project Management<br>Team   |
| 1.8 Phase I Implement evaluation findings   | Sep 2010-Feb<br>2013 | WDE Contracted<br>Development Team             |
| 1.9 Phase II Evaluation                     | Sep 2010-Aug<br>2013 | WDE Contracted<br>Project Management<br>Team   |
| 1.10 Phase II Implement evaluation findings | Sep 2010-Feb<br>2014 | WDE Contracted<br>Development Team             |

**(D)(4)(ii) Expanding Preparation and Credentialing Options**

The University of Wyoming College of Education partners with the Wyoming Department of Education and the Professional Teaching Standards Board in efforts to improve teacher and principal preparation and professional development. As data regarding the effectiveness of teachers and principals prepared at the University of Wyoming becomes available, the dean and the College of

Education team have indicated that the data will be analyzed and adjustments and/or expansions made as necessary to more effectively serve K-12 education in the state.

The University has committed to partnering with the Wyoming Department of Education in the development and implementation of both a Teacher Leader Academy and a Principal Leader Academy (to be discussed in more detail in D-5). In order to maximize the effectiveness of the educators in Wyoming’s schools, those individuals and groups must be supported in their professional development beyond basic program preparation.

National Board Certification Program for teachers is strongly supported in Wyoming; 3% of the teaching force in Wyoming has acquired National Board Certification Program. Active teachers who have acquired that certification and renew as required, receive an annual stipend for their commitment to excellence in their profession. It is anticipated that the National Board Certification Program for principals that is being developed and expected to be available by the fall of 2011 will be similarly supported, although the specifics of that support have not yet been defined.

In support of National Board Certification Program for both teachers and principals, participation and completion of Teacher Leader Academies and Principal Leader Academies, and the goal of compensating highly effective teachers, the Professional Teaching Standards Board has begun the process of developing and adopting tiered licensure.

| <b>Section D(4)(ii) Goals and Activities</b>                       |                                    |                                   |
|--|------------------------------------|-----------------------------------|
| <b><u>Goal 2: Tiered Licensure for Teachers and Principals</u></b> |                                    |                                   |
| <b>Key activities</b>  | <b>Timeline for implementation</b> | <b>Party(ies) responsible for</b> |
|  |                                    |                                   |

|   |                   | <b>implementation</b>   |
|---|-------------------|---|
| 2.1 Research tiered licensure nationally  | Sep 2010-Dec 2011 | Professional Teaching Standards Board   |
| 2.2 Hire consultant for PTSB-WDE coordination of evaluation/tiered licensure work | Sep 2010-Dec 2014 | Carol Illian, Title II-A Program Manager<br>Connie Pollard, Executive Director of Professional Teaching Standards Board |
| 2.3 Compile and analyze evaluation/effectiveness/tiered licensure data            | Sep 2010-Jul 2013 | Tiered licensure consultant   |
| 2.4 Support communication and implementation of tiered licensure                  | Sep 2010-Aug 2014 | Tiered licensure consultant   |

| Performance Measures   | Actual Data:<br>Baseline (Current<br>school year or most<br>recent) | End of SY 2010-<br>2011 | End of SY 2011-<br>2012 | End of SY 2012-<br>2013 | End of SY 2013-<br>2014 |
|--|---|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>General goals to be provided at time of application:</b>  | <b>Baseline data and annual targets</b>                             |                         |                         |                         |                         |
| Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.   | 0   | 0                       | 0                       | 100%                    | 100%                    |
| Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students. | 0   | 0                       | 0                       | 100%                    | 100%                    |
| <b>General data to be provided at time of application:</b>   |   |                         |                         |                         |                         |
| Total number of teacher credentialing programs in the State.   | 1   |                         |                         |                         |                         |
| Total number of principal credentialing programs in the State.   | 1   |                         |                         |                         |                         |
| Total number of teachers in the State.   | 7,298   |                         |                         |                         |                         |
| Total number of principals in the State.   | 287   |                         |                         |                         |                         |
| <b>Data to be requested of grantees in the future:</b>   |   |                         |                         |                         |                         |
| Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.  |   |                         |                         |                         |                         |
| Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.                               |   |                         |                         |                         |                         |
| Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.  |   |                         |                         |                         |                         |
| Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.                             |   |                         |                         |                         |                         |

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

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

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

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

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

*Recommended maximum response length: Five pages*

**(D)(5) Providing Effective Support to Teachers and Principals**

**(D)(5)(i) Provide Effective Support to Teachers and Principals**

The Wyoming Department of Education (WDE) is committed to improving student learning by providing focused, research-based

professional growth support to all educators in Wyoming schools.

Current Statewide Professional Support Activities:

- Instructional facilitators provide coaching in the specific content areas and in pedagogy to teachers in the induction phase, as well as to other teachers who need additional support in order to meet the learning needs of their students.
- Response to Intervention (RTI) training has been and continues to be provided to school teams who are committed to collaboratively meeting the learning needs of all students in their schools. The WDE plans to expand that training opportunity to more schools with the availability of RTTT funds.
- Professional Learning Communities (PLC) Coaching Academies have been available to schools statewide for 4 years. Teams of leaders from schools statewide have completed the six-day training and are at various stages of implementation of the collaborative framework that was developed in order to assure that the learning needs of all students are being met. RTI is a component of the PLC framework.
- Complementing the PLC/RTI, professional development been statewide training in common formative assessments. Common formative assessments inform instructional decisions, and ultimately the learning of all students, as well as provide information necessary to make the appropriate individual student intervention decisions.
- The State System of Support process (described in Section E) facilitates improved targeting of resources, technical assistance, and interventions to LEAs based on the level of support determined by a District Classification rubric. The districts are ranked in four areas: student performance, monitoring and compliance, data collection and accreditation as per the graphic in Appendix E2, P. 215. Every LEA is assigned a consultant or a coach (based on defined needs) who is available to provide technical assistance or assist in acquiring technical assistance as necessary for individual LEA needs.

RTTT funding support will make it possible to improve the annual availability of these activities and provide as needed support to

active programs needing trouble-shooting assistance.

The WDE's review of the results of Principal Leader Academies and Teacher Leader Academies in other states strongly supports the power of improving the effectiveness of teachers and principals through extended participation in academies specific to those two groups' professional growth needs. Race to the Top funds will provide the WDE with the resources that we need to develop and deploy those academies.

Principal Leader Academy –

Effective principal leaders make a difference in student learning in schools. The WDE is planning to develop and implement a Principal Leader Academy focused on supporting principal professional growth beyond the university credentialing program, developing the knowledge and skills to become effective principals, and principal leadership that maximizes student learning for all students. The primary participants will be principals in their first 3 to 5 years in the principalship, although other principals will be invited to participate as individually determined or determined by LEAs. Academy activities will include, but are not limited to: face-to-face classroom work, distance learning, coaching and mentoring individually and group, and online blogs and/or discussion forums. Activities will be facilitated by various specialists in principal leadership, including University personnel. National consultants who are experts in the area of principal leadership will be contracted to assist with adopting of a set of national standards for leaders, developing the Academy framework and curriculum, and assisting with initial implementation; those consultants may be asked to facilitate some components of the Academy, particularly in the initial phases. Successful completion of the Academy will lead to a move up the licensure tier. A project director will be hired to coordinate and oversee all aspects of the development and deployment of the Principal Leader Academy.

| <b>Section D(5)(i) Goals and Activities</b>                            |                                    |  |
|--|------------------------------------|--|
| <b><u>Goal 1: Develop and Implement a Principal Leader Academy</u></b> |                                    |  |
| <b>Key activities</b>  | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b>   |
| 1.1 Contract a Principal Leader Academy Project Director               | Sep 2010                           | Carol Illian, Title II-A Program Manager<br>Joe Simpson, Deputy Superintendent of Public Instruction |
| 1.2 Develop detailed plan for academy development                      | Sep 2010-Oct 2010                  | Principal Leader Academy Project Director  |
| 1.3 Communicate plan with all stakeholders                             | Sep 2010-Oct 2010                  | Project Director   |
| 1.4 Secure the required consultative services                          | Sep 2010-Nov 2010                  | Project Director   |
| 1.5 Research national standards and prepare recommendation             | Sep 2010-Dec 2010                  | Project Director<br>Contracted Consultants   |
| 1.6 Develop framework and curriculum with stakeholder participation    | Sep 2010-Apr 2011                  | Project Director<br>Contracted   |

|   |                    |  |
|---|--------------------|--|
|   |                    | Consultants<br>GT & L Project<br>Director<br>Title II-A Program<br>Manager |
| 1.7 Secure site requirements for pilot year                             | Sep 2010-Apr 2011  | Project Director   |
| 1.8 Present developed plan with secured logistics to WDE oversight team | Sep 2010-May 2011  | Project Director   |
| 1.9 Communicate academy opportunity to all potential participants       | Sep 2010-Jul 2011  | Project Director   |
| 1.10 Implement pilot academy  | Sep 2010-May 2012  | Project Director   |
| 1.11 Evaluate pilot year  | Sep 2010-Aug 2012  | Contracted<br>Evaluator  |
| 1.12 Adjust as needed and continually improve each academy year         | Sep 2010-Continued | Project Director   |

Teacher Leader Academy –

The WDE is planning to develop and implement a teacher leader academy in order to support continued teacher growth, teacher effectiveness, equitable distribution of effective teachers, teacher leadership, moving up the licensure tier, and performance based compensation; the expected end result is improved learning for every student. Participants will be teachers, self determined or determined by their schools or LEAs, who are working in leadership roles, who are taking leadership without the role assignment, or who have a strong desire to move into leadership roles in their schools and LEAs. The WDE intends to develop a world class Academy that includes, but is not limited to, face-to-face classroom work, distance learning, coaching and mentoring individually and group, and online blogs and/or discussion forums. The WDE will contract national consultants with proven track records in teacher leader academies to assist us with reviewing and adopting a best practice set of national standards for teacher leaders,

“borrowing” the best from existing academies, developing the Academy framework and curriculum, and assisting with implementation. Successful completion of the Academy will lead to a move up the licensure tier. A project director will need to be hired to coordinate and oversee all phases of the development and deployment of the Teacher Leader Academy.

| <b>Section D(5)(i) Goals and Activities</b>                          |                                    |  |
|--|------------------------------------|--|
| <b><u>Goal 2: Develop and Implement a Teacher Leader Academy</u></b> |                                    |  |
| <b>Key activities</b>  | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b>   |
| 2.1 Contract a Teacher Leader Academy Project Director               | Sep 2010                           | Carol Illian, Title II-A Program Manager<br>Joe Simpson, Deputy Superintendent of Public Instruction |
| 2.2 Develop detailed plan for academy development                    | Oct 2010                           | Teacher Leader Academy Project Director  |
| 2.3 Communicate plan with all stakeholders                           | Oct 2010                           | Project Director   |
| 2.4 Secure the required consultative services                        | Sep 2010-Nov 2010                  | Project Director   |
| 2.5 Research national standards and prepare recommendation           | Sep 2010-Dec 2010                  | Project Director<br>Consultants  |
| 2.6 Develop framework and curriculum with stakeholder participation  | Sep 2010-Apr 2011                  | Project Director   |

|   |                        |  |
|---|------------------------|--|
|   |                        | Consultants<br>GT & L Project<br>Director<br>Title II-A Program<br>Manager |
| 2.7 Secure site requirements for pilot year                             | Sep 2010-Sep 2011      | Project Director   |
| 2.8 Present developed plan with secured logistics to WDE oversight team | Sep 2010-May<br>2011   | Project Director   |
| 2.9 Communicate academy opportunity to all potential participants       | Sep 2010-Jul 2011      | Project Director   |
| 2.10 Implement pilot academy  | Sep 2010-May<br>2012   | Project Director   |
| 2.11 Evaluate pilot year  | Sep 2010-Aug 2012      | Contracted<br>Evaluator  |
| 2.12 Adjust as needed and continually improve each academy year         | Sep 2010-<br>Continued | Project Director   |

A significant component of a high functioning Human Capital System is recruiting and hiring the “right” individuals. The WDE is planning to provide LEAs with assistance in this. A web-based applicant screening tool that assists LEAs with narrowing the applicants for every teacher and principal position, to those candidates who demonstrate the highest “talent” scores will be available to all districts through an annual subscription paid initially with Race to the Top funds, and move to other funding sources on a sliding scale. High talent scores are predictors of teacher and principal effectiveness; significant research provides strong support for this claim. Therefore, when LEAs hire the most talented educators as identified by the screening tool, in a high percentage of

cases, they are hiring educators who will become effective teachers and principals. In addition to the two screening tools (one for teachers and one for principals), the vendor will provide comprehensive training relative to their use to all LEAs, face-to-face interview training, recruiting strategy consulting, annual reports, and on-going consulting, training, and research.

| <b>Section D(5)(i) Goals and Activities</b>                               |                                    |   |
|---|------------------------------------|---|
| <b><u>Goal 3: Improve the recruiting/hiring processes in all LEAs</u></b> |                                    |   |
| <b>Key activities</b>   | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b>  |
| 3.1 Contract with Gallup Consulting for screening/hiring services         | Apr 2010-May 2010                  | Carol Illian, Title II-A Program Manager<br>Great Teachers and Leaders Project Director |
| 3.2 Set up access in every LEA in the State                               | May 2010-May 2010                  | Gallup Consulting personnel   |
| 3.3 Train small teams representing each LEA on the use of the system      | May 2010-June 2010                 | Gallup Consulting personnel   |
| 3.4 LEAs use web-based system to screen applicants                        | Sep 2010-May 2014                  | LEA Human Capital Personnel   |
| 3.5 LEAs receive on-going training, consulting, and research              | Sep 2010-May 2014                  | Gallup Consulting   |

|  |                   |   |
|--|-------------------|---|
| 3.6 LEAs and WDE receive annual reports and analysis regarding state results | Sep 2010-May 2014 | Gallup Consulting                           |
| 3.7 Evaluation of the service  | Sep 2010-Annually | Great Teachers and Leaders Project Director |

**(D)(5)(ii) Evaluation of Support for Teachers and Principals**

Evaluation of professional development and other support is an important component of all improvement efforts. The following is a status report of evaluation of the aforementioned state level support for continued improvement of teachers and principals:

- The Instructional Facilitator Program is evaluated on an annual basis. (See “Evaluation of Wyoming’s Instructional Facilitator Program: Impact on Teacher Practice” in Appendix D3, PP. 196-197)
- Response to Intervention Training is evaluated annually for the quality of the professional development provided, improved student achievement, and fidelity of implementation. Adjustments are made based on the outcome of those evaluations.
- Professional Learning Community trainings are evaluated by the participants every year. Information from those evaluations has supported the continued availability of those trainings; however, a deeper understanding of the level of implementation and the impact on student learning must be ascertained. The WDE is in the early stages of developing a more comprehensive evaluation model for the Professional Learning Communities trainings that include the Coaching Academies, Building Common Assessments workshops, and the Pyramid Response to Interventions workshops. McRel (Mid-continent Research for Education and Learning) has agreed to be a partner in the process by measuring impact on student learning. An agreement with the vendor, Solution Tree, to evaluate implementation in the participating schools will be sought.
- The State System of Support will be evaluated in April 2010.

On-going evaluation of professional development supports is essential to the continuous improvement of the knowledge and skills

of the adults who facilitate student learning. The WDE is committed to assisting our LEAs with the development of Human Capital Systems that maximize the effectiveness of all adults working in the system.

| <b>Performance Measures</b><br>Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided. | Actual Data:<br>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 |
|--|---|---------------------|---------------------|---------------------|---------------------|
| N/A  |   |                     |                     |                     |                     |

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

**State Reform Conditions Criteria**

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

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

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

Evidence for (E)(1):

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

*Recommended maximum response length: One page*

**(E)(1) Intervening in the Lowest-Achieving Schools and LEA's**

The State of Wyoming has the legal authority granted to it by state statute to intervene directly in the State's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status. This authority is granted in Wyoming Statute § 21-2-304 (a)(ii), (v), (vi) and (b)(ii).

Chapter 6 of Wyoming Department of Education Rules and Regulations also gives the state of Wyoming legal authority to intervene (Chapter 6, School Accreditation, Wyoming Department of Education Rules and Regulations, website address:

<http://soswy.state.wy.us/Rules/RULES/5921.pdf>, obtained November 8, 2009). Chapter 6 states, "Targeted technical assistance shall be provided by the Wyoming Department of Education and the district for **all** schools not meeting AYP." Wyoming Chapter 6 also requires LEAs to have the schools address identified issues as part of its annual review and the school improvement plan process. The school, at the option of the district, may receive targeted assistance to be provided by the State. Corrective actions must be developed. If a school continues to be in the persistently low achieving status, the district, with the assistance of the Wyoming Department of Education, shall develop a restructuring plan for the school. This plan shall include a fundamental reform at a systemic, governance level that must make significant changes in the school that focuses on improvement of student academic achievement. The School Restructuring Plan has to be approved by the Wyoming State Board of Education.

The Wyoming Department of Education (WDE) also has the authority to intervene and provide assistance to schools as detailed in the *State of Wyoming Consolidated State Application Accountability Workbook 2008-2009 Revisions*, (Workbook) found at the website address [http://www.k12.wy.us/SA/Paws/Resources/Docs/Accountability\\_Workbook.pdf](http://www.k12.wy.us/SA/Paws/Resources/Docs/Accountability_Workbook.pdf), obtained January 11, 2010, for State Grants under Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act (ESEA) Public Law 107-110, as approved by USDE. In the Workbook, under the State's approved accountability plan, which states in Section 10 of Appendix B: "The school, at the option of the district, may receive targeted technical assistance to be provided by the state to the extent available

given state capacity and funding.” Section (B) (3) states: “Targeted technical assistance shall be provided by the Wyoming Department of Education and district for all schools not meeting AYP.

Finally, the State derives its authority from the *No Child Left Behind Act of 2001 (NCLB)*. This law is the most recent authorization of the Elementary and Secondary Education Act (ESEA) with the stated purpose “to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.” Pub. L. No. 107-110, 115 Stat. 1425 (Jan. 8, 2002). Wyoming is implementing the requirements of NCLB.

## **Reform Plan Criteria**

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

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

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

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

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

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

*Recommended maximum response length: Eight pages*

**(E)(2) Turning Around the Lowest-Achieving Schools**

The Wyoming Department of Education’s (WDE) theory of action to assist districts/schools in the educational improvement process is called the State System of Support (SSoS) (Appendix E1, P. 198) and 2009-2010 has been the pilot year of implementation. WDE is providing direction and leadership in more data-driven decision making. WDE is focusing on building capacity at the district-level to enable districts to better assist their schools.

Since 2003, when schools are deemed to have not met AYP, WDE has offered a system of technical assistance. The Wyoming Department of Education (WDE) technical assistance focus has been at the school level until 2009; at which time the focus transitioned to district improvement by guiding districts to help their own schools’ improvement efforts through a systematic theory of action. As part of the State System of Support, a process was developed to ascertain the types of support needed by school districts. The process facilitates improved targeting of resources, technical assistance, and interventions to the districts that need the most assistance. To determine the level of support to provide to districts, a District Classification Rubric (Appendix E2, PP. 199-217) was constructed using the district data available at the state level. This rubric was applied to all 48 districts in Wyoming in August, 2009. The districts are ranked in four areas: student performance, monitoring and compliance, data collection and accreditation as per the graphic in Appendix E2 P. 215.

As a result of the findings from the rubric, a three-tiered model of technical support has been delivered (See Pillar of Support graphic in Appendix E3, P. 218). Tier I serves all districts with universal information and the availability of regional representatives.

Tier II provides targeted assistance in response to determined and expressed needs as well as assigned district consultants. Tier III districts receive intensive assistance, with an assigned coach and an Oversight Team comprised of members of WDE and the LEA. Through the State System of Support, districts receive targeted technical assistance, resources, school improvement plan guidance, professional development and other training. Districts also receive tools such as onsite visits, templates, networking opportunities, and reference notebooks. Since all of these measures are tied to the state assessment system, other tools provided are the state assessment descriptors and the state assessment traffic signal classroom reports by student level. The state assessment descriptors are clear and thorough descriptions of the knowledge and skills that will be tested and the evaluative criteria that will be used to assess the skills. Current teacher practitioners analyze student responses to make recommendations for 3 levels of mastery in the state assessment traffic signal classroom reports: green = mastery of skill; yellow = may need additional instruction or practice; and red = definitely needs additional help. Wyoming legislators have identified Education as a priority and have supported school improvement efforts by providing funding for Summer school, after-school tutoring, Instructional Facilitators, small class sizes, and block-grant funding which allows districts flexibility in determining use of funds.

Wyoming has a large number of schools that have such low population numbers that these districts/schools, even though they have a large percentage of students that are not proficient on the state assessment, are able to make AYP through the confidence interval process. This creates a false impression that the schools are more successful than they really are because the numbers in their subgroups are not large enough to be evaluated in the computation of AYP. The result produces an accountability gap. WDE recognized early in the NCLB accountability process that these schools were not only small, but they are isolated and unable to access resources and best practices. Further, they seldom interacted with each other to share information that would benefit an improvement in student academic achievement. These rural, small population districts/schools typically have the characteristics of “persistently low achieving schools.”

Most reforms, especially through NCLB, have been targeted at districts/schools with large student populations. Wyoming has an unwavering focus on all of our students and their needs; therefore, even the rural, small population students deserve to be examined. Our aggressive outreach programs and focus on our students and their needs will develop a model that may serve the nation. The WDE vision is to share with all other states the approach, deployment and results of this work with rural, small population, low performing districts/schools as all states have rural, low population, low performing districts/schools. The Wyoming Theory of Action is based on improving “systems.” Student academic success or failure is created by processes in a district/school, and if you do not improve the processes (systems) that generate the outcomes, you can’t improve the outcomes—improved student academic achievement.

