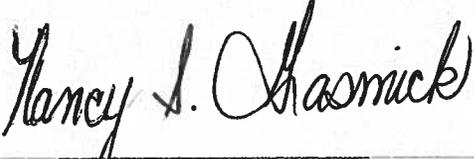
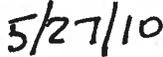
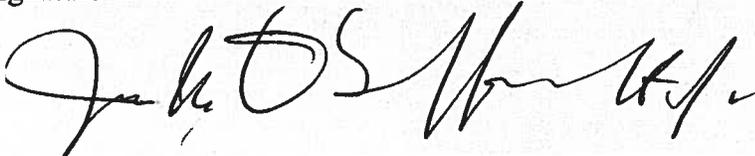
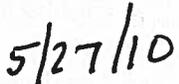


**III. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)**

Legal Name of Applicant (Office of the Governor): State of Maryland	Applicant's Mailing Address: 100 State Street Annapolis, Maryland 21401
Employer Identification Number: 52-6002033	Organizational DUNS: 001969443
State Race to the Top Contact Name: (Single point of contact for communication) Nancy S. Grasmick	Contact Position and Office: State Superintendent of Schools Maryland State Department of Education
Contact Telephone: 410-767-0462	Contact E-mail Address: ngrasmick@msde.state.md.us
Required Applicant Signatures: To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): Martin O'Malley	Telephone: 410-974-3901
Signature of Governor or Authorized Representative of the Governor: 	Date: 
Chief State School Officer (Printed Name): Nancy S. Grasmick	Telephone: 410-767-0462
Signature of the Chief State School Officer: 	Date: 
President of the State Board of Education (Printed Name): James H. DeGraffenreidt, Jr.	Telephone: 410-767-0467
Signature of the President of the State Board of Education: 	Date: 

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:

Elizabeth M. Kameen

410-576-6465

Signature of the State Attorney General or Authorized Representative:

Date:

5/27/10

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. 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)

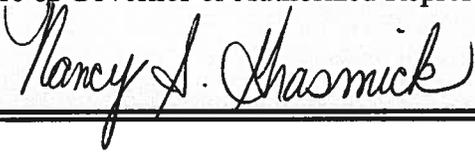
Other Assurances and Certifications

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):	
Nancy S. Grasmick	
Signature of Governor or Authorized Representative of the Governor:	Date:
	5/27/10

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

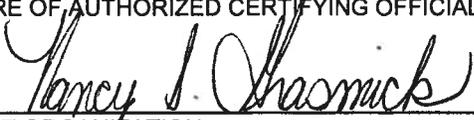
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE State Superintendent of Schools
APPLICANT ORGANIZATION State of Maryland Office of the Governor	DATE SUBMITTED 5/27/10

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, 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 of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than 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 this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

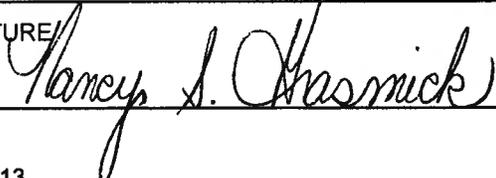
NAME OF APPLICANT State of Maryland Office of the Governor	PR/AWARD NUMBER AND / OR PROJECT NAME Race to the Top
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Nancy S. Grasmick, State Superintendent of Schools	
SIGNATURE 	DATE 5/27/10

Table of Contents – Narrative

Section A	State Success Factors	1
(A)(1)	Articulating the State’s reform agenda and LEA participation	1
(A)(1)(i)	The State’s comprehensive and coherent reform agenda	3
(A)(1)(ii)	The MOU represents a strong commitment from LEAs	15
(A)(1)(iii)	LEA participation and statewide goals	25
(A)(2)	Building strong statewide capacity	37
(A)(2)(i)	Strong capacity to implement	38
(A)(2)(ii)	Stakeholder support	46
(A)(3)	Demonstrating progress: raising achievement/closing gaps	48
(A)(3)(i)	Progress in the four reform areas	49
(A)(3)(ii)	Improving student outcomes, overall and by subgroup	55
Section B	Standards and Assessments	73
(B)(1)	Developing and adopting common standards	74
(B)(1)(i)	Participation in a consortium	74
(B)(1)(ii)	Adoption of a common set of standards	75
(B)(2)(i)	Developing/ implementing common, high-quality assessments	77
(B)(2)(ii)	Participation in a consortium committed to assessments	79
(B)(3)	Supporting the transition to standards and assessments	83
Section C	Data Systems to Support Instruction	107
(C)(1)	Statewide Longitudinal Data System	107
(C)(2)	Accessing and using State data	113
(C)(3)	Using data to support instruction	122
(C)(3)(i)	Ensuring implementation of instructional improvement systems	125
(C)(3)(ii)	Providing effective professional development	126
(C)(3)(iii)	Making data accessible	127
Section D	Great Teachers and Leaders	132
(D)(1)	Providing high-quality pathways	132
(D)(1)(i)	Legal, statutory, and regulatory provisions	133
(D)(1)(ii)	Alternative routes to certification	135
(D)(1)(iii)	Identifying and filling shortages	136
(D)(2)	Improving educator effectiveness based on performance	138
(D)(2)(i)	Establishing clear approaches to measuring student growth	141
(D)(2)(ii)	Rigorous, transparent, and fair evaluation systems	144
(D)(2)(iii)	Annual evaluations using student growth	155
(D)(2)(iv)	Using Evaluations	160
(D)(3)	Ensuring equitable distribution of teachers	174
(D)(3)(i)	Equitable distribution for high-minority/high-poverty schools	176
(D)(3)(ii)	Increasing the number of effective teachers and principals	192
(D)(4)	Improving teacher and principal preparation programs	204

(D)(4)(i)	Linking student and teacher data to preparation programs	205
(D)(4)(ii)	Expansion of successful preparation programs	207
(D)(5)	Providing effective support to teachers and principals	211
(D)(5)(i)	Providing effective, data-informed professional development	215
(D)(5)(ii)	Measuring, evaluating, and continuously improving supports	226
Section E		
Section E	Turning Around the Lowest-achieving Schools	230
(E)(1)	Intervention authority in lowest-achieving districts and schools	230
(E)(2)	Turning around the lowest-achieving schools	233
(E)(2)(i)	Identifying the persistently lowest-achieving schools	234
(E)(2)(ii)	Supporting LEAs in turning around schools	236
Section F		
Section F	General	275
(F)(1)	Making education funding a priority	275
(F)(1)(i)	Revenues to support education	276
(F)(1)(ii)	State funding policies lead to equitable funding	277
(F)(2)	Ensuring conditions for high-performing charter schools	280
(F)(2)(i)	Charter school law does not prohibit or inhibit charter schools	281
(F)(2)(ii)	Laws regarding approval, monitoring, and accountability	284
(F)(2)(iii)	Equitable funding for charter schools	295
(F)(2)(iv)	Charter funding for facilities	295
(F)(2)(v)	Innovative, autonomous public schools	296
(F)(3)	Demonstrating other significant reform conditions	298
Absolute, Competitive, and Invitational Priorities		
Priority 1	Comprehensive Approach to Education Reform	302
Priority 2	Emphasis on STEM	303
Priority 3	Innovations for Improving Early Learning Outcomes	314
Priority 4	Expansion and Adaptation of Longitudinal Data System	317
Priority 5	P-20 Coordination, vertical and Horizontal Alignment	320
Priority 6	School-level Conditions for Reform, Innovation, and Learning	326
Budgets		
	Budget Part I: Budget Summary Table	329
	Budget Part II: Budget Summary Narrative	330
	Budget Part II: Project-Level Budgets	344
	Indirect Cost Information	632

	Section (First Appearance)	Title	Page
Appendix 1	(A)(1)(ii)	Fact Book	1
Appendix 2	(A)(1)(ii)(a)	Memorandum of Understanding	36
Appendix 3	(A)(1)(ii)(c)	Executive Steering Committee	41
Appendix 4	(A)(1)(ii)(c)	Education Reform Act	42
Appendix 5	(A)(1)(ii)(c)	Education Reform Act Regulations	51
Appendix 6	(A)(1)(iii)	College Success Task Force Report	56
Appendix 7	(A)(2)(ii)	Letters of Support	103
Appendix 8	(A)(3)(ii)	NAEP State Data and Snapshot Reports	213
Appendix 9	(A)(3)(ii)	MSA Elementary/Middle Trend Reports	218
Appendix 10	(A)(3)(ii)	Gap Analysis	223
Appendix 11	(A)(3)(ii)	MGT Gap Report	225
Appendix 12	(A)(3)(ii)	Gap Data	234
Appendix 13	(A)(3)(ii)	Proficient and Above	238
Appendix 14	(B)(1)(i)	Memorandum of Understanding (Standards)	242
Appendix 15	(B)(1)(i)	Internationally Benchmarked Standards	245
Appendix 16	(B)(1)(i)	Standards Consortium States	247
Appendix 17	(B)(1)(ii)	Board Authority to Adopt Standards	249
Appendix 18	(B)(2)(ii)	Memorandum of Agreement (Assessments)	251
Appendix 19	(C)(1)	House Bill 275 -- LDS	253
Appendix 20	(C)(1)	Maryland LDS -- 8 Subsystems	266
Appendix 21	(C)(2)	MLDS-EAP Initiatives	267
Appendix 22	(C)(3)	Technology Requirements and Solutions	268
Appendix 23	(D)(1)(i)	Resident Teacher Regulation	278
Appendix 24	(D)(1)(i)	Resident Principal Regulation	280
Appendix 25	(D)(1)(i)	Alternative Pathways	282
Appendix 26	(D)(1)(ii)	Guidelines for Alternative Prep. Programs	283
Appendix 27	(D)(1)(ii)	Instructional Leadership Framework	288
Appendix 28	(D)(1)(iii)	Teacher Staffing Report	339
Appendix 29	(D)(1)(iii)	Teacher Incentives	440
Appendix 30	(D)(2)	Teacher Induction Regulation	442
Appendix 31	(D)(2)(ii)	Focus Group Report	446
Appendix 32	(D)(3)(i)	New Leaders for New Schools	454
Appendix 33	(D)(3)(i)	BRAC	472
Appendix 34	(D)(3)(i)	Teacher/Principal Assignment and Transfer	499
Appendix 35	(D)(3)(i)	Leadership Succession Planning Guide	501
Appendix 36	(D)(3)(ii)	STEM Task Force Report	558
Appendix 37	(D)(3)(ii)	Heritage Languages Task Force Report	602
Appendix 38	(D)(4)(i)	Program Approval Regulation	666
Appendix 39	(D)(4)(ii)	Professional Development Schools	667
Appendix 40	(D)(5)(i)	Professional Development Planning Guide	679
Appendix 41	(D)(5)(i)	Professional Development Evaluation Guide	705

Appendix 42	(D)(5)(i)	PDAC REPORT March 2008	758
Appendix 43	(D)(5)(i)	Principals' Academy Data	813
Appendix 44	(D)(5)(ii)	Professional Development Standards	816
Appendix 45	(E)(1)	Responsibilities of State Superintendent	821
Appendix 46	(E)(1)	Roles and Duties	822
Appendix 47	(E)(1)	School Improvement Regulations	827
Appendix 48	(E)(1)	Advice of Counsel Memorandum	835
Appendix 49	(E)(2)(i)	List of Tier I, II, and III Schools	837
Appendix 50	(E)(2)(i)	Differentiated Accountability Pilot	840
Appendix 51	(F)(2)(ii)	Maryland Charter School Law	855
Appendix 52	(F)(2)(ii)	Maryland Charter School Policy	859
Appendix 53	(F)(2)(iv)	Construction Plans	861
Appendix 54	(F)(3)	Principal Fellowship Program	863
Appendix 55	(F)(3)	General State School Fund	866
Appendix 56	(F)(3)	Master Plans	868
Appendix 57	(F)(3)	Definitions At-Risk Youth	872
Appendix 58	(F)(3)	Additional Funding	874
Appendix 59	(F)(3)	Funding	875
Appendix 60	(F)(3)	Early Childhood Education Law	876
Appendix 61	Priority 2	Mid-Atlantic Lab Review of STEM	880
Appendix 62	Priority 3	Early Learning Outcomes	909
Appendix 63	Priority 5	English Composition Task Force Report	923
Appendix 64	Priority 5	English Alignment Committee Report	961
Appendix 65	Priority 5	Teacher Shortage Task Force Report	969
Appendix 66	Priority 5	African-American Male Task Force Report	997
Appendix 67	Priority 5	Special Education Report	1069
Appendix 68	Priority 5	Early College Access Report	1096
Appendix 69	Priority 5	P-20 Council Executive Order	1154
Appendix 70	Priority 5	P-20 Council Legislation	1159
Appendix 71	Priority 5	Principals' Task Force Report	1167
Appendix 72	Priority 5	Career/ Tech Education Task Force Report	1194
Appendix 73	(A)(2)(ii)	Additional Letters of Support	1214

Glossary of Acronyms
Maryland State Department of Education
Race to the Top Application

AFT: American Federation of Teachers

Alt-MSA: Alternate Maryland School Assessment

AP: Advanced Placement

ARRA: American Recovery and Reinvestment Act

AYP: Adequate Yearly Progress

BRAC: Base Realignment and Closure

CCSSO: Council of Chief State School Officers

CIO: Chief Information Officer

CFIP: Classroom-Focused Improvement Process

COGNOS C8 BI: Business intelligence solution used to make data requests

COMAR: Code of Maryland Regulations

CBA: Collective Bargaining Agreements

CCLC: 21st-Century Community Learning Centers

CS: Charter School

DST: District Support Team

EAP: Effectiveness, Accountability, and Performance

ELLs: English Language Learners

ES: Elementary School

ESEA: Elementary and Secondary Education Act

ESOL: English for Speakers of Other Languages

FARMS: Free And Reduced Meals)

FERPA: Family and Educational Rights Privacy Act

HSA: High School Assessments

HQT: Highly Qualified Teachers

HS: High School

IDEA: Individuals with Disabilities Education Act

IES: Institute of Education Sciences

IHEs: Institutions of Higher Education
IIS: Instructional Improvement System
IMCIT: Intensive Management and Capacity Improvement Team
INTASC: Interstate New Teachers Assessment and Support Consortium
IT Applications CIO: Information technology chief information officer?
K-12: Kindergarten through 12th Grade.
LEA: Local Education Agency, also known as School District or School System
LDS: Longitudinal Data System
LDS-CE: Statewide LDS Center of Excellence
LDS QA: Longitudinal Data System Quality Assurance Recommendations
MAAPPs: Maryland Approved Alternative Preparation Programs
MAPs: Maryland Approved Programs
MARCES: Maryland Assessment Research Center for Educational Success
MBRT: Maryland Business Roundtable
Md. Educ. Code Ann.: Maryland Education Code Annotated
MHEC: Maryland Higher Education Commission
MLDS: Maryland Longitudinal Data System
MLDS-EAP: MLDS Effectiveness, Accountability, and Performance reporting subsystem
MMSR: Maryland Model for School Readiness Assessment
MOU: Memorandum of Understanding
MOA: Memorandum of Agreement
MPT: Maryland Public Television
MSA: Maryland School Assessment
MSDE: Maryland State Department of Education
MSEA: Maryland State Education Association
MSPAP: Maryland School Performance Assessment Program
MS: Middle School
NAEP: National Assessment of Educational Progress
NBPTS: National Board for Professional Teaching Standards
NCLB: No Child Left Behind Act
NEA: National Education Association

NGA: National Governors Association
NLNS: New Leaders for New Schools
NPC: Maryland's National Psychometric Council
OSI: Office of School Innovation
P-16: Preschool through College
P-20: Preschool through Graduate School
PACT: Performance Assessment for California Teachers
PARCC: Partnership for Assessment of Readiness for College and Career
PBIS: Positive Behavior Interventions and Supports
PDS: Professional Development Schools
PII: Federal government's Personal Identifiable Information
ACTFL: American Council for Teaching of Foreign Languages
PreK-12: Pre- Kindergarten through 12th Grade
PSAT: Preliminary SAT
PSTEB: Professional Standards and Teacher Education Board
PTA: Parent-Teacher Association
RFP: Request for Proposals
RITA: Restructuring Implementation Technical Assistance protocol
RTI: Response to Intervention
RTTT: Race to the Top
RN: Registered Nurse
SIG: School Improvement Grant
SOAR: Student Outcome and Achievement Report
SQL: Structure Query Language allows one to access and manipulate databases
STEM: Science, Technology, Engineering, and Math
SWD: Students with Disabilities
TBD: To Be Determined
TCNA: Teacher Capacity Needs Assessment
The Center: Breakthrough Center
TPAC: Teacher Performance Assessment Consortium
UMBC: University of Maryland at Baltimore County

UMCP: University of Maryland at College Park

USDE: United States Department of Education

USIS: Unique Student Identifier System

USM: University System of Maryland

(A) State Success Factors (125 total points)

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

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; *(5 points)*

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)¹ or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— *(45 points)*

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

(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State’s Race to the Top plans; and

(c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers’ union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

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

(a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the

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

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)

Section (A)(1)(i): Comprehensive and Coherent Agenda

From National Leader to World-Class

Maryland has a very good public school system; for some students, it is outstanding. By many measures, the State leads the nation. Spurred by the Race to the Top competition, Maryland is now committed to going from national leader to world-class — not only for some students, but for all students. The State Board of Education’s mission could not be clearer: to create a world-class system preparing students for college and career success in the 21st century.

Under the leadership of Governor Martin O’Malley, State Board of Education President James DeGraffenreidt, Jr., and State Superintendent Nancy S. Grasmick, the State has the shared vision, strategies, people, and political will to achieve this goal. Getting to world-class status means that Maryland, like all states, will have to pick up the pace of its reforms significantly. National leadership is not good enough — not when other states and nations are making major investments in strengthening their schools, and not when about 15 percent of Maryland’s high-school students still do not earn a high school diploma, let alone graduate ready for college or careers.

World-class means recognizing and acting on the new reality that a high school diploma is just the starting point; preparing students to succeed in college or careers is the new North Star. World-class means ensuring that *all* students, including those who traditionally have struggled, benefit from excellent teaching and learning. World-class means once and for all closing the achievement gaps that continue to exist in far too many schools, even in a state like Maryland that is a recognized national leader. In making the leap from national leader to world-class, Maryland has an important head start over most states. The Race to the Top process has given

the State a golden opportunity to assess its strengths, get clearer about its weaknesses, and build the broad-based understanding and support necessary to undertake the even harder work ahead.

Strong policies: Maryland's forward-looking strategy is built on a very strong foundation. In fact, *Education Week's Quality Counts* says Maryland has had the strongest education reform framework in the country for the past two years. Its 2010 review gave Maryland an overall grade of B+, based on strong State policies and performance in all six categories.

- A+ in Transitions and Alignment, which examines school readiness and K–12/postsecondary alignment;
- B+ in Chance for Success, which looks at early childhood opportunities, participation and performance in K–12, and adult education and workforce outcomes;
- B+ in Standards, Assessments, and Accountability, which covers everything from the alignment of standards and tests to the availability of quality curriculum resources for teachers;
- B in Teaching Profession, which examines accountability for teacher quality, incentives and allocation, and preparation and development;
- B in K–12 Achievement, which is based on student performance, improvement trends, and equity; and
- B in School Finance, which is based on eight indicators measuring equity and spending.

In addition, Maryland met all five criteria (scoring 100 percent) on early childhood education.

This solid infrastructure has been built policy by policy over the past three decades. During the first wave of reform (1989–2002), Maryland focused on implementing the key recommendation of the 1989 Sondheim Commission: to create a comprehensive system of public assessment and accountability to hold schools, local school systems, and the State responsible for student achievement. Key results included launching state-of-the-art grade 3–8 assessments in 1993, introducing high school graduation assessments in 1997, setting new requirements for teacher licensure that include a unique full-year internship requirement, and pioneering turnaround school partnerships in Baltimore City in the late 1990s.

Maryland's second wave of reform (2002–09) featured major funding increases (\$1.3 billion to schools during a six-year period); increased accountability with new assessments for local school districts to improve student achievement and eliminate performance gaps; the creation and widespread dissemination of a statewide curriculum and related tools; far greater collaboration and integration across systems through a P–16 Council (later changed to P-20 Council); the Science, Technology, Engineering, and Mathematics (STEM) Task Force; a partnership with the College Board to expand participation in Advanced Placement; and an innovative approach to create alternative pathways for high-school students and stronger preparation and development programs for school leaders.

Common denominators for these diverse reforms include a strong focus on closing gaps and creating opportunities for the least advantaged of the State's students; broad involvement and participation of stakeholders (from educators to parents to business and higher education leaders); active participation in groundbreaking national and federal initiatives (such as the American Diploma Project and the Advanced Placement Incentive Program); consistent, stable leadership (State Superintendent Grasmick has been in office since 1991); and decades-long support from the Maryland General Assembly and multiple governors. Finally, size matters: with just 24 local education agencies (LEAs), from large urban centers to small rural hamlets, Maryland is the ideal place for a Race to the Top investment. The State's relatively small size and history of close collaboration among all LEAs and the State guarantees consistent, open, and aligned leadership.

Outstanding student achievement: These far-sighted policies and nearly three decades of innovative reforms have produced student achievement results that are among the most impressive in the nation.

- Seventy percent of 4th-graders and 77 percent of 8th-graders score Basic or above in reading on the National Assessment of Educational Progress (NAEP) (compared with 66 percent and 74 percent across the nation, respectively).
- Eighty-five percent of 4th-graders and 75 percent of 8th-graders score Basic or above in mathematics on the NAEP (compared with 81 percent and 71 percent across the nation, respectively).