The WDE Theory of Action for turning around the persistently lowest-achieving schools will be aligned to the following 5 goals. These goals are aligned with the Transformation Model, which are the most appropriate for rural, small population Wyoming districts/schools and could be replicated in rural, small population districts/schools across the country.

| <b>Section E(2) Goals and Activities</b>   |                                    |  |
|--|------------------------------------|--|
| <b><u>Goal 1: Develop a plan for increasing teacher and school leader effectiveness.</u></b> |                                    |  |
| <b>Key activities</b>  | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b> |
| 1.1 Provide professional development on systems-based models on a regional basis.            | Sep 2010-Sep 2014                  | WDE  |
| 1.2 Provide actual on-site organizational assessment evaluations.                            | Sep 2010-Sep 2014                  | WDE  |
| 1.3 Develop systems-based action plans.  | Sep 2010-Sep 2014                  | WDE  |
| 1.4 Implement systems-based model action plans.  | Sep 2010-Sep 2014                  | WDE  |

|      |  |                   |            |
|------|--|-------------------|------------|
| 1.5  | Evaluate status of action plans on a semi-annual basis.  | Sep 2010-Sep 2014 | WDE        |
| 1.6  | Provide coaching and training on the system-based model.   | Sep 2010-Sep 2014 | WDE        |
| 1.7  | Create a train-the trainer model for organizational assessment evaluations and follow-up. This will allow for sustainability of the systems-based models after the grant is finalized.   | Sep 2010-Sep 2014 | WDE        |
| 1.8  | Provide regionally-located staff to coordinate and provide more on-site assistance, coaching, modeling and professional development with the implementation of the systems-based models.   | Sep 2010-Sep 2014 | WDE        |
| 1.9  | Provide professional development on a regional basis on adult change theory. Changing adult behavior is critical in making changes in student academic achievement.  | Sep 2010-Sep 2014 | WDE        |
| 1.10 | Provide professional development on a regional basis on adult learning strategies. High-quality, job-embedded, relevant professional development is key to making changes in adult behavior to be able to make improvements in student academic achievement. | Sep 2010-Sep 2014 | WDE        |
| 1.11 | Provide professional development on the Wyoming funding model that is based on 10 researched steps for doubling student academic performance in <i>Doubling student performance...and finding the resources to do it.</i> (Odden, A., Archibald, S., 2009)   | Sep 2010-Sep 2014 | WDE & LEAs |
| 1.12 | Coordinate the implementation of Sections B, C and D of this RTTT grant application regarding effective teachers and principals. (No activities funded under Sections B, C and D will be duplicated.)  | Sep 2010-Sep 2014 | WDE & LEAs |

| <b>Goal 2: Research Comprehensive Instructional Reform Strategies</b>   |                                    |  |
|---|------------------------------------|--|
| <b>Key activities</b>   | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b> |
| 2.1 Provide professional development on research-based and best practices instructional reform strategies through regional meetings.  | Sep 2010-Sep 2014                  | WDE  |
| 2.2 Use technology to disseminate effective instructional reform strategies.  | Sep 2010-Sep 2014                  | WDE  |
| 2.3 Convene LEA curriculum directors to analyze what is currently utilized in LEAs.   | Sep 2010-Sep 2014                  | WDE & LEAs                                       |
| 2.4 Develop teaching strategies to target critical needs as a result of AYP and subgroup state assessment scores and English Language Learners (ELL) Annual Measurable Achievement Objectives (AMAO). | Sep 2010-Sep 2014                  | WDE & LEAs                                       |
| 2.5 Develop networking systems for LEAs to communicate regarding effective instructional strategies.  | Sep 2010-Sep 2014                  | WDE & LEAs                                       |
| 2.6 Provide professional development, coaching and implementation guidance, and monitoring for problem solving frameworks.  | Sep 2010-Sep 2014                  | WDE  |
| 2.7 Host an annual collaborative meeting for sharing successes and lessons learned.   | Sep 2010-Sep 2014                  | WDE  |
| 2.8 Evaluate a sampling of LEAs as to how fidelity of implementation of an instructional strategy/curriculum is being determined.   | Sep 2010-Sep 2014                  | WDE  |
| 2.9 Create Plan-Do-Study-Act (PDSAs) or action plans on the implementation of new instructional strategies in a sampling of LEAs.   | Sep 2010-Sep 2014                  | WDE & LEAs                                       |

|   |   |                                    |  |
|---|---|------------------------------------|--|
| 2.10  | Coordinate the implementation of Sections B, C and D of this RTTT grant application regarding instructional reform strategies. (No activities funded under Sections B, C and D will be duplicated.)   | Sep 2010-Sep 2014                  | WDE  |
| <b>Goal 3: Increase Learning Time and Creating Community-Oriented Schools</b> |   |                                    |  |
| <b>Key activities</b>   |   | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b> |
| 3.1   | <u>Learning time:</u> WDE with LEAs will provide sample schedules and strategies that provide increased learning time.  | Sep 2010-Sep 2014                  | WDE & LEAs                                       |
| 3.2   | <u>Learning time:</u> Differentiated school schedules will be researched and offered as schedule possibilities for added learning time.   | Sep 2010-Sep 2014                  | WDE  |
| 3.3   | <u>Learning time:</u> Continue to fund, monitor and evaluate summer school and extended day learning opportunities (contingent on Wyoming legislative funding).   | Sep 2010-Sep 2014                  | WDE & LEAs                                       |
| 3.4   | <u>Learning-time:</u> Analyze the use of funds provided through the Wyoming funding model related to increasing time for core academic subjects, especially reading and math and disseminate the findings.  | Sep 2010-Sep 2014                  | WDE  |
| 3.5   | <u>Community-oriented:</u> Collaborate with the Wyoming State Learning Supports Resource Team, which will include other state agencies such as the Department of Family Services, the Department of Health, and the Department of Justice to research learning support systems, make recommendations and set policy to help create community-oriented | Sep 2010-Sep 2014                  | WDE  |

|   |                                    |  |
|---|------------------------------------|--|
| schools.  |                                    |  |
| 3.6 <u>Community-oriented:</u> Survey LEAs and Chambers of Commerce regarding successful ongoing mechanisms for family and community engagement.  | Sep 2010-Sep 2014                  | WDE & LEAs                                       |
| 3.7 <u>Community-oriented:</u> Partner with the Wyoming Parent Education Network to research, develop and disseminate information on parent engagement in the state.  | Sep 2010-Sep 2014                  | WDE & LEAs                                       |
| 3.8 Coordinate the implementation of Sections B, C and D of this RTTT grant application regarding increasing learning time and creating community-oriented schools (No activities funded under Sections B, C and D will be duplicated). | Sep 2010-Sep 2014                  | WDE  |
| <b>Goal 4: Provide operational flexibility and sustained support.</b>   |                                    |  |
| <b>Key activities</b>   | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b> |
| 4.1 <u>Flexibility:</u> Continue to provide block grant funding to LEAs which allows LEAs flexibility to determine budget expenditures.   | Sep 2010-Sep 2014                  | WDE & LEAs                                       |
| 4.2 <u>Flexibility:</u> Continue to provide alternative school schedule flexibility to LEAs.  | Sep 2010-Sep 2014                  | WDE & LEAs                                       |
| 4.3 <u>Flexibility:</u> Evaluate, analyze, and disseminate the student academic results of districts on alternative school schedules.   | Sep 2010-Sep 2014                  | WDE & LEAs                                       |

|  |   |                                    |  |
|--|---|------------------------------------|--|
| 4.4                                    | <u>Flexibility</u> : Convene a task force to study effective flexible schedules, create a guide on flexible schedules that support student academic achievement, and disseminate the results statewide.                             | Sep 2010-Sep 2014                  | WDE & LEAs                                       |
| 4.5                                    | <u>Support</u> : Continue the Wyoming State System of Support (SSoS).   | Sep 2010-Sep 2014                  | WDE  |
| 4.6                                    | <u>Support</u> : Ensure ongoing, intensive technical assistance and related support through Goal 1 of Section E of this application.  | Sep 2010-Sep 2014                  | WDE  |
| 4.7                                    | Coordinate the implementation of Sections B, C and D of this RTTT grant application regarding increasing learning time and creating community-oriented schools (No activities funded under Sections B, C and D will be duplicated). | Sep 2010-Sep 2014                  | WDE  |
| <b>Goal 5: Research and Evaluation</b> |   |                                    |  |
| <b>Key activities</b>                  |   | <b>Timeline for implementation</b> | <b>Party(ies) responsible for implementation</b> |
| 5.1                                    | Research what other states are implementing in rural, small population districts/schools that are low performing.   | Sep 2010-Sep 2014                  | WDE  |
| 5.2                                    | Analyze the research data and create a white paper to disseminate to all states.  | Sep 2010-Sep 2014                  | WDE  |
| 5.3                                    | Evaluate the effectiveness of the Wyoming Race to the Top, Section E, Goals 1, 2, 3 and 4.  | Sep 2010-Sep 2014                  | WDE  |
| 5.4                                    | Analyze the results of the evaluation of the Wyoming Race to the Top, Section E, Goals 1, 2, 3 and 4.   | Sep 2010-Sep 2014                  | WDE  |

|  |   |                   |     |  |
|--|---|-------------------|-----|--|
| 5.5                                      | Disseminate the results of the evaluation to all states that have rural, small population districts/schools that are persistently low achieving.  | Sep 2010-Sep 2014 | WDE |  |
| 5.6                                      | Plan and conduct a seminar for the purposes of dissemination of the information from what all states are doing related to rural, small population low performing districts/schools and the results of the Wyoming Race to the Top Grant, Section E. | Sep 2010-Sep 2014 | WDE |  |
| <p><b>Evidence:</b> (following page)</p> |   |                   |     |  |

| Approach Used  | # of Schools Since SY2004-05 | Results and Lessons Learned   |
|--|------------------------------|---|
| <p>WDE provided leadership, direction, professional development and technical assistance to schools and LEAs</p> | <p>5</p>                     | <p><b><u>Results:</u></b> Only 1 of the five schools is currently implementing the first year of a restructuring plan. The other schools have either come off the improvement list or are in holding for this year.</p> <p><b><u>Lessons Learned:</u></b> The intensive technical assistance provided by WDE helps schools become systematic in what they review, measure, and analyze. Data-driven decision making is key to improving student academic achievement. Also, the 3-tiered level of technical assistance is making a difference. As part of the State System of Support, the WDE developed a process to ascertain the types of support needed by school districts and better target resources, technical assistance, and interventions to the districts that need the most assistance. A District Classification Rubric (see Appendix E2, PP. 199-217) is used to determine the level of support. Also using a systems-based approach with not only district consultants or district coaches being assigned to a district but also using District Oversight Teams to assist those districts most in need has been effective.</p> <p>*See <b>State Historic Data on Schools Not Making AYP Performance Table</b> below for more results information.</p> |

### State Historic Data on Schools Not Making AYP

This table shows that through the State System of Support and the hard work of LEAs, that for three out of the last four years approximately half of the schools not making AYP one year, made AYP the next year. All of this hard work has resulted in very few districts/schools ending up on the “lowest-achieving” list.

| School Year | Number of schools that missed AYP | School Year Made AYP | Number of Schools that have come <b><u>off</u></b> the did not make AYP list |
|-------------|-----------------------------------|----------------------|--|
| 2004-2005   | 74                                | 2005-2006            | 45   |
| 2005-2006   | 55                                | 2006-2007            | 45   |
| 2006-2007   | 22                                | 2007-2008            | 10   |
| 2007-2008   | 87                                | 2008-2009            | 32   |

| Performance Measures  | Actual Data:<br>Baseline<br>(Current<br>school year or<br>most recent) | End of SY<br>2010-2011 | End of SY<br>2011-2012 | End of SY<br>2012-2013 | End of SY<br>2013-2014 |
|---|--|------------------------|------------------------|------------------------|------------------------|
| The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year. | 1  | 3                      | 5                      | 10                     | 20                     |

This is only predictive as the goal for 100% proficiency in increasing to the 2013-2014 school year. The state numbers are small due to the small numbers of schools in Wyoming. Nevertheless, we firmly believe we can be a showcase state for this grant in that we have the ability to provide results in rural, low population districts/schools and this can be replicated across the country.

(Appendix E4, P. 219)

**(F) General (55 total points)**

**State Reform Conditions Criteria**

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

The extent to which—

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

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

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

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

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

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

*Recommended maximum response length: Three pages*

**(F)(1) Making Education Funding a Priority**

**(F)(1)(i): Percentage of Total Revenues Available to State for Education**

The percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education for FY 2009 was **greater** than the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education for FY 2008 by nine (9) percent. A spreadsheet showing the extent to which expenditures, as a percentage of the total revenues available to the State, increased from FY 2008 to FY 2009 is contained Appendix F1, P. 220. Supporting documentation for total revenues available to the State are evidenced in the 2007-08 Biennium Appropriations Summary – Through 2007 General Session and the 2009-10 Biennium Appropriations Summary – Through 2009 General Session in Appendix F1, PP. 221-227, or website addresses: [http://ai.state.wy.us/budget/pdf/0708Appropriations07GS/07-08%20WEBPAGE%20AGENCIES%20\(FINAL\).pdf](http://ai.state.wy.us/budget/pdf/0708Appropriations07GS/07-08%20WEBPAGE%20AGENCIES%20(FINAL).pdf), obtained January 13, 2010, and <http://ai.state.wy.us/budget/pdf/0910Appropriations09GS/B1EXCEL.pdf>, obtained January 13, 2010, respectively.

**(F)(1)(ii): State Policies for Equitable Funding of LEA's**

The State's funding formula goes beyond the definitions supplied within the Race to the Top Application for Initial Funding, CFDA Number: 94.395A, to ensure equitable funding for high need schools on a per student basis. (W.S. § 21-13-309(m)(v)(A)). Definitions used to identify at-risk students are outlined in Wyoming Department of Education's (Department) rules and regulations. (Chapter 8 Rules and Regulations for the School Foundation Program ("Chapter 8"), Section 4). The at-risk component of the funding model outlines an integrated and sequenced set of cost-based programmatic services and interventions for at-risk students. The Recalibration Final Report provides a more detailed discussion about services for at-risk students. (Recalibration Final Report, Section A2, pages forty-two (42) through fifty-five (55), website address: <http://legisweb.state.wy.us/2009/interim/schoolfinance/WYRecalibration.pdf>, obtained January 13, 2010)

The Department developed a detailed guidebook that explains the at-risk worksheets in the State's funding model. (The Wyoming

Funding Model Guidebook, evidenced in Appendix F2, PP. 233-239, or pages fifty-four (54) through sixty (60) via website address: [http://www.k12.wy.us/F/Docs/WY\\_guidebook.PDF](http://www.k12.wy.us/F/Docs/WY_guidebook.PDF), obtained January 13, 2010) The at-risk component is designed to count the number of students that generate school level resources to serve at-risk students. The at-risk calculation utilizes several student-count proxies to generate the resources, including students designated as English Language Learner (ELL), students who qualify for the federal Free and Reduced Lunch program (FRL), and students considered “mobile”. Not all at-risk students identified as ELL, FRL, or mobile will need all services, and this fact partially determines how need is estimated. Rather, the count of these students represents a proxy for the number of struggling or at-risk students in a school. Schools are expected to use the resources generated through these formulas to meet the needs of all students who need such services. The Department developed a process to determine the “unduplicated” at-risk proxies for use in the funding formula. (Appendix A to The Wyoming Funding Model Guidebook, website address: <http://www.k12.wy.us/F/Docs/AppendixA.pdf>, obtained January 13, 2010, or in Appendix F2, PP. 240-243; Chapter 8, Section 17)

The at-risk proxy generates resources for the following model staffing components:

1. Tutors - The Wyoming funding model provides one (1) tutor full-time equivalent (FTE) per one hundred (100) unduplicated at-risk students. If tutor resources generated by the unduplicated at-risk proxy do not equal one (1) tutor for every two hundred eighty-eight (288) elementary average daily membership (ADM), or three hundred fifteen (315) middle school ADM, or three hundred fifteen (315) high school ADM, then the model will provide these minimum tutor FTEs on a pro rata basis (above and below), using the school’s total model ADM at the highest grade band component prototype.
2. ELL Teachers – one (1) FTE teacher position for every one hundred (100) ELL students.

3. Pupil Support - The Wyoming funding model provides one (1) pupil support FTE per one hundred (100) unduplicated at-risk students. If pupil support resources generated by the unduplicated at-risk proxy do not equal one (1) pupil support FTE for every two hundred eighty-eight (288) elementary ADM, or three hundred fifteen (315) middle school ADM, or three hundred fifteen (315) high school ADM, then the model will provide these minimum pupil support FTEs on a pro rata basis (above and below), using the school's total model ADM at the highest grade band component prototype.

4. Alternative Schools - Alternative schools receive funding for one (1) assistant principal plus funding for one (1) teacher for every seven (7) model ADM within the school. This allocation is to cover all school level staff.

Attachment A(b) – Expanded contains an enumeration of model components summarizing and executing recommendations contained within the 2005 Cost of Education Study on the Recalibration of the Wyoming Funding Model. (Attachment A(b) – Expanded evidenced in Appendix F2, PP. 228-232, or website address:

<http://legisweb.state.wy.us/2009/interim/schoolfinance/AttachA.pdf>, obtained January 13, 2010)

In addition to model resources, there are additional at-risk resources available outside of the funding model through summer school/extended day funding. (W.S. § 21-13-334; Chapter 33, Wyoming Bridges Summer School, Enrichment, and Extended Day Grant Program, Wyoming Department of Education Rules and Regulations)

**(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):

3. 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*

**(F)(2) Ensuring Successful Conditions for High-Performing Charter Schools and Other Innovative Schools**

**(F)(2)(i): State Laws Prohibiting or Inhibiting the Number of Charter Schools**

Wyoming has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools in Wyoming. (W.S. § 21-3-301 et seq.). There is no limitation on the number of charter schools that can be established in Wyoming. Currently, three (3) of the three-hundred and forty nine (349) public schools are operating as charter schools. Lastly,

there are no Wyoming laws that restrict student enrollment in charter schools.

**(F)(2)(ii): State Laws Regarding Approving or Monitoring of Charter Schools**

Wyoming has statutes and rules and regulations that govern the approval, monitoring, accountability, reauthorization and closure of charter schools. These statutes and rules and regulations provide a detailed, step-by-step process for creation, operation and monitoring of a charter school in Wyoming which provides authority to the State Board of Education (“SBE”) and the Local Education Associations (“LEA”) for certain aspects of oversight. (W.S. § 21-3-301 et seq.; Chapter 32, Charter Schools, Wyoming Department of Education Rules and Regulations, website address: <http://soswy.state.wy.us/Rules/RULES/7628.pdf>, obtained November 8, 2009 (“Chapter 32”). Over the course of the last year, the Wyoming Legislature, the Wyoming Department of Education (“Department”) and the SBE have put forth an incredible effort to clarify and facilitate the process for creation, oversight, monitoring and accountability for charter schools operating in Wyoming or wishing to operate in Wyoming. After amendment of the laws in 2009, the Department and the SBE undertook an effort to wholly revise the rules and regulations accompanying the charter school laws and created template documents to assist LEAs and charter schools in the process of creation and monitoring. (W.S. §§ 21-3-307(b) – (d), 21-3-314(a); Chapter 32; Department Template Charter School Application & Evaluation Rubric, website address: <http://www.k12.wy.us/A/Charter/template%20application.PDF>, obtained November 8, 2009 (“Department Template Charter School Application / Evaluation Rubric”).

There are currently three (3) charter schools operating in the State of Wyoming. Within the last five (5) years there have been no charter schools that have closed, have not been granted renewal, or which had their charter revoked. There was one (1) charter school application that was denied in Laramie County School District Number One and appealed to the SBE within the last five (5) years. The LEAs decision to deny the application was upheld by the SBE, because it was supported by substantial evidence and was not clearly erroneous. The LEA denied the charter school application for a variety of reasons, most notably because it concluded

the application failed to address key education aspects and failed to address facility needs and was not adequately supported by the community. With regard to any additional denials of charter school applications, the Department does not maintain this information and it is only in the context of an appeal to the SBE that the State would be aware of such an action at the local level.

Approval: Wyoming has adopted a phased application process for initial approval of a charter school for operation. (W.S. § 21-3-307(d)). To begin the approval process, charter school applicants are required to submit a letter of intent to the LEA's district superintendent. The district superintendent must respond to the letter of intent within ten (10) days. The response must include an application template and evaluation rubric. (Chapter 32, Section 6). The Department has facilitated the ease of this process by drafting a proposed template application and evaluation rubric, which are posted on the Department's website. (Template Charter School Application). While these are recommended documents, LEAs are free to change these documents to fit their districts' purposes so long as the application template and evaluation rubric conform to statutory and regulatory requirements.

Upon completion of an application, charter school applicants are required to submit the application to the district superintendent for a preliminary evaluation of readiness. Chapter 32 facilitates a working relationship between the district superintendent and the charter school applicant, with the end goal being submission of a complete application for consideration by the LEA's board of trustees. (W.S. § 21-3-307; Chapter 32, Section 8). In the event an impasse between the district superintendent and the charter school applicant occurs, Chapter 32 provides for a mediation process whereby the State Superintendent appoints a mediator to resolve the issue. (W.S. § 21-3-307(d); Chapter 32, Section 9).

Once an application receives a determination of complete by the district superintendent, the application is presented to the LEA's district board for consideration. Statutes and rules and regulations provide that this must be carried out via a hearing process. (W.S. § 21-3-308; Chapter 32, Section 10). LEAs must consider each component of the application packet and determine its

appropriateness via an evaluation rubric. (W.S. § 21-3-308; Chapter 32, Sections 4(h) and 10(c); Department Template Charter School Application / Evaluation Rubric).