- Eighty-seven percent of elementary school students and 82 percent of middle school students meet the State’s proficiency standards in reading on the Maryland School Assessment (MSA).
- Eighty-five percent of elementary school students and 71 percent of middle school students meet the State’s proficiency standards in mathematics on the MSA.
- Forty percent of high-school students take an Advanced Placement (AP) test, and 25 percent score 3 or better on at least one AP test, both tops in the nation.
- Seventy-five percent of high-school students in the first year of the graduation requirement pass *all four* State High School Assessments (HSA) in English, algebra, government, and biology, as first-time test-takers to graduate from high school.
- The State’s four-year graduation rate is 80 percent, compared with roughly 70 percent to 75 percent for the rest of the nation.

Making gains and closing gaps: Again, strong policies and reform innovations have helped Maryland outperform the national average and close achievement gaps among student groups. For example:

- Since 2003, Maryland’s growth on the NAEP has far outpaced the U.S. average in every grade and subject: 4th-grade reading (8-point gains in Maryland compared to 4-point gains nationally); 4th-grade mathematics (6 points versus 2 points); 8th-grade reading (12 points versus 5 points); and 8th-grade mathematics (8 points versus 4 points).
- Since 2003, Maryland students have achieved 25-point gains in elementary reading and mathematics on the MSA, 22-point gains in middle school reading, and 32-point gains in middle school mathematics.
- Since 2003, high-school students gained 22.5 points in the percentage passing reading (from 61.4 percent to 83.9 percent). Mathematics passage rates nearly doubled from 43.4 percent in 2003 to 85.7 percent in 2009.
- An independent evaluation conducted by MGT of America, Inc., of Maryland’s achievement data from 2003–09 revealed that gaps across all subgroups were reduced, with reductions as high as 24 percent for English language learners (ELLs) in reading and 11 percent for African-Americans in mathematics.

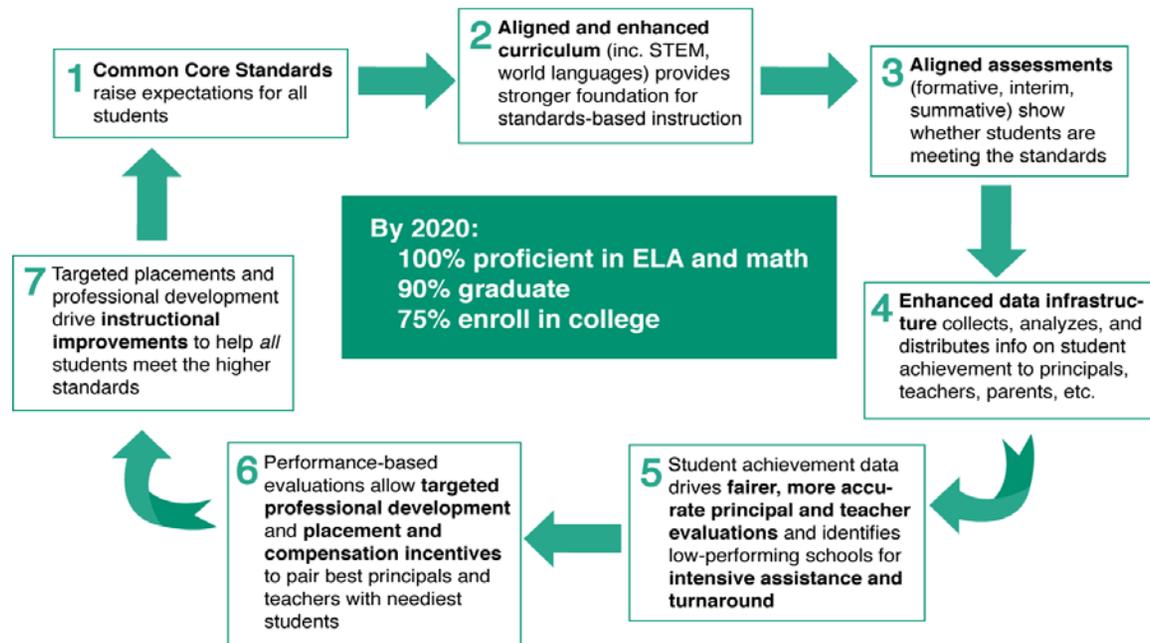
- Since 2005, Maryland has eliminated the gap for Hispanic students in both AP participation and performance.

Maryland is not satisfied with these results. Although students of all backgrounds have made progress, far too many of the State's African-American, Hispanic, special education, and non-English-speaking students trail their peers. The State will not address these gaps by resting on its laurels. Instead, Maryland is poised for its third wave of reform, with Race to the Top assurances as the foundation.

Getting to World-Class: Building on Maryland's Strong Start in All Four Priority Areas

To help its 24 school districts, 1,459 schools, 59,321 teachers, and 866,000 students go from national leaders to world-class success in the next decade, Maryland will build on its history of success and address gaps in all four of the key areas identified by the Race to the Top competition. As illustrated in the graphic below, the State's strategy is coherent and comprehensive. The following summarizes the State's major accomplishments to date and strategies going forward. The accomplishments underscore the State's track record of being able to implement comprehensive and complex plans. The forward-looking strategies underscore Maryland's continued commitment to think big and act strategically. Each of these priorities is described more fully in subsequent sections.

A Coherent Strategy for Improving Student Achievement and Closing Gaps



Standards and assessments: In the past three decades of reform, Maryland has been a national leader in:

- Developing standards, assessments, and accountability, which are ranked B+ in *Education Week's Quality Counts*;
- Strengthening and aligning its grade 3–8 and high school assessments to address these challenging standards;
- Developing and widely disseminating aligned curricula to help make the standards relevant and useful to classroom teachers;
- Developing a widely used website (16 million page views by 1.7 million users in 2009 alone) that provides a wealth of instructional resources to teachers;

- Participating actively in national leadership efforts to transition to college- and career-ready standards (such as the American Diploma Project and the Common Core State Standards Initiative);
- Pioneering online testing in science (grades 5 and 8 in 2007) and in high school assessments in all content areas in 2009;
- Developing and implementing model assessments for students with disabilities; and
- Creating rigorous, project-based alternative pathways for high school graduation.

In picking up the pace to become world-class in the next decade, Maryland will:

- Revise the State’s PreK–12 curricula, assessments, and accountability system based on the Common Core State Standards (scheduled for adoption in June 2010) to ensure that all graduates are college and career ready;
- Incorporate rigorous STEM courses, additional world languages, and expanded computer science into the curriculum;
- Participate in Achieve’s multistate consortium to develop summative, interim, and formative assessments aligned to the more challenging standards;
- Align the PreK–12 standards with college and university admission standards, and ensure that higher education stakeholders are involved in defining college-ready standards;
- Redesign high school graduation requirements to include four years of mathematics, including algebra II;
- Create an assessment that will gauge students’ college readiness early in their high school careers; and
- Add a college-ready and STEM-ready endorsement to the high school diploma.

Data and technology infrastructure: In the past three decades of reform, Maryland has worked hard to become a national leader in:

- Demonstrating its commitment to helping educators use performance data to improve instruction through its widely used school improvement web site (www.mdk12.org);
- Measuring schoolwide improvement and using it for accountability;

- Implementing eight of the 10 elements recommended by the Data Quality Campaign;
- Making 10 of the 12 America COMPETES Act data components operational; and
- Passing legislation to create a P–20 Data Center.

In picking up the pace to become world-class in the next decade, Maryland will:

- Achieve all 12 elements of the America COMPETES Act and all 10 elements of the Data Quality Campaign’s new Essential State Actions for longitudinal data system use;
- Build a statewide technology infrastructure that serves as the umbrella for three tasks: (1) linking current LEA, Maryland State Department of Education (MSDE), higher education, and workforce data systems; (2) creating an instructional improvement system to give teachers more usable data about their students; and (3) enlarging the Online Instructional Toolkit to equip teachers with curriculum information, model lessons, formative assessments, and professional development opportunities;
- Provide performance data on individual students, classrooms, and schoolwide groups;
- Provide extensive support to help educators diagnose student learning needs and customize instruction;
- Link the academic growth of students to their teachers — and also to the teachers’ preparation institutions to measure quality; and
- Launch performance dashboards that provide snapshots of information in real time about all aspects of this application, including Common Core State Curriculum implementation, teacher evaluation, and support to low-achieving schools.

Great teachers and leaders: In the past three decades of reform, Maryland has been a national leader in:

- Developing innovative policies to support quality teaching, which are ranked fifth in the country by *Education Week Quality Counts*;
- Closing or placing on probation low-achieving teacher preparation programs;

- Using common performance criteria aligned with State and national outcomes to evaluate all teacher preparation programs;
- Developing standards and tools for high-quality professional development for teachers and principals;
- Focusing efforts to recruit high-quality, experienced teachers to low-achieving schools;
- Pioneering alternative preparation programs in one-third of districts (the four largest LEAs participate in several alternative programs);
- Supporting innovative practices within LEAs;
- Monitoring the distribution of teachers through the Maryland Teacher Staffing Report since 1984;
- Creating extensive district–higher education partnerships to train and recruit effective teachers to high-needs subjects;
- Creating a division in MSDE in 2000 devoted to the development of principals, assistant principals, and potential school leaders;
- Creating a research-based framework for instructional leadership for principal licensure and all professional development;
- Developing an academy for new principals and an institute for aspiring principals, while strengthening training for veterans;
- Developing a one-year, in-depth internship differentiated for each teacher candidate (only such program in the country);
- Increasing the percentage of classes taught by highly qualified teachers from 67 percent in 2003 (only 47 percent in high-poverty schools) to 89 percent in 2009 (79 percent in high-poverty schools);
- Increasing the number of National Board-certified teachers more than tenfold since 2004; and
- Extending the tenure timeline from two to three years.

In picking up the pace to become world-class in the next decade, Maryland will:

- Redesign and strengthen its model for the preparation, development, retention, and evaluation of teachers and principals;
- Create a new statewide evaluation system with local flexibility for teachers and principals using the feedback and participation of statewide teacher/principal focus groups, with 50 percent weight for student achievement growth (statewide by 2012–13

using current assessments, evaluations will use new assessments based on the Common Core State Standards beginning in 2014);

- Pay special attention to preparing teachers and principals to serve in low-achieving schools and teach STEM subjects;
- Reduce the teacher equity gap between high-poverty/high-minority schools and low-poverty/low-minority schools so that at the end of the Race to the Top grant period: (1) at least 30 percent of teachers and 35 percent of principals working in both types of schools are “Highly Effective;” and far fewer teachers in either type of school are “Ineffective;”
- Ensure that all vacancies in high-poverty and high-minority schools, until such time as the new evaluation system is in place, are filled by highly qualified teachers with ratings no less than satisfactory or the most promising new teacher candidates;
- Ensure that all vacancies in high-poverty and high-minority schools, after the new evaluation system is in place, are filled by no less than “Effective” teachers and principals or the most promising new teacher candidates;
- Ensure that all vacancies in persistently low-achieving schools, until such time as the new evaluation system is in place, are filled by highly qualified teachers with ratings no less than satisfactory or the most promising new teacher candidates;
- Ensure that, after the new evaluation system is in place, no teacher or principals rated “Ineffective” for two years in a row is employed in a persistently low-achieving school;
- Create a workgroup of leading school systems that will contribute ideas for model compensation systems;
- Create an extensive induction program for non-tenured teachers and provide training for all LEA staff to ensure quality services;
- Create Educator Instructional Improvement Academies for administrators and school-based coaches in all 1,400 schools; and
- Train all LEA leaders who evaluate principals to implement the new evaluation system for purposes of professional development, promotion, compensation, and termination.

Turning around low-achieving schools: In the past three decades of reform, Maryland has been a national leader in:

- Pioneering an innovative partnership with an education management organization to turn around three Baltimore City schools in the late 1990s;
- Piloting a Distinguished Principal Program to provide additional compensation to great principals selected to lead the State’s lowest-achieving schools, and creating a new State policy built on this success;
- Cutting by approximately half the number of Title I schools “in improvement” under No Child Left Behind;
- Increasing participation in AP courses/exams in districts with significant populations of students from low-income and traditionally under-represented groups;
- Using a National Governors Association (NGA) Center for Best practices grant (one of four in the United States) to create a Breakthrough Center to support successfully two of the State’s lowest-achieving districts (one rural, one urban/suburban);
- Receiving approval in 2008 from the U. S. Education Department to implement a Differentiated Accountability system that allows a sharper focus on differentiated interventions and supports for different school needs; and
- Creating nationally recognized needs-assessment instruments that assist schools and districts in setting priorities for improvement.

In picking up the pace to become world-class in the next decade, Maryland will:

- Expand implementation of Maryland’s innovative statewide system of support with the Breakthrough Center approach for transforming low-achieving schools and LEAs;
- Work with 16 of the lowest-achieving schools and their feeder schools in the new Breakthrough Zone to allow for more targeted assistance;
- With partner districts and through the federal 1003(g) program, negotiate the adoption of one of the four school intervention models (closure, restart, turnaround, or transformation, as defined in the Race to the Top guidance and State regulations) and

the development of a detailed and sound plan for implementing the model to help the State’s persistently low-achieving schools;

- Work with LEAs to pass and adopt policy-changing conditions that will grant access to monetary and human supports, teachers specially trained and skilled to work in low-achieving schools, and specially trained and/or experienced principals;
- Ensure that all vacancies in persistently low-achieving schools, until such time as the new evaluation system is in place, are filled by highly qualified teachers with ratings no less than satisfactory or the most promising new teacher candidates;
- Ensure that, after the new evaluation system is in place, no teacher or principal rated “Ineffective” for two years in a row is employed in a persistently low-achieving school;
- Address cultural and climate issues in the State’s lowest-achieving schools to ensure that students will be successful, safe, and healthy; and
- Create a pathway for teachers (the Teach for Maryland Consortium) and leaders (e.g., New Leaders for New Schools) to excel in low-achieving schools.

STEM: In the past three decades of reform, Maryland has been a national leader in:

- Providing several million dollars in funding for LEA’s to develop integrated and coordinated STEM programs;
- Requiring three years of mathematics and science to graduate from high school — and, beginning with entering 9th-graders in 2011, four years of mathematics (pending the regulatory process); and
- Mobilizing businesses, universities, and the State’s high-tech sector to come together to coordinate the State’s many STEM assets.

In picking up the pace to become world-class in the next decade, Maryland will:

- Implement all seven recommendations of the Governor’s 2009 STEM Task Force report, including creating a STEM Innovation Network to coordinate efforts;
- Launch elementary world language programs in Arabic, Chinese, and Hindi (along with Spanish/English dual-language programs) with a STEM focus;
- Develop curriculum and resources in STEM to address the Common Core State Standards;
- Triple the number of secondary STEM teachers in the State and enhance STEM preparation for early childhood and elementary teachers; and
- Increase the use of AP courses with a STEM focus.

Maryland did not reach its first-place national ranking by standing still, and the State will not become world-class by resting on its prior achievements. The innovations outlined in this application not only will give Maryland’s schools a competitive edge, but more important, also will touch *all* Maryland students, regardless of backgrounds. This is the only way the State will move forward — by ensuring that standards and expectations remain high while paying close attention to the needs of students who have lagged behind. Throughout this application — from the clearer and more rigorous Common Core State Standards and new assessments, to a new data system, to a redesigned human capital framework, to a more cohesive approach to turning around schools — Maryland is primed for change.

Section (A)(1)(ii): Participating LEAs

Overview

Maryland has 24 LEAs consisting of 23 counties and Baltimore City. As of fall 2008, those 24 LEAs had 843,861 PreK–12 students (see Appendix 1). Generally speaking, Maryland divides its schools into six regions.

The Baltimore Metropolitan Region has six LEAs: Anne Arundel County, Baltimore City, Baltimore County, Carroll County, Harford County, and Howard County. It also has the SEED School, a publicly-funded, residential boarding school featured on May 23, 2010, on CBS News' *60 Minutes* program (SEED is described further in Section (F)(2)(v)). The Baltimore Metropolitan Region is the largest of the six regions and has 375,658 students. All six LEAs in this region are participating in this application.

The National Capital Region includes Montgomery County and Prince George's County and is the second-largest region in the State, with 267,259 students. Prince George's County is a participating LEA. Montgomery County stated that it would participate only if it were allowed to maintain its current teacher evaluation system. Maryland determined that the Montgomery County's evaluation system does not calculate student growth, and therefore would not be aligned with the statewide system; thus, Montgomery County cannot be considered a participating LEA at this time.

The Western Maryland Region has four LEAs: Allegany County, Frederick County, Garrett County, and Washington County, which collectively enroll 75,461 students. Three of the four LEAs are participating. Frederick County has chosen not to participate in Race to the Top, citing loss of local control as its main issue.

The Upper Shore Region has five LEAs and includes Caroline County, Cecil County, Kent County, Queen Anne's County, and Talbot County. It has 36,219 students. All five LEAs in this region are participating LEAs.

The Lower Shore Region has four LEAs and includes Dorchester County, Somerset County, Wicomico County, and Worcester County. This region has 28,733 students. All four LEAs in this region are participating LEAs.

The Southern Maryland Region has three LEAs and includes Calvert County, Charles County, and St. Mary's County. This region has 60,531 students. All three LEAs in this region are participating LEAs.

In summary, 22 of Maryland's 24 LEAs will participate in the Race to the Top effort. With these 22 LEAs, the reform proposals in this application will reach the overwhelming majority of Maryland's students: 79 percent of all students, including 77 percent of minority students (see table in (A)(1)(iii) for definition), 94 percent of high-poverty schools (see table in (A)(1)(iii) for definition), and 85 percent of students in poverty. Although Montgomery County and Frederick County have not signed the Race to

the Top Memorandum of Understanding (MOU), many of the reforms outlined in this proposal exist to some degree in both counties, and Maryland will continue to examine lessons learned from these districts.

Section (A)(1)(ii)(a): Terms and Conditions

The Memorandum of Understanding (see Appendix 2) is very similar to the one provided in the Race to the Top application, and the 22 LEAs that have signed it are committed to the State’s reform effort. Maryland included a paragraph in its MOU (see Section (D)) regarding collective bargaining, which is why the State has entered a “C” in the appropriate blocks on the chart of participating LEAs. Maryland has a long history of collective bargaining, with bargaining units in each of the 24 LEAs, and overall Maryland is one of the strongest union states in the country. The State does not disparage that fact in any way; rather, Maryland honors and embraces it. However, having discussions with stakeholders is a time-consuming process, making it difficult to reach statewide consensus in a short period of time with an intervening legislative session. More on the signature process is described in Section (A)(1)(ii)(c).

Section (A)(1)(ii)(b): Scopes of Work

Maryland did not allow LEAs to choose which parts of the State reform plan they would embrace, except to make allowances for the aforementioned items that are subject to collective bargaining (Section (D) of the MOU). There are only “participating” or “non-participating” LEAs. As a result, the State removed the middle column from the Scope of Work model in the application because it did not allow “yes” or “no” for each of the items, and made minor tweaks to language to deal with the timing issues of the need for signatures on the MOU and the session dates for the General Assembly. No LEAs offered comments in the final column.

Although; there are no “involved” LEAs as defined by Race to the Top, all LEAs will be beneficiaries of the work done by the State and will be required by law or regulation as described in other sections of this application to: adopt the Common Core State Standards, Common Core State Curriculum, and assessments; participate in the longitudinal database; adopt the statewide teacher and

principal evaluation system; foster equitable distribution of Effective teachers and principals in the lowest-achieving schools; and adopt an appropriate turnaround strategy when required.

Section (A)(1)(ii)(c): Signatures

Maryland secured the signatures of 22 of the 24 LEAs, as described above. These signatures included the Superintendent or Chief Executive Officer in each LEA and the Board of Education president (except in Carroll County) in each of those 22 LEAs. The Superintendent of Carroll County signed as the authorized representative. Only two of the of 24 teachers' unions (Baltimore City and Prince George's County) signed the MOUs despite the outreach efforts described below. That said and as described more fully below, the partnership with these two unions is especially important because of the large percentages of high-poverty schools and minority students. These two LEAs serve nearly three-quarters of the State's neediest children.

Maryland recognized early that it needed to get legislative support for changes it wanted to make in teacher tenure laws, teacher and principal evaluation systems, and incentives for teachers and principals who work in the lowest-achieving schools. This also is why Maryland chose to wait until Phase II of the Race to the Top program to submit its application. It became evident that to get teacher unions' and associations' signatures, the MOU would have to include language ensuring that MSDE was not attempting in any way to pre-empt collective bargaining in the State (Section (D) of the MOU).

From the beginning of the application process, officials representing teachers' unions had a seat at the table. Executives representing the local chapters of American Federation of Teachers (AFT) affiliates, the national AFT office, and National Education Association affiliates (NEA) sat on the Executive Steering Committee that presided over the application (see Appendix 3). In addition, State officials made numerous presentations to union members and conducted 35 educator focus groups to solicit feedback from teachers and administrators on evaluation proposals. Members of local unions participated in these focus groups. Maryland secured the signature on its MOU from the Baltimore Teachers' Union, the sole affiliate of the American Federation of Teachers in the State. Baltimore City has a minority population of approximately 92 percent; approximately 51.5 percent of the high-poverty schools in the

State are in Baltimore City. This jurisdiction also has the most persistently low-achieving schools in the State, and, therefore, is a critical partner for reform. Maryland also secured the signature of the Prince George’s County Educators’ Association (PGCEA). This LEA is the second largest in the State and has a 95 percent non-white student population with 21 percent of the State’s high-poverty schools – the second highest percentage (behind Baltimore City) in the State .