While there are several items required to be addressed by a charter school applicant in the application, the law specifically requires that student achievement be one significant factor in authorization of a charter school applicant by an LEA. (W.S. § 21-3-307(a)(ii) and (iii); Chapter 32, Section 7(a)(iv)). In addition, charter school applicants are required to address how the charter school will serve student populations that are similar to local district student populations. In fact, Wyoming Statute requires that charter schools are public schools that are prohibited from charging tuition that serve all populations and do not discriminate on the basis disability, race, creed, color, gender, national origin, religion, ancestry, or need of special education. Furthermore, enrollment decisions may not discriminate against at-risk students or special programs students or be determined solely on academic abilities or achievements, including minimum test scores or intelligence quotient scores. (W.S. § 21-3-304(a), (c), (e) and (p)). In addition, the district board is required to consider the purpose of the charter school, including whether it is to provide teachers, parents, pupils and the community members with the ability to establish and maintain a school that operates independently from the existing school districts as a method to improve pupil learning, increase learning opportunities for all pupils, with a special emphasis on expanded learning experiences, encourage the use of different and innovative teaching methods, create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site, and provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system. (W.S. §§ 21-3-301; Chapter 32, Section 10(c)(i) and (ii)).

In the event an application is denied by the district board, charter school applicants or other interested parties have the ability to seek review by the SBE of the decision to deny the charter school application. The SBE has ultimate authority to remand the decision to the district board and require approval of the charter school application. (W.S. § 21-3-310; Chapter 32, Section 25).

Monitoring: The statutes and the rules and regulations require monitoring of the charter school by the LEA district board and the SBE. Charter schools operating in Wyoming are encouraged via the application process to identify how annual reporting requirements will be met. (Department Template Charter School Application, Part XI (page 30) and Attachment C (page 38)).

In addition, LEA district boards are required to annually report to the SBE on various items related to each charter school operating in the district. These items include the following: an assurance with supporting documentation, evidence or data that students attending the charter school are receiving an education consistent with the educational opportunities available to all students within the school district, a school description that provides a portrait of the school during the period of the report that at a minimum includes the guiding philosophy, school programming, school staff, student characteristics/demographics and school governance. In addition, the annual report must include a financial report in the format identified as appropriate by the Department and facilities updates and information. The annual report must also provide a school performance report on what has been learned about the schools performance plan against the goals contained in its charter, including evidence and analysis of performance and progress, actions that are being taken to use accountability information to improve the schools programs, practices and performance, unique accomplishments, an audit report, and verification of accreditation status from a recognized accreditation agency. (W.S. § 21-3-312; Chapter 32, Section 16).

Accountability: Charter schools operating in Wyoming are held accountable by the LEA and the SBE in a variety of ways. Generally speaking, charter schools are held accountable to the LEA district board for purposes of ensuring compliance with applicable laws and charter provisions and the requirements of the state constitution. For all intents and purposes a charter school operating in Wyoming is held to the same standards as any other public school. (W.S. § 21-3-304(a) - (e)). Charter schools are required to enter into a contract with the LEA district board. (W.S. § 21-3-305(a)). This contract governs almost all aspects of the

operation of a charter school and dictates the terms of the relationship between the LEA and the charter school. The contents of the application, which includes a description of the measurable pupil outcomes and identification of benchmarks and an explanation of how all students will demonstrate attainment of the skills and knowledge specified in the school educational program, including meeting state assessments and standards, serves as the basis for the contract executed between the LEA and the charter school. (W.S. §§ 21-3-305(a), 307, 308(a) and (g); Chapter 32, Section 7 and 11). In the event the provisions of the contract are violated, including failure to meet or make reasonable progress toward student achievement, the LEA maintains the authority to revoke the charter or not renew its application and close the school. (W.S. § 21-3-309(c); Chapter 32, Section 12).

In addition to LEA oversight, the SBE is also able to hold the charter school accountable via accreditation of the district. In the event the charter school fails to demonstrate adequate progress toward student learning or performance, the SBE in conjunction with the State Superintendent, is able to take action against the district and reconsider its accreditation status. (W.S. §§ 21-2-304(a)(ii) and (b)(ii) and 21-2-202(c); Chapter 6, School Accreditation, Wyoming Department of Education Rules and Regulations, website address: <http://soswy.state.wy.us/Rules/RULES/5921.pdf>, obtained November 8, 2009 (“Chapter 6”)).

Reauthorize and Closure: Upon authorization by the LEA district board to operate, a charter school may operate for a period of five (5) years. Upon the expiration of five (5) years, a charter school is required to submit a renewal application to the LEA district board. This renewal application includes such information as goals achieved, objectives, pupil performance standards, content standards, certain budgetary and financial information and other terms initially approved in the charter application. (W.S. § 21-3-309; Chapter 32, Section 12). In determining if renewal is appropriate, the LEA is required to consider if the operation of the charter school has improved pupil learning, increased learning opportunities for all pupils, with a special emphasis on expanded learning experiences, encouraged the use of different and innovative teaching methods, created new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site, and provided parents and pupils

with expanded choices in the types of educational opportunities that are available within the public school system. (Chapter 32, Section 10(c)(ii)). The charter school application may not be renewed if the LEA district board determines that the charter school committed a material violation of any of the conditions, standards, or procedures set forth in the charter school application. In addition, the LEA district board may not renew a charter school application if the charter school failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the charter application, failed to meet generally accepted standards of fiscal management or violated any provision of law from which the charter school was not specifically exempted. (W.S. § 21-3-309(c); Chapter 32, Section 12(c)). The reasons noted herein may also be cited by an LEA district board to close a charter school at any time during its operation. (W.S. § 21-3-309(c); Chapter 32, Section 12(c)).

In the event the LEA district board makes a decision to close or not renew a charter school application, the LEA district board is required to inform the charter school of its reasons in writing. (W.S. § 21-3-309(e); Chapter 32, Section (12)(e)). In addition, the charter school may request a hearing with the SBE to determine if the LEA district board's decision was correct. (W.S. § 21-3-310; Chapter 32, Section 12(f) and 25).

**(F)(2)(iii): State Charter School Equitable Funding**

Charter schools in Wyoming receive equitable funding compared to traditional public schools and are treated just as any other public school for the purposes of funding. The only exception is in reference to the first year of operation of a charter school. In that context, if the charter school is initiated by any person other than the school district in which the charter is operating, the average daily membership of the charter school is multiplied by two (2) for purposes of receiving state funding for the first year of operation. (W.S. § 21-3-314; Chapter 32, Section 24). Because charter schools are considered "public schools," each generates a commensurate share of State and Federal revenues. (W.S. § 21-3-304(a), (b), and (d)). In reference to local revenues, each LEA is responsible for the allocation of its district budget. The SEA has no legal authority over the allocation of funds at a local level and

treatment of charter schools would vary on a case-by-case basis. (W.S. § 21-3-110(a)(vii)).

**(F)(2)(iv): State Funding Charter School Facilities**

Facilities utilized by the public schools in Wyoming are overseen and regulated by the Wyoming School Facilities Commission ("SFC"), a state agency. (W.S. §§ 21-15-113 and 114). In addition, Wyoming Statutes, and the accompanying SFC Rules and Regulations, provide a very detailed process procedure for facility management and construction for Wyoming public schools. (W.S. § 21-13-105 et seq.). Charter schools in Wyoming are "public schools" within the school district that grants its charter and as such, are required to be treated similar to any other public school in Wyoming for the purposes of obtaining, maintaining or improving facilities. (W.S. §§ 21-3-304(b) and (n) and 21-15-109(a)(ii); Chapter 32, Section 23(b)). The square footage generated by a charter school facility is treated as an "educational building" and generates State funding for maintenance just as any other public school. (W.S. § 21-15-109(a)(ii)). That being said, charter schools are afforded additional privileges in the context of obtaining facilities that are owned by the LEA district board. Charter schools are not required to pay rent for space which is deemed available, as negotiated by contract, in school district facilities. While the square footage utilized by a charter school is treated as an "educational building" by the State and generates per square footage revenue for the LEA, the allocation of the funds at a local level is subject to negotiation between the LEA and the charter school and varies on a case-by-case basis. (W.S. § 21-3-304(k); Chapter 32, Section 23(a)). Capital construction funding for new charter schools does not currently exist at the State level, only funding for major maintenance of existing facilities.

**(F)(2)(v): State Enables LEAs to Operate Innovative, Autonomous Public Schools Other Than Charter Schools.**

All public schools in Wyoming have open enrollment that, in return for increased accountability for student achievement, have the flexibility and authority to define their instruction models and associated curriculum. (W.S. § 21-3-110(a)(xv)). All Wyoming school districts that perform adequately are able to select and replace staff, implement new structures and formats for the school day

or year within certain limits and control their own budgets. (W.S. §§ 21-3-110 and 21-3-111; Chapter 6). Wyoming does not have a State mandated curriculum and in fact such a prescription is constitutionally prohibited. (Wyo. Const. Art. 7, § 11). Instead, Wyoming utilizes a standards based approach which requires attainment of knowledge and skills in certain areas termed the “basket of goods.” (W.S. § 21-9-101). In relation to the structure and format of a school day or year, schools are required to operate a total of one hundred and eighty-five days, including ten (10) days for professional development, to receive State funding and minimum student-teacher contact hours are proscribed by rule and regulation. (W.S. § 21-13-307(a)(ii); Chapter 22, School Day, Wyoming Department of Education Rules and Regulations, website address: <http://soswy.state.wy.us/Rules/RULES/397.pdf>, obtained November 8, 2009 (“Chapter 22”). That being said, alternative schedules and school days are allowed upon the approval of the SBE. (W.S. § 21-2-304(b)(viii); Chapter 22 and Chapter 21, Alternative Schedules, Wyoming Department of Education Rules and Regulations, website address: <http://soswy.state.wy.us/Rules/RULES/398.pdf>, obtained November 8, 2009).

**(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*

**(F)(3) Demonstrating Other Significant Reform Conditions**

The State of Wyoming has been a forward looking state and a leader among the states in providing funding to its K-12 and higher education institutions. Education has been a priority to the successive governors and legislatures over the years. This support has translated in drafting and passing many favorable laws and regulations that have helped WDE develop policies and rules that support the reform and innovation in Wyoming education. The reform efforts in Wyoming began in 2001 under the leadership of Judy Catchpole, State Superintendent of Public education. Superintendent Catchpole worked with partners, stakeholders, state board and the legislature to pass several pieces of reform legislation. The reform legislation included: district and school accreditation, statewide large scale assessment, capital construction, career and technical education, district and school funding model, statewide standards, and special student population services.

Under the current state superintendent, Dr. James McBride additional legislation and rules have been passed to strengthen Wyoming's reform efforts. Dr. McBride has worked with partners, stakeholders, state board and the legislature to update and pass additional reform legislation. The updated and new legislation includes: a district and school funding model which includes, increases in student level funding, 100% funding for transportation, 100% funding for special education, increased levels of funding for at-risk students (poverty, ELL, and mobile), full day kindergarten, small class size ratios, remediation summer school, enrichment summer school, and capital construction and repair.

The creation of the success curriculum and the Hathaway Scholarship Program has been an achievement that was hailed by state stakeholders and is realizing the fruits of that effort. The Hathaway Scholarship is making higher education affordable to the citizens of the state by helping the students meet their educational needs. Wyoming students are enrolling in specialized training programs, community colleges, and the university at much higher rates than prior to the passing of the Hathaway legislation. Distance education legislation has been passed to make sure all Wyoming students have access to the success curriculum which

enables them to take advantage of the Hathaway scholarship. Charter school rules and regulations have been updated to promote the increase in locally controlled highly effective and efficient schools.

Evidence for F(3):

W.S. § 21-13-301 et seq. State Financial Support

W.S. § 21-16-1307 Success Curriculum

W.S. § 21-16-1301 et seq. Hathaway Scholarship Program

W.S. § 21-13-330 Distance Education

## VII. 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*

The Hathaway Success Curriculum was created during the 2007 legislative session, instituted in 2008 and by 2011 will require four years of math and four years of science.

The University of Wyoming Science & Math Teaching Center through the Quantitative

Reasoning in Science, Technology, Engineering, and Mathematics Project (QR-STEM) Initiative targets high need Wyoming school districts to address critical math and science deficiencies. The partnership includes scientists and educators from the University of Wyoming, Central Wyoming Community College, Western Wyoming Community College, Northwest Community College, and the Teton Science School, providing expertise in place-based and field-based science generating quantitative reasoning tasks. The Wyoming Department of Education (WDE) has joined the Learning Exchange Resource Network (LEARN) Consortium, providing teachers and students across the state with access to the Digital LEARNing Library (DLL). Teachers and students in grades PreK-12 will have access to a growing collection of thousands of high-quality digital media resources, including videos, images, animations, simulations, and instructional games which have been developed to support concepts and learning experiences related to the STEM disciplines. Additional examples of Wyoming STEM activities can be found in Appendix P1, P. 244.

In partnership with WDE and LEAs, the UW QR-STEM initiative provides training for teachers and experiences for students around the state, inspiring students to take science and math classes and pursue careers in the STEM disciplines. The High School Summer Institute (HIS) is a three-week summer residential program designed to provide intellectually talented high school sophomores exciting educational experiences on the University of Wyoming Laramie campus to challenge imaginations, focus diverse disciplines on specific issues or problems, and integrate various individual talents into a larger perspective. The University of Wyoming Science Posse, a statewide initiative utilizing the skills of doctoral students with a passion for science, research and education, promotes STEM activities throughout the state. The NASA Space Grant Women in Science conferences are designed to allow young women in grades 7 through 12 to learn first-hand about careers in science, mathematics, and technology from accomplished professional women. By presenting positive role models in the science, mathematics, and technological fields, these programs encourage all students (especially young women and minorities) to pursue higher education and careers in mathematics and science.

**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*

Wyoming has a preschool system that has emerged over 40 years from local community needs to serve high risk groups of children. Birth through five-year-olds have received services through early intervention and Head Start in regional programs that reach every community in the state with comprehensive and collaborative services. Four of the largest regional programs combine services for children, under Part C, Part B Preschool and Head Start, within one agency. This unique combination of grassroots, community driven collaborations has allowed innovative programming to develop, including a preschool mental health system that provides training and support to providers in all communities. The local collaboration has a parallel process at the state level where intervention services are supported through a collaboration agreement among Department of Health, Department of Education and Head Start. This past year, the two state agencies have begun a monitoring process, focused monitoring, which looks at the processes underlying compliance to support system improvements through technical assistance to birth through 5 intervention services.

Technical Assistance for Needy Families (TANF) funds, in an agreement with Department of Family Services, are also used to supplement preschool services for children at 185% of the federal poverty level. WDE distributes these funds through a competitive grant process to diverse settings: public school preschools, Head Start, Early Intervention, and Child Care programs. Programs who receive funding must meet National Association for the Education of Young Children (NAEYC) accreditation standards, as well as the highest standards for teachers, curriculum, and student outcomes based on Wyoming Early Childhood Readiness Standards. For the past two years, over 500 children have benefited in the program by achieving 100% of the

measured outcomes for readiness. The TANF Preschool programs must use existing services and collaborate within communities to support family-centered practice. Because this TANF supplemental income supports existing programs, grantees have been able to retain and compensate degreed teachers. CLASS (University of Virginia's Classroom Assessment System) has also been integrated into TANF Preschool classroom practices with on-site mentor/coaches. This year, the Department is partnering with Head Start to support a Train the Trainers model for CLASS so that this coaching and mentoring tool can be integrated in programs across the state.

Head Start has been a key collaborator for Wyoming Department of Education and Wyoming's Early Childhood Readiness Standards are based on the Head Start Outcomes Framework. The Department is also leading the development of Birth to Three Early Learning Guidelines for Infant Toddlers with the Governor's Early Childhood Council. Catherine Scott-Little, University of North Carolina researcher on early learning guidelines, has been contracted by the Department to guide the process as well as study the alignment with the Wyoming preschool standards. These standards are aligned with K-2.

One of the most successful partnerships has been with researchers at the University of Wyoming who have been instrumental in developing a readiness assessment with preschool and kindergarten teachers that was implemented statewide in the fall of 2009 for all entering kindergarten children. This assessment, Instructional Foundations for Kindergarten (IF-K), has shown high validity and reliability in field tests, and comprises nine areas: Representation; Social Problem Solving; Relationships and Self Regulation; Language; Writing; Reading; Geometry and Algebra; Number and Operations and Scientific Thinking. The observational data provides immediate feedback to classroom teachers and forms the basis for transition planning by creating a common language that bridges developmental science with academic content. A parent component will be developed in 2010. Results will be mapped across the state by the Department to identify targeted technical assistance support and professional development for preschool through kindergarten to improve student performance and reduce the achievement gap for all students. The IF-K is also helping to identify underrepresented student populations such as dual language learners who are an emerging population.

The Department is also working with higher education to review course content for pre-service teachers from preschool through 3<sup>rd</sup> grade. Wyoming is one of the few states with a comprehensive professional development system leading to endorsements and certification in early childhood and/or early childhood special education. In the planning stages, the Department will also partner with the University in their development of a model early-learning lab school with a focus on evidence-based practice and teacher research across all domain areas with an emphasis on 21<sup>st</sup> Century literacies.

A new interagency group has been chartered to work across state agencies with early childhood programs in order to improve student outcomes and readiness across all programs. Department of Health, Department of Family Services, Department of Workforce Services, and Higher Education have met to discuss using a theory of action based on Baldrige Criteria. As the group develops interagency strategies and agreements, they will partner with the newly forming Wyoming Early Childhood Advisory Council and Kids First Partnership to develop higher standards and resources for communities. The importance of this parallel process at the local and state level will involve developing systems not only for improved outcomes for the child, but also linking services through networks for families and developing family leadership on policy councils and committees.

**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*

The utilization of data is important to everyone: parents, teachers, policymakers and administrators. The driving factor behind all data collection is the concept that the data are collected and analyzed, reports are produced, and decisions affecting student learning are made based on the accuracy of the data. Wyoming's current statewide longitudinal education data system must be enhanced to meet this demand. The long-term goal for the WDE's statewide longitudinal data system is a sustainable enterprise education information system. To achieve this, Wyoming needs to fully link longitudinal student records to the post-secondary institutions, standardize and update our data collection methodology, decrease the data-reporting burden to the local school districts, expand user access for data reporting and offer tools and training for all users. The WDE's proposed system will be the unified data source empowering an information culture focused on continuous improvement.

Wyoming seeks grant funds to produce five desired outcomes:

1. Creation of a longitudinal data store, operational data store, and reporting data mart derived from user needs. The data mart will emphasize ease of access and usability of the data held within the data store. This will increase the capacity of the WDE to distribute data, thereby further reinforcing the need for and value of the longitudinal data system.
2. Enhancement of the intrastate data collection and reporting mechanism. This enhancement will improve the speed and accuracy of data collections. Time burden to local school districts will be decreased and federal and public reporting will be more efficient. It will ensure security of access to data for research to improve student academic achievement and close achievement gaps.
3. Successful deployment of a statewide assessment data analytical tool. An assessment data analytical tool will generate information to support and justify teachers' educational decisions and will help document evidence of teaching effectiveness.
4. Linkage between the WDE PreK-12 data and postsecondary data sets. The ability to link records over time and between institutions improves the quality of information used to

make decisions affecting student learning. Transitions from one school to another must be analyzed to support the improvement and availability of educational services.

5. Successful deployment of a statewide early dropout prevention data analytical tool. The first step toward an effective dropout prevention strategy involves tracking and analyzing basic data on which students are showing early warning signs of dropping out. In-depth analysis at the individual level, as well as the community level will provide a complete picture of the challenges faced by today's students.

**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*

The WDE will partner with the University of Wyoming (UW), by developing a strategic plan to expand the linkages between Wyoming high school students and those attending UW. The WDE currently collects a minimal post-secondary student data set to meet the requirements of Wyoming's state merit scholarship, the Hathaway Scholarship Program. A successful grant would fund the University in partnership with the WDE and Wyoming community colleges in developing data capabilities to collect and analyze data on transfer students, scholarship students, non-scholarship students; in short, on all students. The proposed system, LDW19, will support the University of Wyoming strategic goals of providing longitudinal data to (1) analyze the

impact of student's PreK-12 course-taking patterns on success at the postsecondary level (2) verify dual and concurrent enrollment course taking patterns and verify the validity of student achievement associated with these courses; (3) connect student-level data for graduates with employment data at the state, regional and national level; and (4) emphasize the quality of teacher preparation programs at the University of Wyoming. Furthermore, a robust student longitudinal data system will allow research and assessment on students requiring remedial education at the post-secondary level, rigorously assess graduation, retention, and persistence rates specifically linked to demographic characteristics and early performance and course-taking patterns. This type of research and assessment is currently not possible with existing data systems.

The existing data warehouse, DW3, contains teacher certification information allowing for verification of teaching assignments. The WDE collects detailed staffing assignment data for all staff employed in Wyoming school districts. Reported teacher assignment data includes specific subject area and low and high grades taught. Data sets are collected for all classes, by school, taught by each Wyoming teacher. Wyoming's Professional Teaching Standards Board (PTSB) is the agency that oversees teacher licensure in Wyoming. PTSB issues teaching licenses and determines highly qualified status for existing and prospective teachers. To determine if Wyoming teachers are properly certified and highly qualified, the WDE uses a cumbersome process. The WDE staffing data sets and PTSB licensure and highly qualified status data sets are linked via social security number for each teaching assignment reported to the WDE. A cross-reference table, linking combinations of assignment subject area and low and high grades taught with combinations of PTSB license subject area, low and high grades allowed to be taught, and effective and expiration dates, is used to validate the existence of proper teaching credentials for each teaching assignment, and to identify where proper credentials appear not to be in place. The WDE staff responsible for ensuring that Wyoming meets all federal highly qualified teacher requirements, state teacher licensure requirements, and data collection and reporting requirements work closely with PTSB staff in the coordination of all policy and administrative details needed to meet our collective responsibilities.