The Education Reform Act (see Appendix 4) moved tenure from two to three years, created a framework for teacher and principal evaluation system that requires student learning growth as a significant factor in the evaluation and authorized locally negotiated incentives for teachers and principals who work in Maryland’s lowest-achieving schools. The Maryland State Board of Education passed proposed regulations to establish that 50 percent of a teacher’s/principal’s evaluation will be based on student growth (see Appendix 5). To date, the leadership of the MSEA appears opposed to the changes in the proposed regulation as passed by the Maryland State Board of Education, even though it will have to be implemented once finalized.

While most local chapters of the NEA did not sign the MOUs, it is important to point out that among the many letters of support for its Race to the Top efforts, Maryland received correspondence signed by every 2009–10 Maryland Teacher of the Year (including the teachers from Montgomery County and Frederick County) and from approximately 30 former teachers of the year, as well as Milken Award winners who collectively expressed their support for the Maryland reform plan (see Section (A)(2)).

During the focus group discussions conducted across the State about the new evaluation system (Section (D)(2)), many participants expressed appreciation for the opportunity to engage in the discussion about the reform of teacher evaluation. While raising questions about what measures might be used to determine student growth, many teachers expressed interest in finding fair and equitable ways to include accountability for student growth in their evaluation, saying, “It’s our job to show that our students have learned.” There has been virtually no opposition to the redesign of principal evaluation instruments.

Because the State believes in soliciting the valuable expertise of its teachers, Maryland will continue to reach out to MSEA leadership through ongoing engagement in the Educator Effectiveness Workgroup, which will design the evaluation protocols

according to Board of Education regulations, and the Performance Compensation Workgroup, which will present ideas for innovative compensation systems to school districts (see Section (D)(2)).

Maryland was left with two options: (1) water down its Race to the Top application to the point where all stakeholders would sign on; or (2) move forward with bold reform as the State has done in the past, hoping that in time the stakeholders will be willing to sign on. Maryland chose the latter course. Its history of reform speaks for itself. Maryland has never been reluctant to take bold steps in the past, sometimes long before other states in the country have done so. The State will continue to take the bold steps necessary for statewide reform and move forward, with or without the Race to the Top funds, in the controversial arenas of teacher tenure, evaluation systems, and incentive pay because they are the right things to do for students.

Maryland believes that the best predictor of future success is past success. Maryland's past suggests that it will find a way to get Race to the Top reforms accomplished — hopefully collaboratively and always professionally. With the Maryland Education Reform Act of 2010 (see Appendix 4) in place and the regulations well on their way, all educators and stakeholders in Maryland will get on board and implement the law. Maryland will move forward as a united community focused on children and committed to providing each student with a world-class education.

Summary Table for (A)(1)(ii)(b) Note: “NA” is for those LEAs that are not participating.

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	22 YES 2 NO	91.6%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	22 YES 2 NA	91.6% 8.3% NA
(ii) Professional development on use of data	22 YES 2 NA	91.6% 8.3% NA
(iii) Availability and accessibility of data to researchers	22 YES 2 NA	91.6% 8.3% NA
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	0 YES 22 Conditional 2 NA	0% YES 91.6 % Conditional 8.3% NA
(ii) Design and implement evaluation systems	0 YES 22 Conditional 2 NA	0% YES 91.6 % Conditional 8.3% NA
(iii) Conduct annual evaluations	0 YES 22 Conditional 2 NA	0% YES 91.6 % Conditional 8.3% NA
(iv)(a) Use evaluations to inform professional development	0 YES 22 Conditional 2 NA	0% YES 91.6 % Conditional 8.3% NA
(iv)(b) Use evaluations to inform compensation, promotion and retention	0 YES	0% YES

	22 Conditional 2 NA	91.6 % Conditional 8.3% NA
(iv)(c) Use evaluations to inform tenure and/or full certification	0 YES 22 Conditional 2 NA	0% YES 91.6 % Conditional 8.3% NA
(iv)(d) Use evaluations to inform removal	0 YES 22 Conditional 2 NA	0% YES 91.6 % Conditional 8.3% NA
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	0 YES 22 Conditional 2 NA	0% YES 91.6 % Conditional 8.3% NA
(ii) Hard-to-staff subjects and specialty areas	0 YES 22 Conditional 2 NA	0% YES 91.6 % Conditional 8.3% NA
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	22 YES 2 NA	91.6% 8.3% NA
(ii) Measure effectiveness of professional development	22 YES 2 NA	91.6% 8.3% NA
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	0 YES 22 Conditional 2 NA	0% YES 91.6 % Conditional 8.3% NA
[Optional: Enter text here to clarify or explain any of the data] As stated in the narrative, Maryland has every reason to believe that its reform movement will be successful, particularly with the passage of the Education Reform Act of 2010 in the Maryland General Assembly, the subsequent Code of Maryland Regulations process that has already begun, and the widespread support across the State.		

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

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained/Applicable)
LEA Superintendent (or equivalent)	22	24	91.6%
President of Local School Board (or equivalent, if applicable)	21	24	87.5%
Local Teachers' Union Leader (if applicable)	2	24	8.3%

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

Note: Using the 2008–09 Maryland State Department of Education Fact Book

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

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	22	24	91.6%
Schools	1,191	1,459	81.6%
K-12 Students	664,509	843,861	78.7%
Students in poverty	247,952	292,969	84.6%

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

Note: Using the 2008–09 Maryland State Department of Education Fact Book

Detailed Table for (A)(1)

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

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	Teachers Union (if applicable)		Uses Standard Terms & Conditions ² President or 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/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	
Allegany	28	9,232	4,478	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Anne Arundel	124	73,653	16,678	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Baltimore City	194	82,266	60,179	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Baltimore County	172	103,180	37,816	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Calvert	28	17,052	2,678	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Caroline	10	5,513	2,584	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Carroll	47	27,964	3,569	Y	N	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Cecil	29	16,209	5,096	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Charles	37	26,727	6,716	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Dorchester	13	4,560	2,459	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Frederick	64	40,070	7,414	N	N	N	N	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Garrett	16	4,425	1,942	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Harford	54	38,610	8,798	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Howard	73	49,905	6,442	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Kent	8	2,219	920	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Montgomery	204	139,282	37,603	N	N	N	N	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Prince George's	215	127,977	60,589	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Queen Anne's	14	7,859	1,318	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
St. Mary's	27	16,752	4,171	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Somerset	9	2,912	1,683	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Talbot	8	4,419	1,376	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Washington	45	21,734	8,762	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Wicomico	25	14,590	7,277	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Worcester	14	6,671	2,360	Y	Y	N	Y	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	Y	Y	C
Totals	1,459	843,861	292,969	22/24	21/24	2/24	22Y	22Y	22Y	22Y	22Y	22C	22Y	22Y	22C									
Percentage	100	100	100 (Includes Seed School)	91.6	91.6	8.3	91.6	91.6	91.6	91.6	91.6	91.6	91.6	91.6	91.6	91.6	91.6	91.6	91.6	91.6	91.6	91.6	91.6	

Section (A)(1)(iii): Ambitious Goals to Raise Achievement, Close Gaps

Maryland’s reform plan is broad, comprehensive, and fully endorsed by the 22 LEAs whose signatures appear on the plan. To ensure that those who signed the MOU were committed to all elements of the plan, Maryland provided a full first draft of the application to the LEAs, as well as to interested stakeholders throughout the State, for review and discussion. All LEAs understood, therefore, not just the broad requirements of the MOU, but also the specific details in all of the State’s proposals, when they elected to participate. Thus the commitment of the State and the LEAs to the four assurances is unwavering, and the LEAs understand that future State grant funds and Race to the Top will support the four assurances. Without doubt, this plan will translate into broad statewide impact because 22 of 24 LEAs have agreed to participate. Most important, these 22 LEAs serve 84.6 percent of the students in poverty in the State, enabling Maryland’s reforms to accelerate the progress of those who need it the most. For the purposes of this application, Maryland will use the following definitions:

Poverty	Minority
<p>Maryland rank orders all schools from highest to lowest on the percent poverty measure (free and reduced meals). It then divides the list into quartiles. Schools in the first (highest) quartile are high-poverty schools. Schools in the last (lowest) quartile are low-poverty schools. Maryland uses the percentage of students who qualify for the free and reduced lunch program for this calculation. (Numerator = number of students receiving free or reduced-price meals; Denominator = total enrollment)</p>	<p>Maryland rank orders all schools from highest to lowest on the minority percentage, using the percentage of non-white students (Asian/Pacific Islander; American Indian/Alaskan Native; African-American [non-Hispanic]; Hispanic). It then divides the list into quartiles. Schools in the first (highest) quartile are high-minority schools. Schools in the last (lowest) quartile are the low-minority schools. (Numerator = the total of all students across the State who are non-white; Denominator = total enrollment for all students)</p>

Sections (A)(1)(iii)(a) through (A)(1)(iii)(d) Increasing Student Achievement; Decreasing Achievement Gaps; Increasing Graduation Rates; and Increasing College Enrollment

Maryland is proud of, but not satisfied with, its national leadership. Too many children still are not adequately prepared to succeed in college or careers. What might have been good enough in previous eras of reform clearly is not sufficient in today’s

hypercompetitive world. Other states and nations are accelerating the pace of their reforms. Maryland intends to do the same, and in the process, will transform a good system of schools into a world-class system.

Given the breadth of LEA participation and the scope of Maryland's promised reforms, there is no question that the State's actions will help accomplish its goals to raise proficiency rates, close achievement gaps, and increase college participation rates as outlined below. Specifically:

- Adopting the Common Core State Standards and new assessments will equip teachers and leaders with a college-ready framework for their classrooms and schools.
- Better linking of data systems will enable schools to track students more closely, identify struggling and advanced students earlier, and provide educators with additional support to help struggling students catch up.
- Incorporating student academic growth into teacher and principal evaluations, professional development, and other human capital needs will enable principals to focus on teachers who need assistance — and match up struggling students with highly effective teachers. This strategy also will help Executive Officers Superintendents, and administrators do a better job of evaluating the performance of principals.
- Coordinating academic and student support resources for low-achieving schools will accelerate academic progress for students in these schools.
- Expanding STEM efforts will create new opportunities for students across the spectrum and, in some cases, give students a clear road map from high school to successful careers.

Until assessments are revised to align with the Common Core State Standards, Maryland will use the (NAEP) and the Elementary and Secondary Education Act (ESEA) required tests to demonstrate the reduction in the achievement gap between subgroups, with the goal of eliminating the gaps among subgroups on the Maryland School Assessment (MSA) by 2014. Given the uncertain alignment of NAEP frameworks to the Common Core State Standards, Maryland predicts that eliminating the gaps between

groups as measured by NAEP may take longer. This is a challenge especially for students with disabilities and English language learners (ELLs) who are afforded accommodations in instruction and on Maryland assessments that are not allowed on NAEP.