With this grant the WDE will be able to streamline processes. Building a statewide longitudinal data system for the 7 Wyoming community colleges and defining the link to the University of

Wyoming's data sets will enhance LDW19 to include linkages to teacher preparation programs. By enabling a comprehensive PreK-20 system, and tracking individuals with a comprehensive unique ID, the LEARN architecture will facilitate the connection of teacher information to complete the feedback loop for higher education teacher preparation programs to connect teacher preparation and student learning.

The WDE, Wyoming Community College Commission and University of Wyoming will collaborate in these ways:

1. Developing a common data-sharing system for Wyoming's PreK-12 school systems, the community colleges, and the university, to promote more seamless student transitions among these institutions and to help assess students' readiness and success as students undertake these transitions;
2. Assessing the effectiveness of the statewide Hathaway Scholarship Program Success Curriculum in promoting student preparation, participation and achievement in post-secondary education; and
3. Further developing a database on workforce placement.

**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*

Wyoming is a local control state. In each of the 48 districts a Superintendent and locally elected school board manages district operations. This management includes: staff recruitment and selection; district and school calendar and daily schedules; foundation funding distribution; awarding credit to students based on performance and Carnegie unit seat time; continuum of learning supports for at-risk; conducting annual climate and culture surveying and reporting; and programs aimed at engaging families and partners in the operations of public education.

The Wyoming Legislature and state board of education have created rules and regulations and legislation that provide the opportunities for innovation for local education associations/ districts. Within state law, certified staff are required to be licensed, and formally evaluated based upon certain requirements. The districts are allowed the opportunity to construct, recruit, hire, induct, supervise, and evaluate, based upon locally approved protocols and frameworks.

Minimum annual day and time requirements are established in rules and regulations and law; however, districts may seek waivers from the state board to implement a modified calendar and daily schedule. Currently seventeen (17) districts have waivers to operate alternative calendars and schedules.

The legislature has a legally approved funding model for all districts. The Wyoming Foundation Funding Model is designed to fund all districts adequately and equitably. The funding is sent to the districts and districts may utilize 70% of their funds based upon locally driven strategic needs.

Currently by law, districts may allow students to test out of courses in order to obtain Carnegie unit credits for graduation. In addition, students may use a variety of approved distance education offerings and higher education concurrent and dual enrollment courses to meet high school graduation requirements.

The Wyoming Legislature is in the process of passing legislation that would require all districts to establish quality, continuum of learning supports for all students, in all schools. This requirement will require districts to work with community partners to offer wrap-around services in all communities.

Currently there is a requirement in the Wyoming State Board of Education's district accreditation rules and regulations that require districts to conduct regular, climate and satisfaction surveying of students, staff and community members.

As part of the district accreditation by the State Board, all districts must demonstrate effective communications and parent and community engagement strategies.

## **VIII. BUDGET**

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

Applicants should use their budgets and budget narratives to provide a detailed description of how they plan to use their Federal grant funds, and how they plan to leverage other Federal (*e.g.* School Improvement Grant, Statewide Longitudinal Data Systems grant, Teacher Incentive Fund grant, Title I), State, and local funds to achieve their reform goals. The budget narrative should be of sufficient scope and detail for the Department to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See [www.whitehouse.gov/omb/circulars](http://www.whitehouse.gov/omb/circulars)).

For the purpose of the budget, we expect that the State will link its proposed reform plans to projects that the State believes are necessary in order to implement its plans. Providing additional budget detail through a project-level table and narrative will allow the State to specifically describe how its budget aligns with its reform plans in all four areas and how its budget supports the achievement of the State's goals. Some projects might address one Reform Plan Criterion, while others might address several similarly-focused criteria as one group. For example, the State might choose to have one "management project" focused on criterion (A)(2), Building Strong Statewide Capacity. It might have another "human capital project" that addresses criteria (D)(2) through (D)(5) in the Great Teachers and Leaders section.

To support the budgeting process, the following forms and instructions are included:

1. **Budget Summary**
  - a. **Budget Summary Table**. This is the cover sheet for the budget. States should complete this table as the final step in their budgeting process, and include this table as the first page of the State's budget. (See Budget Part I: Budget Summary Table.)
  - b. **Budget Summary Narrative**. A budget narrative that accompanies the Budget Summary Table should provide an overview of the projects that the State has included in its budget. The State should also describe how other Federal, State, and local funds will be leveraged to further support Race to the Top education reform plans. (See Budget Part I: Budget Summary Narrative.)
2. **Project-Level Detail**. This is the supporting, project-level detail required as back-up to the budget summary. For each project that the State is proposing in order to implement the plans described in its application, the State should complete the following:
  - a. **Project-Level Budget Table**. This is the budget for each project, by budget category and for each year for which funding is requested. (See Budget Part II: Project-Level Budget Table.)
  - b. **Project-Level Budget Narrative**. This is the narrative and backup detail associated with each budget category in the Project-Level Budget. (See Budget Part II: Project-Level Budget Narrative.)

### Budget Part I: Budget Summary Table

**Instructions:**

In the Budget Summary Table, the State should include the budget totals for each budget category and each year of the grant. These line items are derived by adding together the line items from each of the Project-Level Budget Tables.

| <b>Budget Part I: Summary Budget Table</b><br>(Evidence for selection criterion (A)(2)(i)(d))   |                   |                   |                   |                   |                    |
|---|-------------------|-------------------|-------------------|-------------------|--------------------|
| Budget Categories   | Project Year 1    | Project Year 2    | Project Year 3    | Project Year 4    | Total              |
| 1. Personnel  | 177,652           | 182,961           | 188,450           | 194,103           | 743,166            |
| 2. Fringe Benefits  | 53,296            | 54,889            | 56,535            | 58,231            | 222,951            |
| 3. Travel   | 2,208,150         | 2,208,150         | 864,150           | 878,150           | 6,158,600          |
| 4. Equipment  | 43,500            | 6,000             | 6,000             | 6,000             | 61,500             |
| 5. Supplies   | 542,000           | 567,000           | 567,000           | 567,000           | 2,243,000          |
| 6. Contractual  | 20,772,420        | 13,982,625        | 11,914,638        | 12,247,741        | 58,917,424         |
| 7. Training Stipends  | 1,032,000         | 1,032,000         | 1,032,000         | 1,032,000         | 4,128,000          |
| 8. Other  | 500,000           | 0                 | 0                 | 0                 | 500,000            |
| 9. Total Direct Costs (lines 1-8)   | <b>25,329,018</b> | <b>18,033,625</b> | <b>14,628,773</b> | <b>14,983,225</b> | <b>72,974,641</b>  |
| 10. Indirect Costs*   | 1,849,018         | 1,316,455         | 1,067,900         | 1,093,775         | 5,327,149          |
| 11. Funding for Involved LEAs   | 0                 | 0                 | 0                 | 0                 | 0                  |
| 12. Supplemental Funding for Participating LEAs   | 388,800           | 388,800           | 388,800           | 388,800           | 1,555,200          |
| 13. Total Costs (lines 9-12)  | <b>27,566,836</b> | <b>19,738,880</b> | <b>16,085,473</b> | <b>16,465,800</b> | <b>79,856,989</b>  |
| 14. Funding Subgranted to Participating LEAs (50% of Total Grant)   | 27,566,836        | 19,738,880        | 16,085,473        | 16,465,800        | 79,856,989         |
| 15. Total Budget (lines 13-14)  | <b>55,133,673</b> | <b>39,477,759</b> | <b>32,170,946</b> | <b>32,931,601</b> | <b>159,713,979</b> |
| <p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.<br/>           Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.<br/>           Column (e): Show the total amount requested for all project years.<br/>           *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.<br/>           Note that indirect costs are not allocated to lines 11-12.</p> |                   |                   |                   |                   |                    |

## **BUDGET PART I: BUDGET SUMMARY NARRATIVE**

### **Instructions:**

Describe, in an Appendix, the overall structure of the State's budget for a Race to the Top grant, including the list of projects for which there is a project-level budget, and a rationale for how these will be organized and managed.

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.

The State must include, on Line 14 of the Budget Summary Table, the amount of funding to be subgranted to its participating LEAs based on their relative shares of funding under Part A of Title I of the ESEA for the most recent year (that is, FY 2009), as required under section 14006(c) of the ARRA. States are not required to provide budgets for how the participating LEAs would use their funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that participating LEAs spend these funds in accordance with the State's plan and the scope of work described in the agreement between the State and the participating LEA.

Please see the Budget Summary Narrative in Appendix BUD1, PP. 244-247.

## Budget Part II: Project-Level Budget Table

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

| <b>Budget Part II: Project-Level Budget Table</b> |                       |                       |                       |                       |                  |
|---|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| Project Name: Race to the Top Oversight           |                       |                       |                       |                       |                  |
| Associated with Criteria: Section (A)             |                       |                       |                       |                       |                  |
| (Evidence for selection criterion (A)(2)(i)(d))   |                       |                       |                       |                       |                  |
| Budget Categories                                 | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Total<br>(e)     |
| 1. Personnel                                      | 177,652               | 182,961               | 188,450               | 194,103               | 743,166          |
| 2. Fringe Benefits                                | 53,296                | 54,889                | 56,535                | 58,231                | 222,951          |
| 3. Travel   | 40,600                | 40,600                | 40,600                | 40,600                | 162,400          |
| 4. Equipment                                      | 8,700                 | 1,200                 | 1,200                 | 1,200                 | 12,300           |
| 5. Supplies                                       | 9,000                 | 9,000                 | 9,000                 | 9,000                 | 36,000           |
| 6. Contractual                                    | 97,500                | 100,425               | 103,438               | 106,541               | 407,904          |
| 7. Training Stipends                              | 0                     | 0                     | 0                     | 0                     | 0                |
| 8. Other  | 0                     | 0                     | 0                     | 0                     | 0                |
| 9. Total Direct Costs (lines 1-8)                 | <b>386,748</b>        | <b>389,075</b>        | <b>399,223</b>        | <b>409,675</b>        | <b>1,584,721</b> |
| 10. Indirect Costs*                               | 28,233                | 28,402                | 29,143                | 29,906                | 115,685          |
| 11. Funding for Involved LEAs                     | 0                     | 0                     | 0                     | 0                     | 0                |
| 12. Supplemental Funding for Participating LEAs   | 0                     | 0                     | 0                     | 0                     | 0                |
| 13. Total Costs (lines 9-12)                      | <b>414,981</b>        | <b>417,477</b>        | <b>428,366</b>        | <b>439,581</b>        | <b>1,700,405</b> |

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

**BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: Race to the Top Oversight**

**Associated with Criteria: Section (A)**

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

WDE employee salary estimates are based on current average salaries for State of Wyoming staff. Salary increases of 3% per year (cost of living) are applied to salaries.

|   | <b>%<br/>FTE</b> | <b>Project<br/>Year 1<br/>(a)</b> | <b>Project<br/>Year 2<br/>(b)</b> | <b>Project<br/>Year 3<br/>(c)</b> | <b>Project<br/>Year 4<br/>(d)</b> | <b>Total<br/>(e)</b> |
|---|------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------|
| <b>Program Director</b> - The employee hired for this position will be expected to have expertise developing and implementing programs. The successful candidate is expected to assess needs and ensure program objectives are met. The successful candidate will coordinate activities of program committees and/or other groups to plan procedures and set expectations. This position will report out to the State Superintendent of Public Instruction and Deputy State Superintendent of Public Instruction. | 100%             | 88,000                            | 90,640                            | 93,360                            | 96,160                            | <b>368,160</b>       |
| <b>Senior Accounting Analyst</b> - The employee hired for this position will be expected to have expertise monitoring expenditures, producing reports, and implementing controls. The successful candidate will be expected to insure adequate internal controls, manual and automated system documentation and work flow process and procedures are in place to provide timely and accurate information. This position will report to the Program Director.  | 100%             | 57,432                            | 59,155                            | 60,930                            | 62,758                            | <b>240,275</b>       |

|   |      |                |                |                |                |                |
|---|------|----------------|----------------|----------------|----------------|----------------|
| <b>Administrative Assistant</b> - The employee hired for this position will be expected to have expertise in providing administrative support. The successful candidate will provide administrative, program, technical, budget, clerical, and office support. This position will report to the Senior Accounting Analyst and Program Director. | 100% | 32,220         | 33,166         | 34,160         | 35,185         | <b>134,731</b> |
| <b>TOTAL PERSONNEL</b>  |      | <b>177,652</b> | <b>182,961</b> | <b>188,450</b> | <b>194,103</b> | <b>743,166</b> |

## 2) Fringe Benefits

The fringe benefit percentages for all personnel in the project is 30%, the current WDE standard percentage

|                              | <b>Project<br/>Year 1<br/>(a)</b> | <b>Project<br/>Year 2<br/>(b)</b> | <b>Project<br/>Year 3<br/>(c)</b> | <b>Project<br/>Year 4<br/>(d)</b> | <b>Total<br/>(e)</b> |
|------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------|
| Program Director             | 26,400                            | 27,192                            | 28,008                            | 28,848                            | <b>110,448</b>       |
| Senior Accounting Analyst    | 17,230                            | 17,747                            | 18,279                            | 18,827                            | <b>72,083</b>        |
| Administrative Assistant     | 9,666                             | 9,950                             | 10,248                            | 10,556                            | <b>40,420</b>        |
| <b>TOTAL FRINGE BENEFITS</b> | <b>53,296</b>                     | <b>54,889</b>                     | <b>56,535</b>                     | <b>58,231</b>                     | <b>222,951</b>       |

## 3) Travel

Travel expenses include the average mile reimbursements, which would also cover airline of \$200 each, in addition to an amount of per diem of \$50; for meetings more than 1 day, \$100 per hotel night

| <b>Purpose</b>   | <b># of Trips</b> | <b>\$ per Trip</b> | <b>Total</b>   |
|--|-------------------|--------------------|----------------|
| Federal Race to the Top Meetings average 2 per year for 2 people ( 3 days) | 16                | 850                | <b>13,600</b>  |
| In-state meetings average 1 per month for 2 people (2 days)                | 96                | 600                | <b>57,600</b>  |
| <b>TOTAL TRAVEL</b>  | <b>112</b>        | <b>1,450</b>       | <b>162,400</b> |

## 4) Equipment

Consistent with WDE policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.

| <b>Item</b>  | <b>Cost</b>         | <b>Description</b>  | <b>Total</b> |
|--|---------------------|---|--------------|
| Laptop computers will be needed to expand our current office and supply the needs of 3 new employees | 2,500 one-time cost | Laptops including monitors and docking station per person | <b>7,500</b> |

|  |                |   |               |
|--|----------------|---|---------------|
| Cell phones and use package for 1 new employee | 1,200 per year | Cell phones and cost of cell phone packages | <b>4,800</b>  |
| <b>TOTAL EQUIPMENT</b>                         |                |   | <b>12,300</b> |

**5) Supplies**

Basis for cost estimates are average annual per staff costs over the past 2 years

| Item   | Cost           | Description                              | Total         |
|--|----------------|--|---------------|
| Office supplies for 3 new employees over 4 years | 3,000 per year | Office supplies including printing costs | <b>36,000</b> |

**6) Contractual**

| Purpose                            | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e)      |
|------------------------------------|--------------------|--------------------|--------------------|--------------------|----------------|
| <i>LEA Program Liaison</i>         |                    |                    |                    |                    |                |
| Contracted WDE/LEA program liaison | 97,500             | 100,425            | 103,438            | 106,541            | <b>407,904</b> |

**7) Training Stipends**

N/A

**8) Other**

N/A

**9) Total Direct Costs**

|                    | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e)        |
|--------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| Total Direct Costs | 386,748            | 389,075            | 399,223            | 409,675            | <b>1,584,721</b> |

**10) Indirect Costs**

|                                   | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e)      |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|----------------|
| Indirect Costs calculated at 7.3% | 28,233             | 28,402             | 29,143             | 29,906             | <b>115,685</b> |

**11) Funding for Involved LEAs**

N/A

**12) Supplemental Funding for Participating LEAs**

N/A

**13) Total Costs**

|             | <b>Project<br/>Year 1<br/>(a)</b> | <b>Project<br/>Year 2<br/>(b)</b> | <b>Project<br/>Year 3<br/>(c)</b> | <b>Project<br/>Year 4<br/>(d)</b> | <b>Total<br/>(e)</b> |
|-------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------|
| Grand Total | 414,981                           | 417,477                           | 428,366                           | 439,581                           | <b>1,700,405</b>     |

## Budget Part II: Project-Level Budget Table

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

| <b>Budget Part II: Project-Level Budget Table</b>   |                               |                               |                               |                               |                      |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|----------------------|
| <b>Project Name:</b> Transition to Enhanced Standards and High-quality Assessments  |                               |                               |                               |                               |                      |
| <b>Associated with Criteria:</b> (B)(1), (B)(2), (B)(3)   |                               |                               |                               |                               |                      |
| <b>(Evidence for selection criterion (A)(2)(i)(d))</b>  |                               |                               |                               |                               |                      |
| <b>Budget Categories</b>  | <b>Project Year 1<br/>(a)</b> | <b>Project Year 2<br/>(b)</b> | <b>Project Year 3<br/>(c)</b> | <b>Project Year 4<br/>(d)</b> | <b>Total<br/>(e)</b> |
| 1. Personnel  | 0                             | 0                             | 0                             | 0                             | 0                    |
| 2. Fringe Benefits  | 0                             | 0                             | 0                             | 0                             | 0                    |
| 3. Travel   | 1,997,800                     | 1,997,800                     | 653,800                       | 653,800                       | 5,303,200            |
| 4. Equipment  | 19,900                        | 2,400                         | 2,400                         | 2,400                         | 27,100               |
| 5. Supplies   | 249,000                       | 249,000                       | 249,000                       | 249,000                       | 996,000              |
| 6. Contractual  | 9,005,700                     | 9,005,700                     | 7,289,700                     | 7,289,700                     | 32,590,800           |
| 7. Training Stipends  | 0                             | 0                             | 0                             | 0                             | 0                    |
| 8. Other  | 0                             | 0                             | 0                             | 0                             | 0                    |
| 9. Total Direct Costs (lines 1-8)   | <b>11,272,400</b>             | <b>11,254,900</b>             | <b>8,194,900</b>              | <b>8,194,900</b>              | <b>38,917,100</b>    |
| 10. Indirect Costs*   | 822,885                       | 821,608                       | 598,228                       | 598,228                       | 2,840,948            |
| 11. Funding for Involved LEAs   | 0                             | 0                             | 0                             | 0                             | 0                    |
| 12. Supplemental Funding for Participating LEAs   | 129,600                       | 129,600                       | 129,600                       | 129,600                       | 518,400              |
| 13. Total Costs (lines 9-12)  | <b>12,224,885</b>             | <b>12,206,108</b>             | <b>8,922,728</b>              | <b>8,922,728</b>              | <b>42,276,448</b>    |
| <p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.<br/>           Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.<br/>           Column (e): Show the total amount requested for all project years.<br/>           *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.<br/>           Note that indirect costs are not allocated to lines 11-12.</p> |                               |                               |                               |                               |                      |

**BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: Transition to Enhanced Standards and High-quality Assessments**

**Associated with Criteria: (B)(1), (B)(2), (B)(3)**

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

N/A

**2) Fringe Benefits**

N/A

**3) Travel**

Travel expenses include the average mile reimbursements, which would also cover airline of \$200 each, in addition to an amount of per diem of \$50; for meetings more than 1 day, \$100 per hotel night

| Description   | # of Trips | \$ per Trip | Total per Year   |
|---|------------|-------------|------------------|
| Out of state travel for 7 WDE Project Staff to attend RttT meetings 10 days each, 3 round trip flights each; hotel \$120, flight \$400, per diem \$50 | 70         | 290         | <b>20,300</b>    |
| In state travel for 7 WDE RttT Project Staff; 20 days each, 10 hotel nights   | 140        | 350         | <b>49,000</b>    |
| Travel to Biannual RttT WDE/LEA Partnership meeting - 1 day, 48 districts, 3 people each, 3 WDE RttT Project Staff                                    | 294        | 350         | <b>102,900</b>   |
| Travel for teachers to attend Professional Development for Activities (2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4) <b>for years 1 and 2</b>                    | 3,840      | 350         | <b>1,344,000</b> |
| Travel for teachers to attend Professional Development for Activities (1.3, 1.4, 2.7, 2.8)  | 1,376      | 350         | <b>481,600</b>   |
| <b>Total Year 1</b>   |            |             | <b>1,997,800</b> |
| <b>Total Year 2</b>   |            |             | <b>1,997,800</b> |
| <b>Total Year 3</b>   |            |             | <b>653,800</b>   |
| <b>Total Year 4</b>   |            |             | <b>653,800</b>   |
| <b>TOTAL TRAVEL</b>   |            |             | <b>5,303,200</b> |

**4) Equipment**

Consistent with WDE policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.

| Item  | Cost                            | Description   | Total         |
|---|---------------------------------|---|---------------|
| Laptop computers: Seven (7) laptop computers will be needed to expand our current office and supply the needs of 7 new employees. | 2,500 per unit (one time costs) | Laptops including monitors and docking stations                 | <b>17,500</b> |
| Cell phones and use package for 2 new employees   | 1,200 per year                  | Cell phones and cost of cell phone packages per person per year | <b>9,600</b>  |
| <b>TOTAL EQUIPMENT</b>  |                                 |   | <b>27,100</b> |

### 5) Supplies

Basis for cost estimates are average annual per staff costs over the past 2 years

| Item   | Cost   | Description                      | Total per Year | Total          |
|--|--------|----------------------------------|----------------|----------------|
| Office Supplies (WDE)                        | 9,000  | Office supplies and printing     | 9,000          | <b>36,000</b>  |
| Instructional Materials (LEA) - Activity 2.4 | 10,000 | 48 districts x \$5,000 x 4 years | 240,000        | <b>960,000</b> |
| <b>TOTAL SUPPLIES</b>                        |        |                                  | <b>249,000</b> | <b>996,000</b> |