Specifically, by 2020:

1. **Eighty-five percent of Maryland students, in every student group in 4th and 8th grades, will score Basic and above on the NAEP reading test, up from 70 percent and 77 percent, respectively, in 2009.**

**Improvement Goals for NAEP
Percentage Basic and Above in Reading**

Group	Grade 4			Grade 8		
	2009 % Basic and Above	2010 Goal	2020 Goal	2009 % Basic and Above	2010 Goal	2020 Goal
All	70	75	85	77	80	85
White	81	83	85	88	*	*
Black	53	75	85	61	80	85
Hispanic	67	75	85	71	80	85
Asian	89	*	*	93	*	*
Students with Disabilities (SWD)	54	75	85	57	80	85
English Language Learners (ELLs)	51	75	85	NA	80	85
Poverty/Free and Reduced Meals (FARMs)	52	75	85	61	80	85

*Students who have met targets are expected to improve by at least 3 percent each year.

NA: insufficient size to report data.

2. **Ninety-five percent of Maryland students in every student group in 4th grade and 90 percent of students in 8th grade will score Basic and above on the NAEP mathematics test, up from 85 percent and 75 percent, respectively, in 2009.**

Improvement Goals for NAEP

Percentage Basic and Above in Mathematics

Group	Grade 4			Grade 8		
	2009 % Basic and Above	2014 Goal	2020 Goal	2009 % Basic and Above	2014 Goal	2020 Goal
All	85	90	95	75	80	90
White	94	*	95	89	90	90
Black	72	90	95	55	80	90
Hispanic	83	90	95	64	80	90
Asian	95	*	95	95	*	*
SWD	67	90	95	54	80	90
ELLs	71	90	95	NA	80	90
FARMS	74	90	95	55	80	90

*Students who have met targets are expected to improve by at least 3 percent each year.

NA: insufficient size to report data.

The high goals for the percentage of students scoring Basic and above result from Maryland's success with the No Child Left Behind goals that emphasized moving students from State Basic to Proficient categories. Because NAEP has four proficiency level categories and Maryland's assessment has three, there is no direct alignment between State and NAEP data. However, studies show that NAEP categories of Proficient and above align to most states' advanced categories. Maryland's third wave of reform focuses on improving all levels of achievement, and new assessments based on Common Core State Standards will provide additional rigor. Therefore, Maryland also has set goals for the percentage of students scoring at and above Proficient on NAEP assessments.

On the 2009 NAEP assessments for grade 4 and grade 8 reading and mathematics, the percentage of Maryland students scoring in the Proficient or above categories ranges from 36 to 44. In reading, only two states scored higher than Maryland in grade 4, and only five states scored higher than Maryland in grade 8. In mathematics, only five states scored higher than Maryland in grade 4, and only two states scored higher than Maryland in grade 8. Maryland has set the following goals for the percentage of students scoring Proficient and above on NAEP assessments by the 2015 administration:

- Forty-five percent of Maryland students in 4th and 8th grades will score Proficient and above on the 2015 NAEP reading test, up from 37 percent and 36 percent, respectively, in 2009.
- Fifty-five percent of Maryland students in 4th grade and 50 percent of students in 8th grade will score Proficient and above on the 2015 NAEP mathematics test, up from 44 percent and 40 percent, respectively, in 2009.

The intent of the goals for NAEP also is reflected in the stated goals for the MSA (Maryland's ESEA-required assessment):

3. One hundred percent of Maryland students in every student group in elementary and middle school will meet State standards in reading, up from 87 percent and 82 percent, respectively, in 2009.

**Improvement Goals for MSA
Percentage Proficient and Above in Reading**

Group	Elementary		Middle	
	2009 % Proficient and Above	2014 Goal	2009 % Proficient and Above	2014 Goal
All	87	100	82	100
White	93	100	90	100
African- American	80	100	72	100
Hispanic	81	100	74	100
Asian	94	100	93	100
SWD	70	100	51	100
ELLs	72	100	45	100
FARMs	79	100	69	100

4. One hundred percent of Maryland students in every student group in elementary school and middle school will meet State standards in mathematics, up from 85 percent and 71 percent, respectively, in 2009.

Improvement Goals for MSA
Percentage Proficient and Above in Mathematics

Group	Elementary		Middle	
	2009 % Proficient and Above	2014 Goal	2009 % Proficient and Above	2014 Goal
All	85	100	71	100
White	92	100	84	100
African- American	76	100	54	100
Hispanic	80	100	62	100
Asian	95	100	92	100
SWD	58	100	39	100
ELLs	72	100	45	100
FARMs	76	100	54	100

5. **Ninety percent of Maryland high-school students will pass all four assessments — English, algebra, government, and biology — up from 75 percent overall in 2009.**

**High School Assessments
Percentage Passing All Four Exams**

Group	2009 % Passed Four Exams	2014 Goal	2020 Goal
All	75	80	90
White	76	80	90
African-American	56	80	90
Hispanic	66	80	90
Asian	88	*	90
SWD	34	80	90
ELLs	36	80	90
FARMs	55	80	90

*Students who have met targets are expected to improve by at least 3 percent each year.

6. Ninety percent of students will graduate from high school within four years of entrance.

**Preliminary Four-Year Cohort Graduation Rate
Class of 2009**

Group	Estimated Four-Year Cohort Rate	2014 Goal	2020 Goal
All	80.18	TBD	90
White	87.69	TBD	90
African-American	71.31	TBD	90
Hispanic	68.30	TBD	90
Asian	91.71	TBD	90
SWD	49.51	TBD	90
ELLs	50.00	TBD	90
FARMs	72.07	TBD	90

In accordance with federal guidelines, Maryland will transition to the four-year cohort graduation rate calculation in 2011. Preliminary data from the Class of 2010 indicate that this change in calculation will lower graduation rates because the four-year cohort rate does not capture students who persist in high school to graduate in five or even six years. Maryland expects to engage stakeholders to set revised graduation goals as part of this process. The goal for 2014 is shown in the table as “TBD,” or “to be determined.” This table shows *preliminary* estimates of cohort graduation rates for the Class of 2009, TBD for 2014, and potential goals for 2020.

7. Increase the overall college-going rate as determined by Maryland’s annual Documented Decisions Survey to 75 percent and the college persistence rate to 65 percent.

Maryland’s annual Documented Decisions Survey indicates that 64.7 percent of high-school graduates plan to attend either a four-year college or a two-year college immediately following high school. The State is committed to increasing that rate and to focusing on the persistence of students in college. Improvements in the State’s Longitudinal Data System, as described in this proposal, will enable Maryland to better track actual college-going rates; however, at this time, the Documented Decisions Survey is the primary measure.

Before deciding to compete for Race to the Top funds, Governor O’Malley appointed a statewide College Success Task Force to study issues surrounding college-going rates, remediation rates, and completion rates. The task force recommendations are far-reaching and are being presented for adoption to the Governor’s P–20 Leadership Council, the Maryland State Board of Education, the Maryland Higher Education Commission, and the University System of Maryland Board of Regents (see Appendix 6). The recommendations are as follows:

1. Ensure that by 2011 all districts have PreK–12 curricula and graduation requirements aligned to the Common Core State Standards and back-mapped from the college- and career-ready standards;
2. Based on the Common Core State Standards, develop by June 2012 college- and career-readiness assessments with an agreed-upon readiness score;
3. To help encourage more students to graduate college-ready, include a general college- and career-ready endorsement and a STEM-specific endorsement for qualified students on the high school diploma beginning with the incoming 9th-grade class of 2011;
4. Redesign, as needed, P–20 instructional delivery models to embrace innovative concepts and flexible structures that meet the diverse learning needs of the State’s students;

5. By July 2011, develop a plan for a collaborative statewide system of support for PreK–12 and higher education to ensure both a smooth transition from high school to college and career and success in college;
6. Convene during the 2010-11 school year, a group of PreK–20 stakeholders, including the deans and directors of teacher education programs and appropriate PreK–12 staff, to examine how the State and education institutions can best address challenges for teacher preparation and professional development in the 21st century;
7. By July 2011, develop a communications campaign for college and career readiness that focuses on (a) the expectation that every child in Maryland will be ready for college, (b) students’ and families’ awareness of the availability of State, federal, college-based, and private financial aid programs and scholarship opportunities, and (c) families’ awareness of the importance of saving for college many years before college begins and savings strategies; and
8. Establish by July 2012, agreed-upon growth models for college and career readiness that require (a) high schools to publish, according to the defined model, the percentage of students who graduate college and career ready, and (b) colleges and universities to publish, according to the defined model, the percentage of full-time students who are retained each year and who were previously declared college and career-ready.

Maryland believes that the activities identified in this plan, as well as the recommendations listed above, will result in increased college enrollment and an increase in the number of students who complete at least a year’s worth of college credit that can be applied to a degree within two years of enrollment in an institution of higher education. As described more fully in Section (C), Maryland will continue to work with the higher-education community to expand the Longitudinal Data System (LDS), which will allow the State to more completely track high-school graduates who enroll in college within 16 months of graduation and to measure increases in enrollment and persistence over time. Additionally, the higher-education institutions will be developing a part of the LDS that will measure increases in college persistence.

Maryland's overall goal is to increase the college-going rate without the need for remediation as determined by the Documented Decisions survey to 75 percent by 2014. In addition to the overall goal, Maryland will target the top quartile of high schools in poverty and the top quartile of minority enrollment. The goal will be to increase the college-enrollment rate at these schools by 20 percent over the four-year period of the Race to the Top grant. Maryland's overall goal for persistence in college is to reach the 75 percent threshold by 2014. Maryland's persistence rate goal for the top quartile of high schools by poverty and minority enrollment is 65 percent, which is consistent with the current national average persistence rates for all income groups.

State officials recognize that these goals will be a stretch for some student groups, especially students with disabilities and ELLs. Thus, many of Maryland's reform strategies are designed to accelerate the progress of the lowest-achieving students and the lowest-achieving schools — as well as to staff those schools with highly effective teachers and leaders — as outlined in Sections (D) and (E).

If Maryland does not receive Race to the Top funds, the goals outlined above will not change. Resources make a difference, however. Without Race to the Top funding, the timeline for achieving these goals extends beyond 2020.

(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)

Section (A)(2)(i): State and LEA Capacity

Sections (A)(2)(i)(a) through (A)(2)(i)(e)

Please note that the budget and budget narrative for sub-criterion (A)(2)(i)(d) can be found in Section VII of the application.

Maryland benefits from the strong and sustained leadership of Dr. Nancy S. Grasmick, State Superintendent for more than 18 years, whose experience, continuity, and vision have supported multiple major reforms in Maryland. Her strengths, coupled with the expertise of her executive team, will provide guidance and monitoring to drive continued reform under a Race to the Top proposal. Maryland's public schools have had decades of support from the Maryland General Assembly and multiple governors, including Governor O'Malley who introduced and signed the Education Reform Act of 2010 to extend tenure, incorporate student growth as a

significant factor in teacher and principal evaluations, and enable locally negotiated incentives for teachers and principals in low-achieving schools.

The reform agenda described in Maryland's Race to the Top application will be implemented even if the grant is not approved. Maryland's local, state, and federal budgets are aligned to the four assurances and STEM, with particular attention to the "funding cliff." The new resources necessary to implement this application will not add permanent staff, but rather will allow the State to redeploy current staff or add contracted resources to accomplish the goals. The organizational changes described below are already underway.

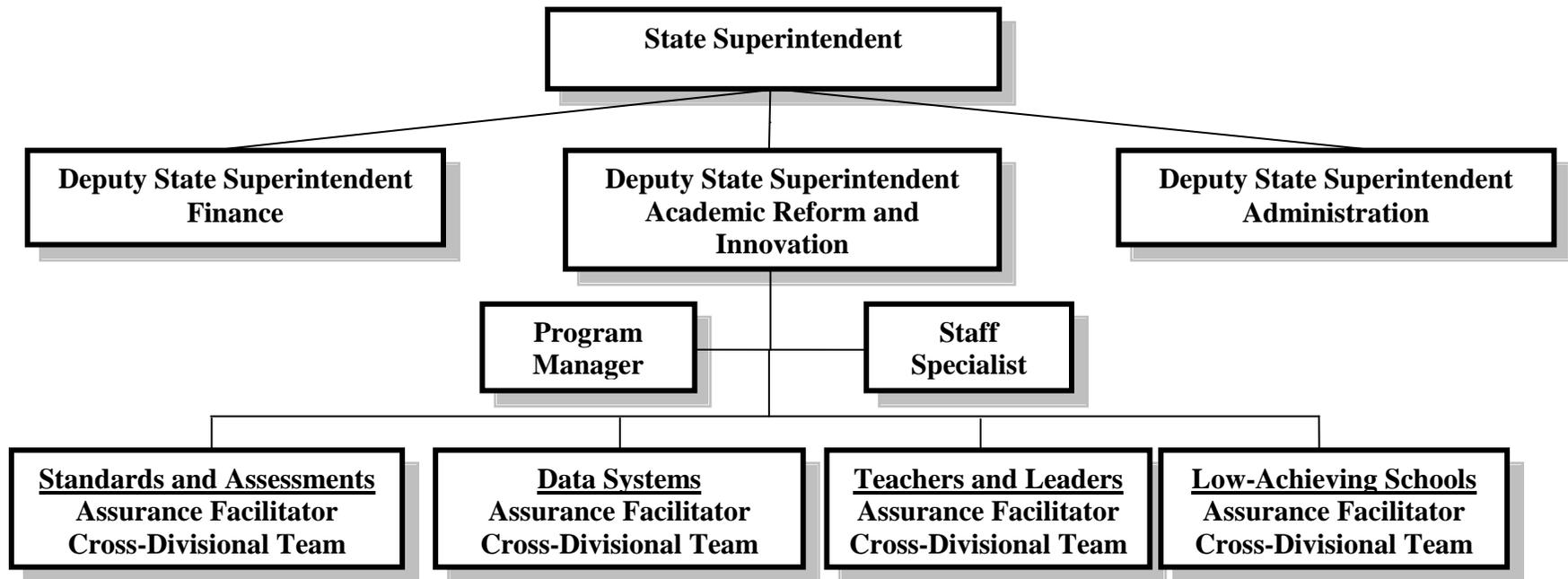
The Maryland State Department of Education (MSDE) will redirect its organizational strengths and mission to align with Race to the Top goals in three key ways: (1) building department capacity that includes strong leadership and dedicated teams; (2) providing strong grant administration, management, and oversight; and (3) tracking the performance of LEAs in accordance with the application goals.

Building department capacity: Dr. Grasmick will reconfigure the Office of Instruction and Academic Acceleration, rename it the Office for Academic Reform and Innovation, and select an appropriate person to fill the Deputy Superintendent position that is currently vacant by July 1, 2010. Maryland wishes to leave no doubt, as evident in the new title for this office, that times are changing. The Deputy Superintendent will report directly to Dr. Grasmick, oversee all aspects of Maryland's Race to the Top proposal, and manage the MSDE cross-divisional teams in charge of implementation. These cross-divisional teams will be centered on the four assurances within this application: (1) Standards and Assessments; (2) Longitudinal Data Systems; (3) Great Teachers and Leaders; and (4) Support for Low-Achieving Schools. Four implementation teams will be established to correspond to the four assurances, with staff responsible for STEM activities sitting on the teams as well.

Each of these teams will include an Assurance Facilitator who, along with the key departmental staff from across the agency, will have primary responsibilities for carrying out the action steps within each goal and for ensuring interdivisional coordination. The

Project Manager, a key position filled by a current staff person during the Race to the Top application phase, will continue as a contractual position in the implementation phase. This person will be responsible for overall monitoring of grant implementation in-house as well as in the LEAs. The Project Manager also will coordinate logistics, monitor the implementation of MOUs, and oversee timelines. A contractual Staff Specialist position will be added; this person will be responsible for monitoring the financial aspects of this grant, including disbursement of funds, monitoring the expenditure of those funds, meeting reporting requirements, and ensuring accountability measures. The Project Manager and Staff Specialist will report to the Deputy Superintendent for Academic Reform and Innovation.

These new responsibilities for all staff will be reflected in each employee's revised job description. Additionally, this new structure provides streamlined, clear responsibilities within MSDE and builds on the structure that MSDE enacted for the application writing process, thus ensuring that those staff members who wrote the application will own the work involved in carrying out the proposals. The chart below does not capture all of the reporting relationships at MSDE — each Deputy Superintendent will have additional divisions reporting to that office. This simplified organizational chart shows the direct reporting relationship for Deputy Superintendent for Academic Reform and Innovation to the State Superintendent, as well as the relationships between the Deputy Superintendent and the Program Manager, Staff Specialist, and the four cross-divisional teams, each of which will have an Assurance Facilitator.



Stronger grant administration, management, and oversight: MSDE has a successful history of grant administration, management, and oversight — functions that are essential to the daily operation of the agency. The department effectively manages hundreds of millions of dollars in State and federal grant funds and ensures that all funds are aligned to meet State and federal goals and leveraged to support student achievement across 1,459 public schools. If Maryland receives a Race to the Top grant, the Division of Business Services within the Office of Finance, headed by a Deputy Superintendent who reports to the State Superintendent, will be responsible primarily for budget reporting and fund disbursement of Race to the Top dollars. MSDE must maximize the current funding sources

(Title I School Improvement Grants, State Fiscal Stabilization Funds, American Recovery and Reinvestment Act [ARRA] Title I, Individuals with Disabilities Education Act [IDEA] funds, and State human capital resources) to meet the ultimate goal of having all Maryland students leave the PreK–12 system college and career ready. The Deputy Superintendent for Finance will work closely with the above-mentioned Deputy Superintendent for Academic Reform and Innovation to ensure that Race to the Top funds are spent in accordance with the proposal’s goals.

Additionally, as described in this section, future State and federal funding streams already will be aligned with Race to the Top goals to ensure fidelity to the State’s reform plan (for example, the School Improvement Grants as described in Section (E)(2)). This alignment not only will provide consistency and coherence, but also will enable the State to use its fiscal, political, and human capital resources to make sure that Maryland’s reform agenda thrives after the four-year Race to the Top grant period concludes.

Stronger tracking of LEA performance: Performance-measure tracking and reporting are central to the mission of MSDE, with accountability tools at the district and school levels. For its 24 LEAs, Maryland tracks performances at the district level through the Bridge to Excellence program, as described in Section (A)(1)(i). Established by the Maryland General Assembly in 2002, Bridge to Excellence infused education with additional State aid and required local school systems to develop, implement, and annually update a comprehensive master plan. Each local master plan has two goals: improve achievement for all students and eliminate achievement gaps. The master plan is reviewed annually by specialists from MSDE and the LEAs to ensure that students, schools, and districts are making sufficient progress toward federal, state, and local performance goals. Performance tracking is at the heart of these reviews and will enable MSDE to assist LEAs with their progress and performance on Race to the Top goals.

To create their master plans, school systems address their Tier I, Tier II, and Tier III schools, first analyzing school-level Adequate Yearly Progress (AYP) data as well as “schools in improvement” data, and then identifying challenges — including those specific to Title I schools — that need to be addressed to ensure schools make AYP. Systems also must specifically address the progress of Title I schools not making AYP, which are either currently in school improvement or in danger of falling into school

improvement under Maryland's Differentiated Accountability System. Specifically, school systems must describe what changes or adjustments will be made to the master plan, along with corresponding resource allocations (including timelines where appropriate) for schools not making AYP.

This year, the master-plan requirement will be expanded to require a plan for districts with Tier I and Tier II schools — which are in more-advanced stages of accountability — regardless of their Title I status. MSDE also will add components to measure how Race to the Top goals are being fulfilled across the LEAs that have signed onto the application. The plan will describe district-level support for improving student performance at the identified schools and the corresponding resource allocations dedicated to improved performance, aligned with the State's Race to the Top goals and commitments in the MOU signed by the LEAs. Information from the master plan reviews will be shared with the Deputy Superintendent for Academic Reform and Innovation.

Performance-measure tracking and reporting at the school level takes place under the School Improvement Grant, through which districts analyze their Tier I and Tier II schools in depth and submit a matrix for each school. The matrix includes each of the identified goals established for the Tier I and Tier II schools and the extent to which each goal was achieved, along with supporting data. If a goal was not met, the school system must propose modifications to achieve the goal. MSDE performs site visits at all Tier I and Tier II schools to review and analyze all facets of the schools' implementation of the identified intervention model.

Going forward, evidence from the site-visit reports and the matrix will be used to measure performance and will be shared with the Deputy Superintendent for Academic Reform and Innovation on a quarterly basis, with primary attention paid to how the Race to the Top goals and commitments are being fulfilled. MSDE will withhold Race to the Top funds if it is not satisfied that an LEA is adhering to its commitments. As described more fully in Section (E), the State's lowest-achieving schools will be scrutinized more closely and will receive additional assistance to ensure they meet their performance goals. Under Race to the Top, as the State's goals are incorporated into the existing performance-tracking instruments, Maryland policymakers and educators will have a clear picture of how LEAs are implementing the Race to the Top proposals and what effect the changes are having in schools. A series of electronic

dashboards, as described in Section (C), will enhance performance-tracking by providing quick snapshots of progress on these measures.

Evaluation: Snapshots of progress do not tell the entire story of a reform effort. Maryland is taking the long view when it comes to measuring Race to the Top's effect to identify promising practices, evaluate the practices' effectiveness, disseminate lessons to LEAs, and ensure that successful reforms are shared nationwide. Maryland will enter into a partnership with the Maryland Assessment Research Center for Educational Success (MARCES) headed by Dr. Robert Lissitz. MARCES is a research arm of the University System of Maryland. MARCES will be asked to design an external evaluation to determine, over the course of the four-year life of the grant and beyond, which Race to the Top strategies are successful and which strategies need to be revised or abandoned. Maryland will use the evaluation results to disseminate best practices, expand what works, and discontinue programs and practices deemed ineffective and/or inefficient. Maryland will, of course, also participate with the U.S. Department of Education and the Institute of Education Sciences in the national evaluation process of the grant awards.

The evaluation conducted by MARCES will be a three-stage evaluation model, dealing with all four assurance areas in three phases.