### 6) Contractual

| Purpose   | Description  | Cost                        | Total          |
|---|--|-----------------------------|----------------|
| WDE Activities 1.1-1.6. <b>RTTT Standards and Assessment (S&amp;A) Project Director</b> - Reports to the Director of the Standards and Assessment Unit. | Responsible for overall leadership and management of the RTTT Standards and Assessment Project.  | 100% FTE; \$97,500 per year | <b>390,000</b> |
| WDE Activities 1.1-1.6. <b>RTTT S&amp;A Project Evaluator</b> - Reports directly to the RTTT Standards and Assessment Project Director.                 | Responsible for evaluation of all activities within the RTTT Standards and Assessment Project as well as monitoring both WDE and LEA Activities. | 100% FTE; \$97,500 per year | <b>390,000</b> |

|  |   |                                    |                       |
|--|---|------------------------------------|-----------------------|
| <p>WDE Activity 1.6. <b>RTTT S&amp;A Project Consultant</b> - Reports directly to the RTTT Standards and Assessment Project Director.</p>                            | <p>Responsible for developing websites, Fusion sites, videos, documents, in support of WDE RTTT Standards and Assessment projects.</p>  | <p>100% FTE; \$78,000 per year</p> | <p><b>312,000</b></p> |
| <p>WDE Activities 1.1-1.6 <b>RTTT S&amp;A Standards Consultant</b> - Reports directly to the RTTT Standards and Assessment Project Director.</p>                     | <p>Responsible for development and revision of Alternate Standards, documents linking the new Standards with WIDA ELP Standards, revision of Early Childhood Readiness standards, liaison and communication with post-secondary academic and technical schools about alignment of exit criteria with entrance requirements, alignment of curriculum, instruction, and assessment practices with post-secondary, liaison and communication with LEAs around LEA graduation requirements.</p> | <p>100% FTE; \$78,000 per year</p> | <p><b>312,000</b></p> |
| <p>WDE Activities 1.1, 1.2, 1.6 <b>RTTT S&amp;A Instructional Materials Consultant</b> – Reports directly to the RTTT Standards and Assessment Project Director.</p> | <p>Responsible for the implementation of Common Core instructional materials, development of a clearinghouse of high-quality instructional materials aligned to the Standards, working with LEAs to develop high-quality instructional materials aligned to the Standards.</p>  | <p>100% FTE; \$78,000 per year</p> | <p><b>312,000</b></p> |

|   |  |  |                  |
|---|--|--|------------------|
| WDE Activities 1.1, 1.2, 1.3, 1.4. <b>RTTT S&amp;A District Assessment Consultant</b> – Reports directly to the RTTT Standards and Assessment Project Director.   | Responsible for working with LEAs to develop summative, interim, formative assessments in districts, and improve district assessment systems and BOE assessment systems.   | 100% FTE; \$78,000 per year                            | <b>312,000</b>   |
| WDE Activities 1.1, 1.2, 1.3, 1.4, 1.5. <b>RTTT S&amp;A Professional Development Consultant</b> - Reports directly to the RTTT Standards and Assessment Project Director  | Responsible for develop a Professional Development clearinghouse to support LEAs in identifying effective professional development contracts, developing WDE statewide professional development to support the transition to new Standards and enhanced assessments, developing the Instructional Facilitator academy. | 100% FTE; \$78,000 per year                            | <b>312,000</b>   |
| LEA Activities 1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.7, 3.8, 4.5, 4.6, 4.7, 4.8. <b>RTTT Project Directors for each Participating LEA</b> - The LEA Project Director will report to the LEA Superintendent or LEA Curriculum Director. | Responsible for overall leadership and management of the RTTT Standards and Assessment Project within the LEA.   | 48 LEAs at 50% FTE; \$78,000 per year                  | <b>7,488,000</b> |
| LEA Activities 2.3, 2.5, 2.6<br>Teacher Stipends  | 48 LEAs x 10 days (5% FTE) x 10 teachers for <b>2 years</b>  | 48 LEAs, 10 teachers each at 5% FTE; \$71,500 per year | <b>3,432,000</b> |

|  |  |  |                   |
|--|--|--|-------------------|
| WDE Activity 2.7 Teacher Stipends                              | 10 days (5% FTE) x 40 teachers for 4 years               | 40 teachers at 5% FTE; \$71,500 per year                 | <b>572,000</b>    |
| WDE Activity 2.8 Teacher Stipends                              | 10 days (5% FTE) x 40 teachers for 4 years               | 40 teachers at 5% FTE; \$71,500 per year                 | <b>572,000</b>    |
| LEA Activities 3.1, 3.2, 3.3, 3.4 Teacher Stipends             | 48 LEAs x 10 days (5% FTE) x 20 teachers for 4 years     | 48 LEAs, 20 teachers each at 5% FTE; \$71,500 per year   | <b>13,728,000</b> |
| LEA Activity 1.3, 1.4 Teacher Stipends                         | 48 LEAs x 3 teachers x 4 days (1.25% FTE) for 4 years    | 48 LEAs, 3 teachers each at 1.25% FTE; \$71,500 per year | <b>514,800</b>    |
| WDE Activity 2.7   | 20 days x \$1,000 per day for 4 year                     | 20,000   | <b>80,000</b>     |
| WDE Activity 2.8   | 120 days x \$1,000 per day for 4 year                    | 120,000  | <b>480,000</b>    |
| LEA Activities 3.1, 3.2 - Professional development contractors | 48 districts x 10 days x \$1,000 per day each of 4 years | 480,000  | <b>1,920,000</b>  |
| LEA Activity 3.3 - Profession development contractors          | 48 districts x 5 days x \$1,000 per day for 4 years      | 240,000  | <b>960,000</b>    |

|   |   |                          |                   |
|---|---|--------------------------|-------------------|
| LEA Activity 3.4 - Professional development contractors | 48 districts x 2 days x \$1,000 per day for 4 years | 96,000                   | <b>384,000</b>    |
| WDE Activity 3.6 - Profession development contractors   | 10 days x \$1,000 per day for 4 years               | 10,000                   | <b>40,000</b>     |
| WDE Activity 3.7 - Professional development contractors | 10 days x \$1,000 per day for 4 years               | 10,000                   | <b>40,000</b>     |
| WDE Activity 3.8 - Professional development contractors | 10 days x \$1,000 per day for 4 years               | 10,000                   | <b>40,000</b>     |
|   |   | <b>Total Year 1</b>      | <b>9,005,700</b>  |
|   |   | <b>Total Year 2</b>      | <b>9,005,700</b>  |
|   |   | <b>Total Year 3</b>      | <b>7,289,700</b>  |
|   |   | <b>Total Year 4</b>      | <b>7,289,700</b>  |
|   |   | <b>TOTAL CONTRACTUAL</b> | <b>32,590,800</b> |

**7) Training Stipends**

N/A

**8) Other**

N/A

**9) Total Direct Costs**

|                    | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b>  |
|--------------------|---------------------------|---------------------------|---------------------------|---------------------------|-------------------|
| Total Direct Costs | 11,272,400                | 11,254,900                | 8,194,900                 | 8,194,900                 | <b>38,917,100</b> |

**10) Indirect Costs**

|                                   | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|-----------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| Indirect Costs calculated at 7.3% | 822,885                   | 821,608                   | 598,228                   | 598,228                   | <b>2,840,948</b> |

**11) Funding for Involved LEAs**

N/A

**12) Supplemental Funding for Participating LEAs**

| <b>Activity</b>   | <b>Purpose</b>  | <b>Cost</b>   | <b># LEAs involved</b> | <b>Total per Year</b> |
|---|---|---|------------------------|-----------------------|
| WDE Activities 3.2, 3.6 Stipends for teachers to participate in statewide professional development during summers 2011-2014 | Implementing new standards  | \$150 per teacher x 480 teachers (across all involved LEAs)   | 48                     | 72,000                |
| WDE Activity 3.7 Stipends for Instructional Facilitator Academy   | Improving district capacity to align new standards, curriculum and assessment | \$200 per Instructional Facilitator x 6 Instructional Facilitators per LEA (across all involved LEAs) each of 4 years | 48                     | 57,600                |
| <b>TOTAL FOR PARTICIPATING LEAS</b>   |   |   |                        | <b>129,600</b>        |

**13) Total Costs**

|             | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b>  |
|-------------|---------------------------|---------------------------|---------------------------|---------------------------|-------------------|
| Grand Total | 12,224,885                | 12,206,108                | 8,922,728                 | 8,922,728                 | <b>42,276,448</b> |

## Budget Part II: Project-Level Budget Table

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

| <b>Budget Part II: Project-Level Budget Table</b>                                    |                               |                               |                               |                               |                      |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|----------------------|
| <b>Project Name:</b> Next-Generation Enterprise Education Information System (LDW19) |                               |                               |                               |                               |                      |
| <b>Associated with Criteria:</b> Section (C)(2) and (C)(3)                           |                               |                               |                               |                               |                      |
| <b>(Evidence for selection criterion (A)(2)(i)(d))</b>                               |                               |                               |                               |                               |                      |
| <b>Budget Categories</b>   | <b>Project Year 1<br/>(a)</b> | <b>Project Year 2<br/>(b)</b> | <b>Project Year 3<br/>(c)</b> | <b>Project Year 4<br/>(d)</b> | <b>Total<br/>(e)</b> |
| 1. Personnel   | 0                             | 0                             | 0                             | 0                             | 0                    |
| 2. Fringe Benefits   | 0                             | 0                             | 0                             | 0                             | 0                    |
| 3. Travel  | 0                             | 0                             | 0                             | 0                             | 0                    |
| 4. Equipment   | 0                             | 0                             | 0                             | 0                             | 0                    |
| 5. Supplies  | 0                             | 0                             | 0                             | 0                             | 0                    |
| 6. Contractual   | 5,495,000                     | 2,221,000                     | 2,001,000                     | 1,851,000                     | <b>11,568,000</b>    |
| 7. Training Stipends   | 0                             | 0                             | 0                             | 0                             | 0                    |
| 8. Other   | 0                             | 0                             | 0                             | 0                             | 0                    |
| 9. Total Direct Costs (lines 1-8)  | <b>5,495,000</b>              | <b>2,221,000</b>              | <b>2,001,000</b>              | <b>1,851,000</b>              | <b>11,568,000</b>    |
| 10. Indirect Costs*  | 401,135                       | 162,133                       | 146,073                       | 135,123                       | <b>844,464</b>       |
| 11. Funding for Involved LEAs  | 0                             | 0                             | 0                             | 0                             | 0                    |
| 12. Supplemental Funding for Participating LEAs                                      | 0                             | 0                             | 0                             | 0                             | 0                    |
| 13. Total Costs (lines 9-12)   | <b>5,896,135</b>              | <b>2,383,133</b>              | <b>2,147,073</b>              | <b>1,986,123</b>              | <b>12,412,464</b>    |

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

## **BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: Next-Generation Enterprise Education Information System (LDW19)**

**Associated with Criteria: Section (C)(2) and (C)(3)**

### **Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

The Wyoming Department of Education is requesting \$11,822,314 in foundational grant funding to support the contract and implementation costs to develop and deploy the LDW19 project. Most of the work will be done by system integration and specialty vendors to meet the functional, technical, and business requirements of the system.

The \$11,822,314 cost represents the four-year amount based on the requirements and the work breakdown structure (WBS) that the WDE have generated. The plan and the budget were generated based on several factors: the costs and timelines we have experienced in the WISE Data System project over the last five years; estimates of the hardware and software costs based on the past and our current projections for this project; utilizing the loaded rates of the consultants we have been using and projecting that out over the next three years, including travel, per diem, and materials; and interviews we conducted with various vendors to estimate costs for new work.

The WDE feels confident in our estimations based on this work. The table below breaks down the project into outcomes, sub-outcomes and years. Further detail is available upon request.

### **1) Personnel**

N/A

### **2) Fringe Benefits**

N/A

### **3) Travel**

N/A

### **4) Equipment**

N/A

### **5) Supplies**

N/A

### **6) Contractual**

| <b>Purpose</b>  | <b>Project<br/>Year 1<br/>(a)</b> | <b>Project<br/>Year 2<br/>(b)</b> | <b>Project<br/>Year 3<br/>(c)</b> | <b>Project<br/>Year 4<br/>(d)</b> | <b>Total<br/>(e)</b> |
|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------|
| <b><i>Project Management</i></b>  |                                   |                                   |                                   |                                   |                      |
| Contracted certified lead project management to manage the overall project (100% Time)  | 140,000                           | 140,000                           | 140,000                           | 140,000                           | <b>560,000</b>       |
| Contracted assistant certified project management to assist in the management of the overall project (100% Time)                | 110,000                           | 110,000                           | 110,000                           | 110,000                           | <b>440,000</b>       |
| Contracted business analyst to collect and define requirements (100% Time)  | 95,000                            | 95,000                            | 95,000                            | 95,000                            | <b>380,000</b>       |
| <b>SUBTOTAL</b>   | <b>345,000</b>                    | <b>345,000</b>                    | <b>345,000</b>                    | <b>345,000</b>                    | <b>1,380,000</b>     |
| <b><i>(C)(2) Goal #1: LDW19/Statewide Data Warehouse Model/LEARN Consortium</i></b>   |                                   |                                   |                                   |                                   |                      |
| Implementation of LDW19 data stores   | 300,000                           | 250,000                           | 150,000                           | 100,000                           | <b>800,000</b>       |
| LEARN Core Membership - State Data Fortress, Linkage, Federal Reporting Module, Secure Research Interface, 3rd Party Interfaces | 750,000                           | 291,000                           | 291,000                           | 291,000                           | <b>1,623,000</b>     |
| LEARN Student Backpack (requires core) - Classroom Manager Module, Student/Teacher View, Dropout/Graduate Tracking              | 600,000                           | 195,000                           | 195,000                           | 195,000                           | <b>1,185,000</b>     |
| LEARN Growth Model (requires core and student backpack) - Colorado Growth Model Module  | 500,000                           | 60,000                            | 60,000                            | 60,000                            | <b>680,000</b>       |
| LEARN Digital Learning Library (requires core and student backpack) - Learning Resource Exchange, Instruction Center Module     | 400,000                           | 130,000                           | 130,000                           | 130,000                           | <b>790,000</b>       |
| <b>SUBTOTAL</b>   | <b>2,550,000</b>                  | <b>926,000</b>                    | <b>826,000</b>                    | <b>776,000</b>                    | <b>5,078,000</b>     |
| <b><i>(C)(2) Goal #2: ARRA School District Data Collection Support</i></b>  |                                   |                                   |                                   |                                   |                      |
| Software Implementation   | 750,000                           | 0                                 | 0                                 | 0                                 | <b>750,000</b>       |
| Additional Support  | 0                                 | 300,000                           | 200,000                           | 100,000                           | <b>600,000</b>       |
| <b>SUBTOTAL</b>   | <b>750,000</b>                    | <b>300,000</b>                    | <b>200,000</b>                    | <b>100,000</b>                    | <b>1,350,000</b>     |
| <b><i>(C)(3) Goal #1: Data Steward Certification Program</i></b>  |                                   |                                   |                                   |                                   |                      |
| Development of collection guidebooks  | 50,000                            | 25,000                            | 15,000                            | 15,000                            | <b>105,000</b>       |
| Development of certification programs   | 50,000                            | 25,000                            | 15,000                            | 15,000                            | <b>105,000</b>       |
| Implementation of certification programs  | 50,000                            | 50,000                            | 50,000                            | 50,000                            | <b>200,000</b>       |
| <b>SUBTOTAL</b>   | <b>150,000</b>                    | <b>100,000</b>                    | <b>80,000</b>                     | <b>80,000</b>                     | <b>410,000</b>       |

| <b>(C)(3) Goal #2: Statewide Data Analytical Tool/Professional Development</b>      |                  |                  |                  |                  |                   |
|---|------------------|------------------|------------------|------------------|-------------------|
| Statewide assessment data analytic reporting package                                | 500,000          | 0                | 0                | 0                | <b>500,000</b>    |
| Assessment data analytical improvements   | 0                | 100,000          | 100,000          | 100,000          | <b>300,000</b>    |
| Professional development for state and local assessment data                        | 200,000          | 0                | 0                | 0                | <b>200,000</b>    |
| Professional development services   | 0                | 100,000          | 100,000          | 100,000          | <b>300,000</b>    |
| <b>SUBTOTAL</b>   | <b>700,000</b>   | <b>200,000</b>   | <b>200,000</b>   | <b>200,000</b>   | <b>1,300,000</b>  |
| <b>(C)(3) Goal #3: Statewide Early Prevention Data Analytical Tool/WHIN Reports</b> |                  |                  |                  |                  |                   |
| Expansion of Fusion portal reports  | 100,000          | 100,000          | 100,000          | 100,000          | <b>400,000</b>    |
| Statewide dropout data analytical reporting package                                 | 500,000          | 0                | 0                | 0                | <b>500,000</b>    |
| Dropout data analytical tool improvements   | 0                | 100,000          | 100,000          | 100,000          | <b>300,000</b>    |
| WHIN integration and usage  | 200,000          | 50,000           | 50,000           | 50,000           | <b>350,000</b>    |
| Professional development for early prevention                                       | 200,000          | 100,000          | 100,000          | 100,000          | <b>500,000</b>    |
| <b>SUBTOTAL</b>   | <b>1,000,000</b> | <b>350,000</b>   | <b>350,000</b>   | <b>350,000</b>   | <b>2,050,000</b>  |
| <b>TOTAL CONTRACTUAL COST</b>   | <b>5,495,000</b> | <b>2,221,000</b> | <b>2,001,000</b> | <b>1,851,000</b> | <b>11,568,000</b> |

**Background**

The current state SLDS project, known as the Wyoming Integrated Statewide Education (WISE) Data System project, was executed through a contract with ESP Solutions Group who subcontracted with Edustructures (Pearson) and Choice Solutions, Inc. These three vendors are prominent and highly respected in the P-20 education space. They have established their reputations through numerous contracts with state education agencies (SEA) and the WDE has developed a great partnership with all three of them. Between the three of them they have executed more successful longitudinal data systems than any other vendors in the space.

The WISE Data System project will be completing its fifth and final year at the end of June 2010 entering a new phase of ongoing support and enhancements. The WDE will continue to contract with ESP Solutions Group, Edustructures and Choice Solutions, Inc. for services related to this system.

Through these established partnerships it is anticipated that a majority of contracted work completed for the WDE in conjunction with the Wyoming Education Fusion portal will be executed by Choice Solutions, Inc. and any subcontractor they identify. Choice Solutions, Inc. is the vendor responsible for the development and deployment of the Fusion portal and associated components. The WDE is also anticipating the need to release Requests for Proposals (RFP) for all contracted work that does not rely on the Fusion portal for directory management and security services.

The WDE uses a fixed-price strategy when contracting with vendors in order to avoid cost overruns, limit change orders, and allow for focus on timelines. We have successfully managed this type of engagement and produced effective results over the last five years within the WISE project and other agency projects.

Costs were estimated through research and recent experience with the development and implementation of the WISE Data System project. The WDE anticipates these costs will be accurate based on previous proposals, bids, requests for information (RFI) and recent vendor presentations and demonstrations.

The funds from this grant will support the majority of the project including contracted services, project management, independent evaluation, and systems integration. There will be minimal expenditures for hardware because the WDE has a virtualized server environment.

**7) Training Stipends**

N/A

**8) Other**

N/A

**9) Total Direct Costs**

|                    | <b>Project<br/>Year 1<br/>(a)</b> | <b>Project<br/>Year 2<br/>(b)</b> | <b>Project<br/>Year 3<br/>(c)</b> | <b>Project<br/>Year 4<br/>(d)</b> | <b>Total<br/>(e)</b> |
|--------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------|
| Total Direct Costs | 5,495,000                         | 2,221,000                         | 2,001,000                         | 1,851,000                         | <b>11,018,000</b>    |

**10) Indirect Costs**

|                                   | <b>Project<br/>Year 1<br/>(a)</b> | <b>Project<br/>Year 2<br/>(b)</b> | <b>Project<br/>Year 3<br/>(c)</b> | <b>Project<br/>Year 4<br/>(d)</b> | <b>Total<br/>(e)</b> |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------|
| Indirect Costs calculated at 7.3% | 401,135                           | 162,133                           | 146,073                           | 135,123                           | <b>844,464</b>       |

**11) Funding for Involved LEAs**

N/A

**12) Supplemental Funding for Participating LEAs**

N/A

**13) Total Costs**

|             | <b>Project<br/>Year 1<br/>(a)</b> | <b>Project<br/>Year 2<br/>(b)</b> | <b>Project<br/>Year 3<br/>(c)</b> | <b>Project<br/>Year 4<br/>(d)</b> | <b>Total<br/>(e)</b> |
|-------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------|
| Grand Total | 5,896,135                         | 2,383,133                         | 2,147,073                         | 1,986,123                         | <b>12,412,464</b>    |

## Budget Part II: Project-Level Budget Table

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

| <b>Budget Part II: Project-Level Budget Table</b>   |                               |                               |                               |                               |                      |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|----------------------|
| <b>Project Name: Great Teachers and Leaders (GT&amp;L)</b>  |                               |                               |                               |                               |                      |
| <b>Associated with Criteria: (D)(1), (D)(2), (D)(3)(D)(4), (D)(5)</b>   |                               |                               |                               |                               |                      |
| <b>(Evidence for selection criterion (A)(2)(i)(d))</b>  |                               |                               |                               |                               |                      |
| <b>Budget Categories</b>  | <b>Project Year 1<br/>(a)</b> | <b>Project Year 2<br/>(b)</b> | <b>Project Year 3<br/>(c)</b> | <b>Project Year 4<br/>(d)</b> | <b>Total<br/>(e)</b> |
| 1. Personnel  | 0                             | 0                             | 0                             | 0                             | 0                    |
| 2. Fringe Benefits  | 0                             | 0                             | 0                             | 0                             | 0                    |
| 3. Travel   | 120,750                       | 120,750                       | 120,750                       | 120,750                       | 483,000              |
| 4. Equipment  | 14,900                        | 2,400                         | 2,400                         | 2,400                         | 22,100               |
| 5. Supplies   | 249,000                       | 249,000                       | 249,000                       | 249,000                       | 996,000              |
| 6. Contractual  | 4,999,220                     | 980,500                       | 845,500                       | 845,500                       | 7,670,720            |
| 7. Training Stipends  | 552,000                       | 552,000                       | 552,000                       | 552,000                       | 2,208,000            |
| 8. Other  | 500,000                       | 0                             | 0                             | 0                             | 500,000              |
| <b>9. Total Direct Costs (lines 1-8)</b>  | <b>6,435,870</b>              | <b>1,904,650</b>              | <b>1,769,650</b>              | <b>1,769,650</b>              | <b>11,879,820</b>    |
| 10. Indirect Costs*   | 469,819                       | 139,039                       | 129,184                       | 129,184                       | 867,227              |
| 11. Funding for Involved LEAs   | 0                             | 0                             | 0                             | 0                             | 0                    |
| 12. Supplemental Funding for Participating LEAs   | 129,600                       | 129,600                       | 129,600                       | 129,600                       | 518,400              |
| <b>13. Total Costs (lines 9-12)</b>   | <b>7,035,289</b>              | <b>2,173,289</b>              | <b>2,028,434</b>              | <b>2,028,434</b>              | <b>13,265,447</b>    |
| <p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.<br/>           Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.<br/>           Column (e): Show the total amount requested for all project years.<br/>           *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.<br/>           Note that indirect costs are not allocated to lines 11-12.</p> |                               |                               |                               |                               |                      |

**BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: Great Teachers and Leaders (GT&L)**

**Associated with Criteria: [(D)(1), (D)(2), (D)(3)(D)(4), (D)(5)]**

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

N/A

**2) Fringe Benefits**

N/A

**3) Travel**

Travel expenses include the average mile reimbursements, which would also cover airline of \$200 each, in addition to an amount of per diem of \$50; for meetings more than 1 day, \$100 per hotel night

| <b>Purpose</b>  | <b># of Trips</b> | <b>\$ per Trip</b> | <b>Total per Year</b> | <b>Total (e)</b> |
|---|-------------------|--------------------|-----------------------|------------------|
| Out of state travel for 7 WDE and Project Staff to attend RTTT meetings 10 days each, 3 round trip flights each; hotel \$120, flight \$400, per diem \$50 | 70                | 290                | 20,300                | <b>81,200</b>    |
| In state travel for 7 WDE and RTTT Project Staff; 20 days each, 10 hotel nights   | 140               | 350                | 49,000                | <b>196,000</b>   |
| WDE and LEA Travel to Biannual RTTT WDE/LEA Partnership meeting - 1 day, 48 districts, 3 people each, 3 WDE RTTT Project Staff                            | 147               | 350                | 51,450                | <b>205,800</b>   |
| <b>TOTAL TRAVEL</b>   |                   |                    | <b>120,750</b>        | <b>483,000</b>   |

**4) Equipment**

Consistent with WDE policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.

| <b>Item</b>  | <b>Cost</b>                        | <b>Description</b>                              | <b>Total</b>  |
|--|------------------------------------|---|---------------|
| Laptop computers: Laptops will be needed to expand our current office and supply the needs of 5 new employees. | 2,500 per unit<br>(one time costs) | Laptops including monitors and docking stations | <b>12,500</b> |

|  |                |   |               |
|--|----------------|---|---------------|
| Cell phones and use packages for 2 new employees | 1,200 per year | Cell phones and cost of cell phone packages per person per year | <b>9,600</b>  |
| <b>TOTAL EQUIPMENT</b>                           |                |   | <b>22,100</b> |

**5) Supplies**

Basis for cost estimates are average annual per staff costs over the past 2 years

| <b>Item</b>                                  | <b>Cost</b> | <b>Description</b>               | <b>Total per Year</b> | <b>Total (e)</b> |
|--|-------------|----------------------------------|-----------------------|------------------|
| Office Supplies (WDE)                        | 9,000       | Office supplies and printing     | 9,000                 | <b>36,000</b>    |
| Instructional Materials (LEA) - Activity 2.4 | 10,000      | 48 districts x \$5,000 x 4 years | 240,000               | <b>960,000</b>   |
| <b>TOTAL SUPPLIES</b>                        |             |                                  | <b>249,000</b>        | <b>996,000</b>   |

**6) Contractual**

| <b>Purpose</b>   | <b>Description</b>   | <b>Cost</b>                 | <b>Total</b>   |
|--|--|-----------------------------|----------------|
| <b>WDE Great Teachers and Leaders (GT&amp;L) Project Director</b> - The GT&L Project Director will report the Director of Title II-A in Standards and Assessment Unit. | Responsible for overall leadership and management of the RTTT Great Teacher and Leaders Project. | 100% FTE; \$97,500 per year | <b>390,000</b> |
| <b>WDE Great Teachers and Leaders (GT&amp;L) Project Evaluator</b> - This person reports directly to the Director of Title II-A in the Federal Programs Unit.          | Responsible for the evaluation of all activities within GT&L Project.                            | 100% FTE; \$97,500 per year | <b>390,000</b> |

|  |   |                                     |                       |
|--|---|-------------------------------------|-----------------------|
| <p><b>WDE GT&amp;L Project Data Consultant</b></p>           | <p>Responsible for developing websites, Fusion sites, and documents in support of the Highly Effective Teacher and Principal Evaluation activities at the state level. Responsible for working Standards and Assessment Unit.</p> | <p>100% FTE; \$97,500 per year</p>  | <p><b>390,000</b></p> |
| <p><b>WDE GT&amp;L Principal Leader Academy Director</b></p> | <p>Responsible for oversight for the Principal Leadership Academy including planning, implementation , obtaining national experts for presentations, coaching, on-site observation Standards and Assessment Unit.</p>             | <p>100% FTE; \$130,000 per year</p> | <p><b>520,000</b></p> |

|  |   |                                     |                       |
|--|---|-------------------------------------|-----------------------|
| <p><b>WDE GT&amp;L Teacher Leader Academy Director</b></p> | <p>Responsible for oversight for the Teacher Leadership Academy including planning, implementation , obtaining national experts for presentations, coaching, on-site observation and Standards and Assessment Unit.</p>           | <p>100% FTE; \$130,000 per year</p> | <p><b>520,000</b></p> |
| <p><b>WDE GT&amp;L Administrative Assistant</b></p>        | <p>Responsible for providing administrative support to the GT &amp; L Program Staff including written communication , document creation, support for regional meetings and academy activities, Standards and Assessment Unit.</p> | <p>100% FTE; \$65,000 per year</p>  | <p><b>260,000</b></p> |

|  |  |                             |                  |
|--|--|-----------------------------|------------------|
| <b>Professional Teaching and Standards Board Tiered Licensure Consultant -</b><br>Responsible for coordination of activities between WDE and PTSB for Chapter 29, Tiered Licensure, on-site and regional training for LEAs, and technical Standards and Assessment Unit. | Responsible for overall leadership and management of the RTTT Great Teacher and Leaders Project. | 100% FTE; \$78,000 per year | <b>312,000</b>   |
| Solution Tree for Professional Development for Professional Learning Communities 2010-2011   | 20 days x \$1,000 per day for <b>1 year</b>  | 210,000                     | <b>210,000</b>   |
| Solution Tree for Professional Development for Professional Learning Communities 2011-2012   | 120 days x \$1,000 per day for <b>1 year</b>   | 200,000                     | <b>200,000</b>   |
| Training Teams of two experts for Evaluation System Development and Implementation 2010-2011   | 48 districts x 10 days x \$1,000 per day for <b>1 year</b>                                       | 200,000                     | <b>200,000</b>   |
| Training Teams of two experts for Evaluation System Development and Implementation 2011-2012, 2012-2013, 2013-2014   | 48 districts x 5 days x \$1,000 per day for 4 years  | 150,000                     | <b>600,000</b>   |
| WCCC Data Warehouse/WDE to Post Secondary Linkages year 1 (WCCC System of Continuous Improvement, WCCC contracted database administrator, UW strategic plan for linking student data, and UW strategic plan implementation)  | Implementation for first year (contracted)   | 1,485,000                   | <b>1,485,000</b> |
| WCCC Data Warehouse/WDE to Post Secondary Linkages year 2 (WCCC data warehouse improvements, WCCC contracted database administrator, UW strategic plan for linking student data, and UW strategic plan implementation)   | Implementation and improvements for second year (contracted)                                     | 635,000                     | <b>635,000</b>   |

|  |  |                     |                  |
|--|--|---------------------|------------------|
| WCCC Data Warehouse/WDE to Post Secondary Linkages year 3 (WCCC data warehouse improvements, WCCC contracted database administrator, UW strategic plan for linking student data, and UW strategic plan implementation) | Implementation and improvements third year (contracted)  | 235,000             | <b>235,000</b>   |
| WCCC Data Warehouse/WDE to Post Secondary Linkages year 4 (WCCC data warehouse improvements, WCCC contracted database administrator, UW strategic plan for linking student data, and UW strategic plan implementation) | Implementation and improvements fourth year (contracted)   | 235,000             | <b>235,000</b>   |
| National Experts for Consultation for Principal and Teacher Leader Academies 2010-2011 and 2011-2012   | Participation and presentations at Academies<br>\$1,500 per day<br>x 10 days x 2<br>Experts x <b>2 years</b> | 90,000              | <b>180,000</b>   |
| National Experts for Consultation for Principal and Teacher Leader Academies 2012-2013 and 2013-2014   | Participation and presentations at Academies<br>\$1,500 per day<br>x 10 days x 2<br>Experts x <b>2 years</b> | 45,000              | <b>90,000</b>    |
| Gallup Consulting - Recruiting, Screening, Hiring Support  | Screening Tool, Set up system, Train Districts, and Follow-up consultation for <b>1 year</b>                 | 818,720             | <b>818,720</b>   |
|  |  | <b>Total Year 1</b> | <b>4,999,220</b> |
|  |  | <b>Total Year 2</b> | <b>980,500</b>   |
|  |  | <b>Total Year 3</b> | <b>845,500</b>   |
|  |  | <b>Total Year 4</b> | <b>845,500</b>   |

|                          |                  |
|--------------------------|------------------|
| <b>TOTAL CONTRACTUAL</b> | <b>7,670,720</b> |
|--------------------------|------------------|

**7) Training Stipends**

N/A

**8) Other**

| <b>Item</b>  | <b>Cost</b>          | <b>Description</b>  | <b>Total</b> |
|--|----------------------|---|--------------|
| Academy Stipends for Completion of Teacher Leader and Principal Leader Academies | \$5,000 per attendee | One time bonus of \$5,000 for completion of Principal/or Teacher leadership Academy for 50 teachers and 50 principals | 500,000      |

**9) Total Direct Costs**

|                    | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b>  |
|--------------------|---------------------------|---------------------------|---------------------------|---------------------------|-------------------|
| Total Direct Costs | 6,435,870                 | 1,904,650                 | 1,769,650                 | 1,769,650                 | <b>11,879,820</b> |

**10) Indirect Costs**

|                                   | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|-----------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| Indirect Costs calculated at 7.3% | 469,819                   | 139,039                   | 129,184                   | 129,184                   | <b>867,227</b>   |

**11) Funding for Involved LEAs**

N/A

**12) Supplemental Funding for Participating LEAs**

| <b>Activity</b>   | <b>Purpose</b>             | <b>Cost</b>   | <b># LEAs involved</b> | <b>Total per Year</b> | <b>Total (e)</b> |
|---|----------------------------|---|------------------------|-----------------------|------------------|
| WDE Activities 3.2, 3.6 Stipends for teachers to participate in statewide professional development during summers 2011-2014 | Implementing new standards | \$150 per teacher x 480 teachers (across all involved LEAs) | 48                     | 72,000                | 288,000          |

|   |   |   |    |                |                |
|---|---|---|----|----------------|----------------|
| WDE Activity 3.7 Stipends for Instructional Facilitator Academy | Improving district capacity to align new standards, curriculum and assessment | \$200 per Instructional Facilitator x 6 Instructional Facilitators per LEA (across all involved LEAs) each of 4 years | 48 | 57,600         | 230,400        |
| <b>TOTAL FUNDING FOR INVOLVED LEAS</b>                          |   |   |    | <b>129,600</b> | <b>518,400</b> |

**13) Total Costs**

|             | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b>  |
|-------------|---------------------------|---------------------------|---------------------------|---------------------------|-------------------|
| Grand Total | 7,035,289                 | 2,173,289                 | 2,028,434                 | 2,028,434                 | <b>13,265,447</b> |

## Budget Part II: Project-Level Budget Table

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

| <b>Budget Part II: Project-Level Budget Table</b>   |                               |                               |                               |                               |                      |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|----------------------|
| <b>Project Name: Turning Around the Lowest-Achieving Schools</b>  |                               |                               |                               |                               |                      |
| <b>Associated with Criteria: (E)(1), (E)(2)</b>   |                               |                               |                               |                               |                      |
| <b>(Evidence for selection criterion (A)(2)(i)(d))</b>  |                               |                               |                               |                               |                      |
| <b>Budget Categories</b>  | <b>Project Year 1<br/>(a)</b> | <b>Project Year 2<br/>(b)</b> | <b>Project Year 3<br/>(c)</b> | <b>Project Year 4<br/>(d)</b> | <b>Total<br/>(e)</b> |
| 1. Personnel  | 0                             | 0                             | 0                             | 0                             | 0                    |
| 2. Fringe Benefits  | 0                             | 0                             | 0                             | 0                             | 0                    |
| 3. Travel   | 49,000                        | 49,000                        | 49,000                        | 63,000                        | 210,000              |
| 4. Equipment  | 0                             | 0                             | 0                             | 0                             | 0                    |
| 5. Supplies   | 35,000                        | 60,000                        | 60,000                        | 60,000                        | 215,000              |
| 6. Contractual  | 1,175,000                     | 1,675,000                     | 1,675,000                     | 2,155,000                     | 6,680,000            |
| 7. Training Stipends  | 480,000                       | 480,000                       | 480,000                       | 480,000                       | 1,920,000            |
| 8. Other  | 0                             | 0                             | 0                             | 0                             | 0                    |
| 9. Total Direct Costs (lines 1-8)   | <b>1,739,000</b>              | <b>2,264,000</b>              | <b>2,264,000</b>              | <b>2,758,000</b>              | <b>9,025,000</b>     |
| 10. Indirect Costs*   | 126,947                       | 165,272                       | 165,272                       | 201,334                       | 658,825              |
| 11. Funding for Involved LEAs   | 0                             | 0                             | 0                             | 0                             | 0                    |
| 12. Supplemental Funding for Participating LEAs   | 129,600                       | 129,600                       | 129,600                       | 129,600                       | 518,400              |
| 13. Total Costs (lines 9-12)  | <b>1,995,547</b>              | <b>2,558,872</b>              | <b>2,558,872</b>              | <b>3,088,934</b>              | <b>10,202,225</b>    |
| <p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.<br/>           Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.<br/>           Column (e): Show the total amount requested for all project years.<br/>           *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.<br/>           Note that indirect costs are not allocated to lines 11-12.</p> |                               |                               |                               |                               |                      |

**BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**

**Project Name: Turning Around the Lowest-Achieving Schools**

**Associated with Criteria: (E)(1), (E)(2)**

**Instructions:**

For each project the State has proposed in its Budget Summary Narrative, the Department strongly recommends that the State submits the following information for each budget category.

**1) Personnel**

N/A

**2) Fringe Benefits**

N/A

**3) Travel**

Travel expenses include the average mile reimbursements, which would also cover airline of \$200 each, in addition to an amount of per diem of \$50; for meetings more than 1 day, \$100 per hotel night

| <b>Purpose</b>   | <b># of Trips</b> | <b>\$ per Trip</b> | <b>Total</b>   |
|--|-------------------|--------------------|----------------|
| In state travel: Activities 1.1, 1.2, 1.9, 1.10, 1.11, 2.1, 2.3, 2.7, attendance at professional development activities for 10 WDE SSOS staff; 20 days each, 10 hotel nights | 140               | 350                | <b>49,000</b>  |
| In state travel: Activity 5.6, attendance for 20 WDE staff for year 4 seminar for 2 days each, 1 hotel night   | 40                | 350                | <b>14,000</b>  |
| <b>Total Year 1</b>  |                   |                    | <b>49,000</b>  |
| <b>Total Year 2</b>  |                   |                    | <b>49,000</b>  |
| <b>Total Year 3</b>  |                   |                    | <b>49,000</b>  |
| <b>Total Year 4</b>  |                   |                    | <b>63,000</b>  |
| <b>TOTAL CONTRACTUAL</b>   |                   |                    | <b>210,000</b> |

**4) Equipment**

N/A

**5) Supplies**

Basis for cost estimates are average annual per staff costs over the past 2 years

| <b>Item</b>                     | <b>Cost</b>       | <b>Description</b>  | <b>Total</b> |
|---------------------------------|-------------------|---------------------|--------------|
| WDE Office Supplies: Activities | 5% of contractual | Office supplies and | 25,000       |

|  |                         |                                   |                |
|--|-------------------------|-----------------------------------|----------------|
| 1.1, 1.2 year 1  | costs                   | printing                          |                |
| WDE Office Supplies: Activities 1.1, 1.2, 1.6, 1.7 years 2-4       | 5% of contractual costs | Office supplies and printing      | 50,000         |
| WDE Office Supplies: Activities 1.8, 1.9, 1.10, 2.1, 2.6, 5.6      |                         | Office supplies and printing      | 5,000          |
| Instructional Materials - Activities 1.8, 1.9, 1.10, 2.1, 2.6, 5.6 |                         | Books and instructional materials | 5,000          |
| <b>Total Year 1</b>  |                         |                                   | <b>35,000</b>  |
| <b>Total Year 2</b>  |                         |                                   | <b>60,000</b>  |
| <b>Total Year 3</b>  |                         |                                   | <b>60,000</b>  |
| <b>Total Year 4</b>  |                         |                                   | <b>60,000</b>  |
| <b>TOTAL SUPPLIES</b>  |                         |                                   | <b>215,000</b> |

### 6) Contractual

| Purpose  | Description   | Cost                             | Total   |
|--|---|----------------------------------|---------|
| WDE Activity 1.1: Professional development on systems-based models   | 10 activities x \$25,000 per activity, year 1   | \$250,000 for year 1             | 250,000 |
| WDE Activity 1.1, 1.6: Professional development on systems-based models; coaching and training on the system-based model   | 20 activities x \$25,000 per activity years 2-4   | \$500,000 per year for years 2-4 | 500,000 |
| WDE Activity 1.2: Provide on-site organizational assessment evaluations  | 10 activities x \$25,000 per activity, year 1   | \$250,000 for year 1             | 250,000 |
| WDE Activity 1.2, 1.7: Provide on-site organizational assessment evaluations; create a train-the-trainer model for organizational assessment evaluations and follow-up | 20 activities x \$25,000 per activity years 2-4   | \$500,000 per year for years 2-4 | 500,000 |
| WDE Activity 1.9, 1.10: Provide regional professional development sessions on adult change theory and adult learning strategies  | Professional development contractors - 5 regional sessions of at least 2 days for each topic x \$10,000 per session | \$100,000 per year for 4 years   | 100,000 |

|   |   |   |                  |
|---|---|---|------------------|
| WDE Activity 1.8, 2.1, 2.6: Provide regional contractors for on-site assistance, coaching, modeling, and professional development       | 5 regional contractors provide minimum of 100 days of service each of 4 years | 5 regional contractors x \$100,000 per year for 4 years | 500,000          |
| WDE Activities 1.8, 1.9,1.11, 2.3, 3.6, 5.1, 5.2, 5.6: Provide a SSOS RTTT Coordinator to coordinate activities with the SSOS and LEA's | Contracted for 4 years, 1 FTE x \$75,000                                      | \$75,000 per year for 4 years                           | 75,000           |
| WDE Activity 5.6: Plan and conduct seminar on rural, small population low performing districts/schools                                  | Contract with conference center for space, food, materials                    | \$480,000 for 1 seminar event in year 4                 | 480,000          |
| <b>Total Year 1</b>   |   |   | <b>1,175,000</b> |
| <b>Total Year 2</b>   |   |   | <b>1,675,000</b> |
| <b>Total Year 3</b>   |   |   | <b>1,675,000</b> |
| <b>Total Year 4</b>   |   |   | <b>2,155,000</b> |
| <b>TOTAL CONTRACTUAL</b>  |   |   | <b>6,680,000</b> |

**7) Training Stipends**

| Purpose   | Cost  | Description                             | Total per Year |
|---|---|---|----------------|
| Provide training stipends for LEA personnel to attend training events and seminar | 48 districts x \$200/day x 5 staff x 10 days per year | Training stipends to cover travel costs | 480,000        |

**8) Other**

N/A

**9) Total Direct Costs**

|                    | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e)        |
|--------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| Total Direct Costs | 1,739,000          | 2,264,000          | 2,264,000          | 2,758,000          | <b>9,025,000</b> |

**10) Indirect Costs**

|                                   | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Total (e)      |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|----------------|
| Indirect Costs calculated at 7.3% | 126,947            | 165,272            | 165,272            | 201,334            | <b>658,825</b> |

**11) Funding for Involved LEAs**

N/A

**12) Supplemental Funding for Participating LEAs**

| <b>Activity</b>   | <b>Purpose</b>               | <b>Cost</b>  | <b># LEAs involved</b> | <b>Total per Year</b> |
|---|------------------------------|--|------------------------|-----------------------|
| WDE Activity 1.11 Stipends for district/school leadership to participate in statewide professional development during summers years 1-4 | Doubling performance         | \$150 per participant x 480 participants           | 48                     | 72,000                |
| WDE Activity 2.7 Stipends for district staff to participate in annual collaborative meeting   | Networking and dissemination | \$200 per staff member x 6 per LEA each of 4 years | 48                     | 57,600                |
| <b>TOTAL FUNDING FOR INVOLVED LEAS</b>  |                              |  |                        | <b>129,600</b>        |

**13) Total Costs**

|             | <b>Project Year 1<br/>(a)</b> | <b>Project Year 2<br/>(b)</b> | <b>Project Year 3<br/>(c)</b> | <b>Project Year 4<br/>(d)</b> | <b>Total<br/>(e)</b> |
|-------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|----------------------|
| Grand Total | 1,995,547                     | 2,558,872                     | 2,558,872                     | 3,088,934                     | <b>10,202,225</b>    |

### 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>07/01/2008</u> To: <u>06/30/2011</u></p> <p>Approving Federal agency: <input checked="" type="checkbox"/> ED <input type="checkbox"/> 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.
3. 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.

**IX. PARTICIPATING LEA MEMORANDUM OF UNDERSTANDING**  
**(Appendix D in the Notice of Final Priorities, Requirements, Definitions, and**  
**Selection Criteria; and in the Notice Inviting Applications)**

**Background for Memorandum of Understanding**

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Participating LEAs (as defined in this notice) in a State's Race to the Top plans are required to enter into a Memorandum of Understanding (MOU) or other binding agreement with the State that specifies the scope of the work being implemented by the participating LEA (as defined in this notice).

To support States in working efficiently with LEAs to determine which LEAs will participate in the State's Race to the Top application, the U.S. Department of Education has produced a model MOU, which is attached. This model MOU may serve as a template for States; however, States are not required to use it. They may use a different document that includes the key features noted below and in the model, and they should consult with their State and local attorneys on what is most appropriate for their State that includes, at a minimum, these key elements.

The purpose of the model MOU is to help to specify a relationship that is specific to Race to the Top and is not meant to detail all typical aspects of State/LEA grant management or administration. At a minimum, a strong MOU should include the following, each of which is described in detail below: (i) terms and conditions; (ii) a scope of work; and, (iii) signatures.

(i) Terms and conditions: Each participating LEA (as defined in this notice) should sign a standard set of terms and conditions that includes, at a minimum, key roles and responsibilities of the State and the LEA; State recourse for LEA non-performance; and assurances that make clear what the participating LEA (as defined in this notice) is agreeing to do.

(ii) Scope of work: MOUs should include a scope of work (included in the model MOU as Exhibit I) that is completed by each participating LEA (as defined in this notice). The scope of work must be signed and dated by an authorized LEA and State official. In the interest of time and with respect for the effort it will take for LEAs to develop detailed work plans, the scope of work submitted by LEAs and States as part of their Race to the Top applications may be preliminary. Preliminary scopes of work should include the portions of the State's proposed reform plans that the LEA is agreeing to implement. (Note that in order to participate in a State's Race to the Top application an LEA must agree to implement all or significant portions of the State's reform plans.)

If a State is awarded a Race to the Top grant, the participating LEAs (as defined in this notice) will have up to 90 days to complete final scopes of work (which could be attached to the model MOU as Exhibit II), which must contain detailed work plans that are consistent with the preliminary scope of work and with the State's grant application, and should include the participating LEA's (as defined in this notice) specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures.

(iii) Signatures: The signatures demonstrate (a) an acknowledgement of the relationship between the LEA and the State, and (b) the strength of the participating LEA's (as defined in this notice) commitment.

- With respect to the relationship between the LEA and the State, the State's counter-signature on the MOU indicates that the LEA's commitment is consistent with the requirement that a participating LEA (as defined in this notice) implement all or significant portions of the State's plans.
- The strength of the participating LEA's (as defined in this notice) commitment will be demonstrated by the signatures of the LEA superintendent (or an equivalent authorized signatory), the president of the local school board (or equivalent, if applicable) and the local teacher's union leader (if applicable).

Please note the following with regard to the State's Race to the Top application:

- In its application, the State need only provide an example of the State's standard Participating LEA MOU; it does not have to provide copies of every MOU signed by its participating LEAs (as defined in this notice). If, however, States and LEAs have made any changes to the State's standard MOU, the State must provide description of the changes that were made. Please note that the Department may, at any time, request copies of all MOUs between the State and its participating LEAs.
- Please see criterion (A)(1)(ii) and (A)(1)(iii), and the evidence requested in the application, for more information and ways in which States will be asked to summarize information about the LEA MOUs.

## Model Participating LEA Memorandum of Understanding

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This Memorandum of Understanding (“MOU”) is entered into by and between \_\_\_\_\_ (“State”) and \_\_\_\_\_ (“Participating LEA”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

### **I. SCOPE OF WORK**

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State’s proposed reform plans (“State Plan”) the Participating LEA is agreeing to implement. (Note that, in order to participate, the LEA must agree to implement all or significant portions of the State Plan.)

### **II. PROJECT ADMINISTRATION**

#### **A. PARTICIPATING LEA RESPONSIBILITIES**

In assisting the State in implementing the tasks and activities described in the State’s Race to the Top application, the Participating LEA subgrantee will:

- 1) Implement the LEA plan as identified in Exhibits I and II of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education (“ED”);
- 3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- 5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

#### **B. STATE RESPONSIBILITIES**

In assisting Participating LEAs in implementing their tasks and activities described in the State’s Race to the Top application, the State grantee will:

- 1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II of this agreement;
- 2) Timely distribute the LEA’s portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II;
- 3) Provide feedback on the LEA’s status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project.

#### **C. JOINT RESPONSIBILITIES**

- 1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.

- 3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

**D. STATE RECOURSE FOR LEA NON-PERFORMANCE**

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

**III. ASSURANCES**

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
- 3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,
- 4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
- 5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

**IV. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

**V. DURATION/TERMINATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

**VI. SIGNATURES**

**LEA Superintendent** (or equivalent authorized signatory) - required:

\_\_\_\_\_

Signature/Date

\_\_\_\_\_

Print Name/Title

**President of Local School Board** (or equivalent, if applicable):

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Signature/Date

---

Print Name/Title

**Local Teachers' Union Leader** (if applicable):

---

Signature/Date

---

Print Name/Title

**Authorized State Official** - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

---

Signature/Date

---

Print Name/Title

**A. EXHIBIT I – PRELIMINARY SCOPE OF WORK**

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

| Elements of State Reform Plans  | LEA Participation (Y/N) | Comments from LEA (optional) |
|---|-------------------------|------------------------------|
| <b>B. Standards and Assessments</b>   |                         |                              |
| (B)(3) Supporting the transition to enhanced standards and high-quality assessments |                         |                              |
| <b>C. Data Systems to Support Instruction</b>                                       |                         |                              |
| (C)(3) Using data to improve instruction:   |                         |                              |
| (i) Use of local instructional improvement systems                                  |                         |                              |
| (ii) Professional development on use of data  |                         |                              |
| (iii) Availability and accessibility of data to researchers                         |                         |                              |
| <b>D. Great Teachers and Leaders</b>  |                         |                              |
| (D)(2) Improving teacher and principal effectiveness based on performance:          |                         |                              |
| (i) Measure student growth  |                         |                              |
| (ii) Design and implement evaluation systems  |                         |                              |
| (iii) Conduct annual evaluations  |                         |                              |
| (iv)(a) Use evaluations to inform professional development                          |                         |                              |
| (iv)(b) Use evaluations to inform compensation, promotion, and retention            |                         |                              |
| (iv)(c) Use evaluations to inform tenure and/or full certification                  |                         |                              |
| (iv)(d) Use evaluations to inform removal   |                         |                              |
| (D)(3) Ensuring equitable distribution of effective teachers and principals:        |                         |                              |
| (i) High-poverty and/or high-minority schools                                       |                         |                              |
| (ii) Hard-to-staff subjects and specialty areas                                     |                         |                              |
| (D)(5) Providing effective support to teachers and principals:                      |                         |                              |
| (i) Quality professional development  |                         |                              |
| (ii) Measure effectiveness of professional development                              |                         |                              |
| <b>E. Turning Around the Lowest-Achieving Schools</b>                               |                         |                              |
| (E)(2) Turning around the lowest-achieving schools                                  |                         |                              |

**For the Participating LEA**

**For the State**

\_\_\_\_\_  
Authorized LEA Signature/Date

\_\_\_\_\_  
Authorized State Signature/Date

\_\_\_\_\_  
Print Name/Title

\_\_\_\_\_  
Print Name/Title

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**X. SCHOOL INTERVENTION MODELS**  
**(Appendix C in the Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; and in the Notice Inviting Applications)**

There are four school intervention models referred to in Selection Criterion (E)(2): turnaround model, restart model, school closure, or transformation model. Each is described below.

- (a) Turnaround model. (1) A turnaround model is one in which an LEA must--
- (i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
  - (ii) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
    - (A) Screen all existing staff and rehire no more than 50 percent; and
    - (B) Select new staff;
  - (iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
  - (iv) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
  - (v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
  - (vi) Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards;
  - (vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
  - (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
  - (ix) Provide appropriate social-emotional and community-oriented services and supports for students.
- (2) A turnaround model may also implement other strategies such as—
- (i) Any of the required and permissible activities under the transformation model; or
  - (ii) A new school model (*e.g.*, themed, dual language academy).

(b) Restart model. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model. A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff with ongoing, high-quality, job-embedded professional development (*e.g.*, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide "response-to-intervention" model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

If a school identified as a persistently lowest-achieving school has implemented, in whole or in part within the last two years, an intervention that meets the requirements of the turnaround, restart, or transformation models, the school may continue or complete the intervention being implemented.

## **XI. SCORING RUBRIC**

### **(Appendix B in the Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; and in the Notice Inviting Applications)**

#### **I. Introduction**

To help ensure inter-reviewer reliability and transparency for State Race to the Top applicants, the U.S. Department of Education has created and is publishing a rubric for scoring State applications. The pages that follow detail the rubric and allocation of point values that reviewers will be using. Race to the Top grants will be awarded on a competitive basis to States in two phases. The rubric will be used by reviewers in each phase to ensure consistency across and within review panels.

The rubric allocates points to each criterion and, in selected cases, to sub-criteria as well. In all, the Race to the Top scoring rubric includes 19 criteria and one competitive priority that collectively add up to 500 points. Several of these criteria account for a large number of points; others account for a comparatively small portion of a State's score.

It is important to emphasize that over half the points that reviewers may award to States are based on States' accomplishments prior to applying—their successes in increasing student achievement, decreasing the achievement gaps, increasing graduation rates, enlisting strong statewide support and commitment to their proposed plans, and creating legal conditions conducive to education reform and innovation. Finally, it bears underscoring that reviewers will be assessing multiple aspects of States' Race to the Top applications. States that fail to earn points or earn a low number of points on one criterion, can still win a Race to the Top award by presenting strong applications and histories of accomplishments on other criteria.

Notwithstanding the guidance being provided to reviewers, reviewers will still be required to make many thoughtful judgments about the quality of States' applications. Beyond judging a State's commitment to the four reform areas specified in the ARRA, reviewers will be assessing, based on the criteria, the comprehensiveness and feasibility of States' applications and plans. Reviewers will be asked to evaluate, for example, if States have set ambitious but achievable annual targets in their applications. Reviewers will need to make informed judgments about States' goals, the activities the State has chosen to undertake and the rationales for such activities, and the timeline and credibility of State plans.

Applicants address the absolute and competitive priorities throughout their applications. The absolute priority must be met in order for an applicant to receive funding. Applications that address the competitive priority comprehensively will earn extra points under that priority. Invitational priorities are extensions to the core reform areas; applicants are invited to address these, but are not granted additional points for doing so.

In this appendix there is information about the point values for each criterion and priority, guidance on scoring, and the rubric that will be provided to reviewers.

## II. Points Overview

The chart below shows the maximum number of points that may be assigned to each criterion.

| Selection Criteria   | Points      | Percent     |
|--|-------------|-------------|
| <b>A. State Success Factors</b>  | 125         | 25%         |
| (A)(1) Articulating State's education reform agenda and LEAs' participation in it                | 65          |             |
| (i) Articulating comprehensive, coherent reform agenda   | 5           |             |
| (ii) Securing LEA commitment   | 45          |             |
| (iii) Translating LEA participation into statewide impact  | 15          |             |
| (A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans     | 30          |             |
| (i) Ensuring the capacity to implement   | 20          |             |
| (ii) Using broad stakeholder support   | 10          |             |
| (A)(3) Demonstrating significant progress in raising achievement and closing gaps                | 30          |             |
| (i) Making progress in each reform area  | 5           |             |
| (ii) Improving student outcomes  | 25          |             |
| <b>B. Standards and Assessments</b>  | 70          | 14%         |
| (B)(1) Developing and adopting common standards  | 40          |             |
| (i) Participating in consortium developing high-quality standards                                | 20          |             |
| (ii) Adopting standards  | 20          |             |
| (B)(2) Developing and implementing common, high-quality assessments                              | 10          |             |
| (B)(3) Supporting the transition to enhanced standards and high-quality assessments              | 20          |             |
| <b>C. Data Systems to Support Instruction</b>  | 47          | 9%          |
| (C)(1) Fully implementing a statewide longitudinal data system                                   | 24          |             |
| (C)(2) Accessing and using State data  | 5           |             |
| (C)(3) Using data to improve instruction   | 18          |             |
| <b>D. Great Teachers and Leaders</b>   | 138         | 28%         |
| Eligibility Requirement (b)  | eligibility |             |
| (D)(1) Providing high-quality pathways for aspiring teachers and principals                      | 21          |             |
| (D)(2) Improving teacher and principal effectiveness based on performance                        | 58          |             |
| (i) Measuring student growth   | 5           |             |
| (ii) Developing evaluation systems   | 15          |             |
| (iii) Conducting annual evaluations  | 10          |             |
| (iv) Using evaluations to inform key decisions   | 28          |             |
| (D)(3) Ensuring equitable distribution of effective teachers and principals                      | 25          |             |
| (i) Ensuring equitable distribution in high-poverty or high-minority schools                     | 15          |             |
| (ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas               | 10          |             |
| (D)(4) Improving the effectiveness of teacher and principal preparation programs                 | 14          |             |
| (D)(5) Providing effective support to teachers and principals                                    | 20          |             |
| <b>E. Turning Around the Lowest-Achieving Schools</b>  | 50          | 10%         |
| (E)(1) Intervening in the lowest-achieving schools and LEAs                                      | 10          |             |
| (E)(2) Turning around the lowest-achieving schools   | 40          |             |
| (i) Identifying the persistently lowest-achieving schools  | 5           |             |
| (ii) Turning around the persistently lowest-achieving schools                                    | 35          |             |
| <b>F. General</b>  | 55          | 11%         |
| Eligibility Requirement (a)  | eligibility |             |
| (F)(1) Making education funding a priority   | 10          |             |
| (F)(2) Ensuring successful conditions for high-performing charter schools and other innovative s | 40          |             |
| (F)(3) Demonstrating other significant reform conditions   | 5           |             |
| Competitive Preference Priority 2: Emphasis on STEM  | 15          | 3%          |
| <b>TOTAL</b>   | <b>500</b>  | <b>100%</b> |
| Subtotal: Accomplishments  | 260         | 52%         |
| Subtotal: Plans  | 240         | 48%         |

### III. About Scoring

About State Reform Conditions Criteria: The goal for State Reform Conditions Criteria is to ensure that, wherever possible, reviewers are provided with criterion-specific guidance that is clear and specific, making the decisions as “objective” as possible. (See application requirement (d) for the guidance provided to States concerning responding to State Reform Conditions Criteria in their applications.)

About Reform Plan Criteria: For Reform Plan Criteria, reviewers will be given general guidance on how to evaluate the information that each State submits; this guidance will be consistent with application requirement (e). Reviewers will allot points based on the quality of the State’s plan and, where specified in the text of the criterion, whether the State has set ambitious yet achievable annual targets for that plan. In making these judgments, reviewers will consider the extent to which the State has:

- *A high-quality plan.* In determining the quality of a State’s plan for a given Reform Plan Criterion, reviewers will evaluate the key goals, the activities to be undertaken and rationale for the activities, the timeline, the parties responsible for implementing the activities, and the credibility of the plan (as judged, in part, by the information submitted as supporting evidence). States are required to submit this information for each Reform Plan Criterion that the State addresses. States may also submit additional information that they believe will be helpful to peer reviewers.
- *Ambitious yet achievable annual targets* (only for those criteria that specify this). In determining whether a State has ambitious yet achievable annual targets for a given Reform Plan Criterion, reviewers will examine the State’s targets in the context of the State’s plan and the evidence submitted (if any) in support of the plan. There is no specific target that reviewers will be looking for here; nor will higher targets necessarily be rewarded above lower ones. Rather, reviewers will reward States for developing targets that – in light of the State’s plan – are “ambitious yet achievable.”

Note that the evidence that States submit may be relevant both to judging whether the State has a high-quality plan and whether its annual targets are ambitious yet achievable.

About Assigning Points: For each criterion, reviewers will assign points to an application. In general, the Department has specified total point values at the criterion level and in some instances, at the sub-criterion level. In the cases where the point totals have not been allocated to sub-criteria, each sub-criterion is weighted equally.

The reviewers will use the general ranges below as a guide when awarding points.

| Maximum Point Value | Quality of Applicant’s Response |         |         |
|---------------------|---------------------------------|---------|---------|
|                     | Low                             | Medium  | High    |
| 45                  | 0 – 12                          | 13 – 33 | 34 – 45 |
| 40                  | 0 – 10                          | 11 – 29 | 30 – 40 |
| 35                  | 0 – 9                           | 10 – 25 | 26 – 35 |
| 30                  | 0 – 8                           | 9 – 21  | 22 – 30 |
| 25                  | 0 – 7                           | 8 – 18  | 19 – 25 |

| Maximum Point Value | Quality of Applicant's Response |        |         |
|---------------------|---------------------------------|--------|---------|
|                     | Low                             | Medium | High    |
| 21                  | 0 – 5                           | 6 – 15 | 16 – 21 |
| 20                  | 0 – 5                           | 6 – 14 | 15 – 20 |
| 15                  | 0 – 4                           | 5 – 10 | 11 – 15 |
| 14                  | 0 – 4                           | 5 – 9  | 10 – 14 |
| 10                  | 0 – 2                           | 3 – 7  | 8 – 10  |
| 7                   | 0 – 2                           | 3 – 4  | 5 – 7   |
| 5                   | 0 – 1                           | 2 – 3  | 4 – 5   |

About Priorities: There are three types of priorities in the Race to the Top competition.

- The absolute priority cuts across the entire application and should not be addressed separately. It will be assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority. If an application has not met the priority, it will be eliminated from the competition.
- The competitive priority also cuts across the entire application. It is worth 15 points. Applicants will earn all or none of it, making it truly a competitive preference. In those cases where there is a disparity in the reviewers' determinations on the priority, the Department will award the competitive priority points only if a majority of the reviewers on a panel determine that an application should receive the priority points.
- The invitational priorities are addressed in their own separate sections. While applicants are invited to write to the invitational priorities, these will not earn points.

In the Event of a Tie: If two or more applications have the same score and there is not sufficient funding to support all of the tied applicants, the applicants' scores on criterion (A)(1)(ii), Securing LEA Commitment, will be used to break the tie.

#### IV. Reviewer Guidance for Criteria

##### A. State Success Factors

*General Reviewer Guidance for (A)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

*Reviewer Guidance Specific to (A)(1)(ii):*

- *The model Memorandum of Understanding (MOU), provided in Appendix D to this notice, is an example of a strong MOU.*

(A)(1) **(maximum total points: 65)** Articulating State's education reform agenda and LEAs' participation in it: The extent to which—

(i) **(maximum subpoints: 5)** 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;

(ii) **(maximum subpoints: 45)** 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—

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

(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State’s Race to the Top plans; and

(c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers’ union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) **(maximum subpoints: 15)** 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—

(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.

*General Reviewer Guidance for (A)(2): In judging the quality of the applicant’s response to this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

(A)(2) **(maximum total points: 30)** Building strong statewide capacity to implement, scale up, and sustain proposed plans: The extent to which the State has a high-quality overall plan to—

(i) **(maximum subpoints: 20)** Ensure that it has the capacity required to implement its proposed plans by—

(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;

(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) **(maximum subpoints: 10)** Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of statements or actions of support from—

(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.

*General Reviewer Guidance for (A)(3): In judging the quality of the applicant’s response to this criterion, reviewers should refer to what the criterion asks, and to the evidence requested in the application and presented by the applicant (if any).*

(A)(3) **(maximum total points: 30)** Demonstrating significant progress in raising achievement and closing gaps: The extent to which the State has demonstrated its ability to—

(i) **(maximum subpoints: 5)** 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;

(ii) **(maximum subpoints: 25)** 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—

(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.

## **B. Standards and Assessments**

### State Reform Conditions Criteria

*General Reviewer Guidance for (B)(1): In judging the quality of the applicant’s response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

#### Reviewer Guidance Specific to (B)(1)(i)(b) – Significant Number of States:

- “High” points for a significant number of States are earned if the consortium includes a majority of the States in the country.

- “Medium” or “low” points are earned if the consortium includes one-half of the States in the country or less.

Reviewer Guidance Specific to (B)(1)(ii):

- “High” points are earned for: Phase 1 applicants’ commitment to and progress toward adoption by August 2, 2010; and Phase 2 applicants’ adoption by August 2, 2010.
- No “Medium” points are assigned for this criterion.
- “Low” points are earned for a high-quality plan to adopt by a later specified date in 2010.
- No points are earned for a plan that is not high-quality or for a plan to adopt later than 2010.

(B)(1) **(maximum total points: 40)** Developing and adopting common standards: 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) **(maximum subpoints: 20)** The State’s participation in a consortium of States that—

(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) **(maximum subpoints: 20)** (a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or

(b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.<sup>7</sup>

General Reviewer Guidance for (B)(2): In judging the quality of the applicant’s response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

Reviewer Guidance Specific to (B)(2)(ii) – Significant Number of States:

- “High” points for a significant number of States are earned if the consortium includes a majority of the States in the country.
- “Medium” or “low” points are earned if the consortium includes one-half of the States in the country or less.

(B)(2) **(maximum total points: 10)** Developing and implementing common, high-quality assessments: 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.

<sup>7</sup> Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

Reform Plan Criteria

*General Reviewer Guidance for (B)(3): In judging the quality of the applicant's plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

**(B)(3) (maximum total points: 20)** Supporting the transition to enhanced standards and high-quality assessments: 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).

**C. Data Systems to Support Instruction**

State Reform Conditions Criteria

*General Reviewer Guidance for (C)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

Reviewer Guidance Specific to (C)(1):

- Applicants earn two (2) points for every element the State has, out of 12 elements possible.

**(C)(1) (maximum total points: 24)** Fully implementing a statewide longitudinal data system: 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).

Reform Plan Criteria

*General Reviewer Guidance for (C)(2): In judging the quality of the applicant's plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

**(C)(2) (maximum total points: 5)** Accessing and using State data: The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data

system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.<sup>8</sup>

*General Reviewer Guidance for (C)(3): In judging the quality of the applicant's plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

**(C)(3) (maximum total points: 18) Using data to improve instruction:** 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).

## **D. Great Teachers and Leaders**

### State Reform Conditions Criteria

*General Reviewer Guidance for (D)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

#### Reviewer Guidance Specific to (D)(1):

- *The criterion must be judged for both teachers and principals.*

#### Reviewer Guidance Specific to (D)(1)(i):

- *"High" points are earned by States that have alternative routes that (a) permit providers who operate independently of institutions of higher education (IHEs), and (b) include at least 4 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).*

<sup>8</sup> Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

- “Medium” points are earned by States that have alternative routes that (a) permit providers who operate independently of IHEs, and (b) include at least 2 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).
- “Low” points are earned by States that have alternative routes that (a) do not permit providers who operate independently of IHEs, OR (b) include only 1 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).

(D)(1) **(maximum total points: 21)** Providing high-quality pathways for aspiring teachers and principals: 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.

Reform Plan Criteria

General Reviewer Guidance for (D)(2): In judging the quality of the applicant’s response to this criterion and annual targets, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).

Reviewer Guidance Specific to (D)(2):

- The criterion must be judged for both teachers and principals.

(D)(2) **(maximum total points: 58)** Improving teacher and principal effectiveness based on performance: 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) **(maximum subpoints: 5)** Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student;
- (ii) **(maximum subpoints: 15)** 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;
- (iii) **(maximum subpoints: 10)** 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; and
- (iv) **(maximum subpoints: 28)** 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.

*General Reviewer Guidance for (D)(3): In judging the quality of the applicant’s plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

**(D)(3) (maximum total points: 25) Ensuring equitable distribution of effective teachers and principals:** 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) **(maximum subpoints: 15)** 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; and

(ii) **(maximum subpoints: 10)** 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.

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.

*General Reviewer Guidance for (D)(4): In judging the quality of the applicant’s plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

Reviewer Guidance Specific to (D)(4):

- *The criterion must be judged for both teachers and principals.*

**(D)(4) (maximum total points: 14) Improving the effectiveness of teacher and principal preparation programs:** 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).

*General Reviewer Guidance for (D)(5): In judging the quality of the applicant’s plan and annual targets (if any) for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

**(D)(5) (maximum total points: 20) Providing effective support to teachers and principals:** 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).

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

### *State Reform Conditions Criteria*

*General Reviewer Guidance for (E)(1): In judging the quality of the applicant’s response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

#### *Reviewer Guidance Specific to (E)(1):*

- 10 points are earned by States that can intervene directly in both schools and LEAs.
- 5 points are earned by States that can intervene directly in either schools or LEAs, but not both.
- 0 points are earned by States that cannot intervene in either schools or LEAs.

**(E)(1) (maximum total points: 10) Intervening in the lowest-achieving schools and LEAs:** 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.

### *Reform Plan Criteria*

*General Reviewer Guidance for (E)(2): In judging the quality of the applicant’s plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (d).*

**(E)(2) (maximum total points: 40) Turning around the lowest-achieving schools:** The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) **(maximum subpoints: 5)** 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

(ii) **(maximum subpoints: 35)** 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).

## F. General

### State Reform Conditions Criteria

*General Reviewer Guidance for (F)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

*Reviewer Guidance Specific to (F)(1)(i):*

- “High” points are earned if the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education increased from FY2008 to FY2009.
- “Medium” points are earned if the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education were substantially unchanged from FY2008 to FY2009.
- “Low” points are earned if the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education decreased from FY2008 to FY2009.

(F)(1) **(maximum total points: 10)** Making education funding a priority: 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.

*General Reviewer Guidance for (F)(2): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

*Reviewer Guidance Specific to (F)(2)(i):*

- “High” points are earned if the State either has no cap on the number of charter schools, or it has a “high” cap (defined as a cap such that, if it were filled,  $\geq 10\%$  of the total schools in the State would be charter schools); and the State does not have restrictions, such as those referenced in the “note to reviewers” below, that would be considered even mildly inhibiting.
- “Medium” points are earned if the State has a “medium” cap on the number of charter schools (defined as a cap such that, if it were filled,  $\geq 5\%$  and  $< 10\%$  of the total schools in the State would be charter schools); or the

*charter school law has sufficient flexibility to allow for an increase in the number of charter schools as if it were a medium or higher cap (e.g. by allowing for the creation of multiple campuses under the same charter); and the State does not have restrictions, such as those referenced in the “note to reviewers” below, that would be considered moderately or severely inhibiting.*

- *“Low” points are earned if the State has a “low” cap on the number of charter schools (defined as a cap such that, if it were filled, <5% of the total schools in the State would be charter schools) OR if the State has restrictions, such as those referenced in the “note to reviewers” below, that would be considered severely inhibiting.*
- *No points are earned if the State has no charter school law.*
- *Note to reviewers: Charter school laws are so complex that it is hard to write rules to capture each possible obstacle to charter school growth; therefore, this rubric is meant to guide reviewers, not to bind them. For example, if a State limits the number of charter schools by limiting the share of statewide or district-level funding that can go to charter schools, rather than by explicitly limiting the number of charter schools, reviewers should convert the funding restriction into an approximately equivalent limit on the number of schools and fit that into the guidelines here. As reviewers assess the inhibitions on charter schools, they should look for restrictions such as: disallowing certain types of charter schools (e.g., startups or conversions); restricting charter schools to operate in certain geographic areas; and limiting the number, percent, or demographics of students that may enroll in charter schools. Some States have “smart caps” designed to restrict growth to high-performing charter schools; this is not a problem unless it effectively restricts any new (i.e., unproven) charter schools from starting.*

Reviewer Guidance Specific to (F)(2)(iii):

- *“High” points are earned if the per-pupil funding to charter school students is  $\geq 90\%$  of that which is provided to traditional public school students.*
- *“Medium” points are earned if the per-pupil funding to charter school students is 80-89% of that which is provided to traditional public school students.*
- *“Low” points are earned if the per-pupil funding to charter school students is  $\leq 79\%$  of that which is provided to traditional public school students, or the State does not have a charter school law.*
- *No points are earned if the State has no charter school law.*

**(F)(2) (maximum total points: 40) Ensuring successful conditions for high-performing charter schools and other innovative schools:** 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.

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*General Reviewer Guidance for (F)(3): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).*

**(F)(3) (maximum total points: 5) Demonstrating other significant reform conditions:**  
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.

## **V. Reviewer Guidance for Priorities**

*Absolute Priority Guidance: The application will be judged to ensure that it has met the absolute priority set forth below. 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. If an application has not met the priority, it will be eliminated from the competition.*

### **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.

*Competitive Priority Guidance: The application will be judged to determine whether it has met the competitive preference priority set forth below. 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. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.*

### **Priority 2: Competitive Preference Priority – Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (competitive preference points: 15, 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.

*Invitational Priority Guidance: No points are awarded for invitational priorities.*

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

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 (pre-kindergarten 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.

*Invitational Priority Guidance: No points are awarded for invitational priorities.*

**Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems.**

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.

*Invitational Priority Guidance: No points are awarded for invitational priorities.*

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

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.

*Invitational Priority Guidance: No points are awarded for invitational priorities.*

**Priority 6: Invitational Priority – School-Level Conditions for Reform, Innovation, and Learning.**

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.

## **XII. APPLICATION REQUIREMENTS**

(a) The State's application must be signed by the Governor, the State's chief school officer, and the president of the State board of education (if applicable). States will respond to this requirement in the application, Section III, Race to the Top Application Assurances. In addition, the assurances in Section IV must be signed by the Governor.

(b) The State must describe the progress it has made over the past several years in each of the four education reform areas (as described in criterion (A)(3)(i)).

(c) The State must include a budget that details how it will use grant funds and other resources to meet targets and perform related functions (as described in criterion (A)(2)(i)(d)), including how it will use funds awarded under this program to--

(1) Achieve its targets for improving student achievement and graduation rates and for closing achievement gaps (as described in criterion (A)(1)(iii)); the State must also describe its track record of improving student progress overall and by student subgroup (as described in criterion (A)(3)(ii)); and

(2) Give priority to high-need LEAs (as defined in this notice), in addition to providing 50 percent of the grant to participating LEAs (as defined in this notice) based on their relative shares of funding under Part A of Title I of the ESEA for the most recent year as required under section 14006(c) of the ARRA. (Note: Because all Race to the Top grants will be made in 2010, relative shares will be based on total funding received in FY 2009, including both the regular Title I, Part A appropriation and the amount made available by the ARRA).

(d) The State must provide, for each State Reform Conditions Criterion (listed in this notice) that it chooses to address, a description of the State's current status in meeting that criterion and, at a minimum, the information requested as supporting evidence for the criterion and the performance measures, if any (see Appendix A).

(e) The State must provide, for each Reform Plan Criterion (listed in this notice) that it chooses to address, a detailed plan for use of grant funds that includes, but need not be limited to--

(1) The key goals;

(2) The key activities to be undertaken and rationale for the activities, which should include why the specific activities are thought to bring about the change envisioned and how these activities are linked to the key goals;

(3) The timeline for implementing the activities;

(4) The party or parties responsible for implementing the activities;

(5) The information requested in the performance measures, where applicable (see Appendix A), and where the State proposes plans for reform efforts not covered by a specified

performance measure, the State is encouraged to propose performance measures and annual targets for those efforts; and

(6) The information requested as supporting evidence, if any, for the criterion, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the State's plan.

(f) The State must submit a certification from the State Attorney General that—

(1) 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; and

(2) At the time the State submits its application, the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement or student growth to teachers and principals for the purpose of teacher and principal evaluation.

(g) When addressing issues relating to assessments required under the ESEA or subgroups in the selection criteria, the State must meet the following requirements:

(1) For student subgroups with respect to the NAEP, the State must provide data for the NAEP subgroups described in section 303(b)(2)(G) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622) (*i.e.*, race, ethnicity, socioeconomic status, gender, disability, and limited English proficiency). The State must also include the NAEP exclusion rate for students with disabilities and the exclusion rate for English language learners, along with clear documentation of the State's policies and practices for determining whether a student with a disability or an English language learner should participate in the NAEP and whether the student needs accommodations;

(2) For student subgroups with respect to high school graduation rates, college enrollment and credit accumulation rates, and the assessments required under the ESEA, the State must provide data for the subgroups described in section 1111(b)(2)(C)(v)(II) of the ESEA (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency); and

(3) For the assessments required under the ESEA, refer to section 1111(b)(3) of the ESEA; in addition, when describing this assessment data in the State's application, the State should note any factors (*e.g.*, changes in cut scores) that would impact the comparability of data from one year to the next.

### **XIII. REPORTING REQUIREMENTS**

A State receiving Race to the Top funds must submit to the Department an annual report which must include, in addition to the standard elements, a description of the State's and its LEAs' progress to date on their goals, timelines, and budgets, as well as actual performance compared to the annual targets the State established in its application with respect to each performance measure. Further, a State receiving funds under this program and its participating LEAs are accountable for meeting the goals, timelines, budget, and annual targets established in the application; adhering to an annual fund drawdown schedule that is tied to meeting these goals, timelines, budget, and annual targets; and fulfilling and maintaining all other conditions for the conduct of the project. The Department will monitor a State's and its participating LEAs' progress in meeting the State's goals, timelines, budget, and annual targets and in fulfilling other applicable requirements. In addition, the Department may collect additional data as part of a State's annual reporting requirements.

To support a collaborative process between the State and the Department, the Department may require that applicants who are selected to receive an award enter into a written performance or cooperative agreement with the Department. If the Department determines that a State is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Department will take appropriate action, which could include a collaborative process between the Department and the State, or enforcement measures with respect to this grant such as placing the State in high-risk status, putting the State on reimbursement payment status, or delaying or withholding funds.

A State that receives Race to the Top funds must also meet the reporting requirements that apply to all ARRA-funded programs. Specifically, the State must 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)).

In addition, 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 English language learners 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).

## XIV. OTHER REQUIREMENTS

### **Evaluation**

The Institute of Education Sciences (IES) will conduct a series of national evaluations of Race to the Top's State grantees as part of its evaluation of programs funded under the ARRA. The Department's goal for these evaluations is to ensure that its studies not only assess program impacts, but also provide valuable information to State and local educators to help inform and improve their practices.

The Department anticipates that the national evaluations will involve such components as—

- Surveys of States, LEAs, and/or schools, which will help identify how program funding is spent and the specific efforts and activities that are underway within each of the four education reform areas and across selected ARRA-funded programs;
- Case studies of promising practices in States, LEAs, and/or schools through surveys and other mechanisms; and
- Evaluations of outcomes, focusing on student achievement and other performance measures, to determine the impact of the reforms implemented under Race to the Top.

Race to the Top grantee States are not required to conduct independent evaluations, but may propose, within their applications, to use funds from Race to the Top to support such evaluations. Grantees must make available, through formal (*e.g.*, peer-reviewed journals) or informal (*e.g.*, newsletters, websites) mechanisms, the results of any evaluations they conduct of their funded activities. In addition, as described elsewhere in this notice and regardless of the final components of the national evaluation, Race to the Top States, LEAs, and schools are expected to identify and share promising practices, make work available within and across States, and make data available in appropriate ways to stakeholders and researchers so as to help all States focus on continuous improvement in service of student outcomes.

### **Participating LEA Scope of Work**

The agreements signed by participating LEAs (as defined in this notice) must include a scope-of-work section. The scope of work submitted by LEAs and States as part of their Race to the Top applications will be preliminary. Preliminary scopes of work should include the portions of the State's proposed reform plans that the LEA is agreeing to implement. If a State is awarded a Race to the Top grant, its participating LEAs (as defined in this notice) will have up to 90 days to complete final scopes of work, which must contain detailed work plans that are consistent with their preliminary scopes of work and with the State's grant application, and should include the participating LEAs' specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures.

### **Making Work Available**

Unless otherwise protected by law or agreement as proprietary information, the State and its subgrantees must make any work (*e.g.*, materials, tools, processes, systems) developed under

its grant freely available to others, including but not limited to by posting the work on a website identified or sponsored by the Department.

**Technical Assistance**

The State must participate in applicable technical assistance activities that may be conducted by the Department or its designees.

**State Summative Assessments**

No funds awarded under this competition may be used to pay for costs related to statewide summative assessments.

## **XV. CONTRACTING FOR SERVICES**

Generally, all procurement transactions by State or local educational agencies made with Race to the Top grant funds must be conducted in a manner providing full and open competition, consistent with the standards in Section 80.36 of the Education Department General Administrative Regulations (EDGAR). This section requires that grantees use their own procurement procedures (which reflect State and local laws and regulations) to select contractors, provided that those procedures meet certain standards described in EDGAR.

Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

## XVI. APPLICATION SUBMISSION PROCEDURES

### SUBMISSION INFORMATION

The deadline for submission of Program applications is January 19, 2010 for Phase 1 applicants, and June 1, 2010 for Phase 2 applicants.

Applications for grants under this competition must be submitted by mail or hand delivery. The Department strongly recommends the use of overnight mail. Applications postmarked on the deadline date but arriving late will not be read.

a. Application Submission Format and Deadline.

Applications for grants under this competition, as well as any amendments regarding adoption of common standards that Phase 2 applicants may file after June 1 and through August 2, 2010, must be submitted in electronic format on a CD or DVD, with CD-ROM or DVD-ROM preferred. In addition, they must submit a signed original of Sections III and IV of the application and one copy of that signed original. Sections III and IV of the application include the Race to the Top Application Assurances and the Accountability, Transparency, Reporting and Other Assurances.

All electronic application files must be in a .DOC (document), .DOCX (document), .RTF (rich text), or .PDF (Portable Document) format. Each file name should clearly identify the part of the application to which the content is responding. If a State submits a file type other than the four file types specified in this paragraph, the Department will not review that material. States should not password-protect these files.

The CD or DVD should be clearly labeled with the State's name and any other relevant information.

The Department must receive all grant applications by 4:30:00 p.m., Washington DC time, on the application deadline date. ***We will not accept an application for this competition after 4:30:00 p.m., Washington, DC time, on the application deadline date.*** Therefore, we strongly recommend that applicants arrange for mailing or hand delivery of their applications in advance of the application deadline date.

b. Submission of Applications by Mail.

States may submit their application (*i.e.*, the CD or DVD, the signed original of Sections III and IV of the application, and the copy of that original) by mail (either through the U.S. Postal Service or a commercial carrier). We must receive the applications on or before the application deadline date. Therefore, to avoid delays, we strongly recommend sending applications via overnight mail. Mail applications to the Department at the following address:

U.S. Department of Education  
Application Control Center  
Attention: (CFDA Number 84.395A)  
LBJ Basement Level 1  
400 Maryland Avenue, SW.  
Washington, DC 20202-4260

***If we receive an application after the application deadline, we will not consider that application.***

c. Submission of Applications by Hand Delivery.

States may submit their application (*i.e.*, the CD or DVD, the signed original of Sections III and IV of the application, and the copy of that original) by hand delivery (including via a courier service). We must receive the applications on or before the application deadline date, at the following address:

U.S. Department of Education  
Application Control Center  
Attention: (CFDA Number 84.395A)  
550 12th Street, SW.  
Room 7041, Potomac Center Plaza  
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

***If we receive an application after the application deadline, we will not consider that application.***

d. Envelope requirements and receipt:

When an applicant submits its application, whether by mail or hand delivery--

(1) It must indicate on the envelope that the CFDA number of the competition under which it is submitting its application is 84.395A; and

(2) The Application Control Center will mail to the applicant a notification of receipt of the grant application. If the applicant does not receive this notification, it should call the U.S. Department of Education Application Control Center at (202) 245-6288.

In accordance with EDGAR §75.216 (b) and (c), an application will not be evaluated for funding if the applicant does not comply with all of the procedural rules that govern the submission of the application or the application does not contain the information required under the program.

## **XVII. APPLICATION CHECKLIST**

**Please use the following checklist to ensure that your application is complete.**

### **Formatting Recommendations (page 3)**

- Are all pages 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides?
- Are all pages numbered?
- Is the line space set to 1.5 spacing using 12 point Times New Roman font?

### **Race to the Top Application Assurances (page 12)**

- Is all of the requested information included on the Race to the Top Application Assurances page?
- SIGNATURE REQUIRED** – Has the Governor or an authorized representative signed and dated the Race to the Top Application Assurances?
- SIGNATURE REQUIRED** – Has the Chief State School Officer signed and dated the Race to the Top Application Assurances?
- SIGNATURE REQUIRED** – Has the President of the State Board of Education signed and dated the Race to the Top Application Assurances?

### **State Attorney General Certification (page 13)**

- SIGNATURE REQUIRED** – Has the State Attorney General or an authorized representative signed and dated the Race to the Top Application Assurances?

### **Accountability, Transparency, Reporting, and Other Assurances and Certifications (pages 14-16)**

- SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed and dated the other Assurances and Certifications?

### **Eligibility Requirements (page 17)**

- Has the State provided explanatory information for eligibility requirement (b)? (Note that the Attorney General certification addresses this requirement, so the explanatory information is optional.)

### **Selection Criteria: Progress and Plans in the Four Education Reform Areas (pages 18-50)**

- Has the State responded to all of the selection criteria to which it plans to respond?
- For each selection criterion to which the State is responding, has the State provided the necessary:
  - Narrative response?
  - Performance measures?
  - Evidence?
- Has the State organized the Appendix properly such that each attachment in the appendix is described in the narrative text of the relevant selection criterion?

**Competition Priorities (pages 51-54)**

- **[Optional]** Has the State responded to all the competitive preference and invitational priorities to which it plans to respond?

**Budget (see pages 55-64)**

- Has the State completed the following elements of the budget?
  - Budget Part I: Summary Table (page 56)
  - Budget Part I: Budget Summary Narrative (page 57)
  - Budget Part II: Project-Level Budget Table (page 58)
  - Budget Part II: Project-Level Budget Narrative (page 59)
  - **[If requested]** Indirect Costs (page 64)

**Application Requirements (see pages 92-93)**

- Has the State fulfilled all of the application requirements?

**Application Submission Procedures (pages 98-99)**

- Has the State complied with the submission format requirements, including the application deadline for submission?

**Appendix (page 102)**

- Has the State created a table of contents for its appendix?
- Has the State included all required appendix documents per the instructions in the application, as well as any other documents it refers to in its narratives?