Process and Product: This phase concerns the creation and implementation of the software systems, the professional development efforts, and any of the many new products developed and delivered to the educators in the State of Maryland. The data collected during this phase of the evaluation primarily will come from surveys, interviews, and focus groups. The results of the analysis of these data will include shortcomings, roadblocks, and failings, in addition to strengths and successes as perceived by the State's stakeholders. For example, MARCES will create a feedback mechanism, the intent of which is to inform teachers about the strategies they might utilize to improve the performance of their students. The evaluation at the process phase concerns whether this feedback mechanism is easy to use and informative. A second example has to do with professional development created to provide the knowledge base to effectively utilize the materials. The success of these training sessions will be assessed after each session —

recipients will be tested to see if they learned what was presented. These data will include an assessment to determine whether the training was understood at a level needed to facilitate utilization. This phase may need to be separated into a process phase and a product phase, depending on how the program develops. MARCES plans to collect the data on process after a product exists so that both may be evaluated simultaneously.

Utilization: This phase concerns the use of materials by various stakeholders. MARCES would like to know whether teachers, principals, and other educators actually utilize the created materials. In many cases, these materials would have been evaluated in phase one. Again, the data for this phase of the evaluation will include interviews, focus groups, and surveys; in this case there also will be collections of samples of applications and a review of their quality. In addition, MARCES would like to determine whether the educators know both how to use the materials and what their next steps should be when provided materials created for a special purpose. For example: Can the teacher interpret the assessment results correctly? Can the principal make informed decisions about resource allocations that he or she believes will lead to greater performance?

In some cases, MARCES will use unobtrusive measures. This is the case where utilization occurs and can be measured naturally as it is occurring. For example, changes in the lesson plans could be identified as part of the overall improvement in teaching. If the lesson plans are kept on the computer system, they might be monitored without asking the teacher to do anything new or different to generate data on their utilization.

Impact: This phase of the evaluation concerns the ultimate reason for the creation of the process and the eventual product. Did the materials make a difference? For example, are the students performing better? Are they now college and career ready when they seemed not to be prior to this project? This phase in the evaluation is the most critical and also the most difficult to conduct. These data will include assessment data, data from job placements, and data from higher-education institutions. In some cases, implementation will be delayed so that a control group can be identified. And in some cases, a long timeline of data may establish a trend, and MARCES will attempt to determine whether the trend appears different after utilization begins.

Communication: Finally, Maryland will take advantage of its relatively small number of LEAs (24) to provide individualized support and ongoing technical assistance in carrying out the grant's goals. Dr. Grasmick meets monthly with all LEA Superintendents, and appropriate MSDE staff meets monthly with Assistant Superintendents and curriculum content supervisors. Henceforth, a portion of these meetings will be dedicated to Race to the Top information, performance tracking, and technical assistance. MSDE also will hold special technical assistance sessions (e.g., to assist districts with Scopes of Work if a grant is awarded) several times during the school year (e.g., quarterly, if the need arises). Maryland's small size makes it a good investment for Race to the Top funds, as the State's close relationship with all 24 Superintendents ensures constant oversight, assistance, rapid communications, and capacity building.

Section (A)(2)(ii): Broad Stakeholder Support

Maryland has a long history of bringing together education, business, foundation, and community agencies to achieve student success, and these organizations are engaged actively in current reform efforts. An Executive Steering Committee has coordinated Maryland's Race to the Top application, ensuring that all stakeholders are informed and are contributing suggestions. The committee is co-chaired by State Superintendent Grasmick and James DeGraffenreidt, Jr., the president of the State Board of Education. Membership includes the Director of Policy for Governor O'Malley; the presidents of the Baltimore Teachers Union (American Federation of Teachers [AFT] affiliate) and the Maryland State Education Association (National Education Association [NEA] affiliate); the State associations of Superintendents, school boards, elementary principals, and secondary principals; the Maryland Parent Teacher Association; the Maryland Business Roundtable; representatives from higher education (state and private colleges and universities, and community colleges); and an advisor from the national AFT.

The letters of support from most of the organizations these individuals represent, as well as from a broad spectrum of others across the State (see Appendix 7 and Appendix 73), confirm that Maryland is a united community committed to systemic and sustainable improvements in its public schools. In fact, as stated previously, among the many letters of support Maryland has received for its Race to the Top efforts was correspondence signed by every 2009–10 Maryland Teacher of the Year (including the teachers

from Montgomery County and Frederick County) and from approximately 30 former teachers of the year, as well as Milken Award winners who collectively expressed their support for the Maryland reform plan (see Appendix 7). Interestingly, it was not difficult to get letters of support from individual teachers, as evidenced by the sample from Queen Anne’s County (see Appendix 7).

The ability to build capacity and support for carrying out Race to the Top reforms extends beyond the walls of MSDE. For example, as outlined in Competitive Priority 2 (STEM) and throughout this application, the coordination of Maryland’s STEM assets is a top priority. The creation of the Maryland STEM Innovation Network to leverage the State’s STEM assets — an effort that includes stakeholders such as the Maryland Business Roundtable — is an enormous task that MSDE will share with other groups and agencies. Tapping the support and expertise of these partners will ensure that Maryland’s STEM vision gets translated into bold policy and on-the-ground successes; it is a shared responsibility.

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

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

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

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

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

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

Recommended maximum response length: Six pages

Section (A)(3)(i): Progress on Four Assurances

Maryland enters the Race to the Top competition strongly positioned to build on progress already made in the four assurances, thanks to the American Recovery and Reinvestment Act (ARRA); federal dollars, such as Titles I, II, and III, and the Individuals with Disabilities Education Act (IDEA); and consistent increases in State funding of public education, as described in Section (F)(1). Additionally, over the years 2003-2008, the State made unprecedented increased investments in education, increasing State aid to local school systems from \$2.5 billion to \$4.4 billion, as described in Section (F)(1).

Progress in standards and assessments: Maryland has placed a strong focus on STEM education and the integration of technology over the past few years. Maryland strategically timed its issuance of ED Tech ARRA grants to local school systems to ensure local plans for use of the funding would be aligned with Maryland's third wave of reform and its goal of ensuring that all students graduate college- and career-ready. In support of high standards, the following funding has been used to enhance curriculum and support the integration of technology across the curriculum over the past few years.

- \$5.3 million in ED Tech ARRA funding for the development of a model for project-based STEM learning across curricula and classrooms in grades 4 to 8, effectively integrating the use of technology;
- \$1.3 million in ED Tech ARRA funding to develop a repository of digital learning resources available to teachers in all local school systems;
- \$7 Million in State funds over the past four years to support development of curriculum and instructional programs in local school systems in STEM content areas;
- \$1.6 million per year in State funds over the past several years for the development of State curriculum, Online Instructional Toolkit Resources (as described in Section (B)(3), and a STEM coordinator;
- \$1 million in State funds, beginning in 2009 and continuing annually to support the Maryland Virtual School, which provides online learning opportunities for students; and

- \$4.2 million in federal Perkins funding to implement Project Lead the Way Pre-Engineering and Bio-Medical Science programs in Maryland middle and high schools.

Maryland also has invested heavily in assessments over the years. The overall annual assessment budget is \$49, 000,000. In addition, a small portion of \$7 million received annually from the federal government to fund assessments went to making significant improvements to these assessment systems.

The Maryland School Assessment (MSA) and High School Assessments (HSA) are Maryland's approved assessments under the Elementary and Secondary Education Act (ESEA) in reading and mathematics for grades 3–8 and high school. As discussed more fully in Section (B), the State has successful experience in (1) revising and strengthening standards; (2) realigning assessments to match new, higher standards; and (3) engaging hundreds of educators from across the State in developing aligned curricula in English language arts, mathematics, social studies, science, world languages, health, fine arts, and other subjects. This experience will be invaluable as Maryland moves forward to adopt the Common Core State Standards and realign assessments and curricula accordingly.

Maryland is committed to taking advantage of technology improvements to enhance its assessment program. After conducting extensive studies of artificial intelligence scoring of constructed response items, the State replaced one of two human scorers of the science test with computer scoring. Online testing is still in the early stages, with science introduced in 2007, a modified MSA in 2008, and HSA in 2009. The State is working with local school systems to build the infrastructure to continue implementation of these assessments and plan for an online version of the grades 6–8 MSA.

The modified tests for all content areas and the alternate MSA (Alt-MSA) and MSA versions for science are in progress and should be approved in the coming months. Maryland is especially proud of its development of assessments according to federal guidelines for students with disabilities. Modified assessments were implemented in high school in 2008, middle school in 2009, and elementary school in 2010. Improved online professional development modules for teachers of students taking the Alt-MSA were made available in 2010.

Progress in data systems to support instruction: As described more fully in Section (C), the Maryland Longitudinal Data System has addressed 100 percent of the America COMPETES Act core data-processing requirements, with 10 of 12 requirements currently operational, one under development to be implemented over the next 12 months, and another in progress and scheduled for completion in December 2010. These activities have been funded with \$14 million in federal Institute of Education Sciences (IES) grants. A plan for a P–20 and workforce system has been submitted to Governor O’Malley, who sponsored legislation to establish a P–20 Data Center. This legislation, Senate Bill 275, was signed into law on May 4, 2010 (see Appendix 19). Funding to support the development of this initiative has been included in this application.

Maryland has long had a culture of using data to make instructional and accountability decisions. This effort began in 1989 with the Maryland Functional Testing Program (reading, mathematics, writing, citizenship) graduation requirement, augmented by the Maryland School Performance Assessment Program for school accountability. The program was replaced in 2003 by tests required under the 2002 ESEA reauthorization. Many of Maryland’s local school systems have sophisticated data systems that provide teachers with data to inform instruction. A statewide school-improvement web site (www.mdk12.org), which provides instructional support by using data and tutorials in data interpretation, has been used widely by teachers, principals, and others for the past 10 years; it is being improved constantly. Of special note is the school-improvement section that helps teachers use multiple types of student data to improve student achievement (see Section (B)(3)).

Progress in great teachers and leaders: As described more fully in Section (D), Maryland has focused strategically on building teacher capacity in a number of ways. All teacher preparation programs are evaluated on common performance criteria aligned with State and national outcomes; Maryland has closed one program and placed three others on probation for subpar performance. The State Board of Education adopted professional development standards to ensure quality across all professional development experiences, including induction. LEAs provide a teacher induction plan that follows beginning teachers through the tenure period.

Continued teacher certification requires career teachers to engage in professional development coursework and activities that enhance their instructional expertise.

The State's 24 LEAs have focused recruitment efforts to hire highly qualified, experienced teachers (HQT) in high-poverty schools, using such strategies as salary incentives, targeted mentor support, and co-teaching models to pair HQT teachers with special education teachers. As described in Section (D), Maryland's new educator evaluation instrument will allow the State and LEAs to determine teacher *effectiveness* rather than *qualifications*, and phase out discussions of HQT. However, like all states, Maryland has followed the requirements of NCLB and measured qualifications:

- At least eight LEAs have established Maryland Approved Alternative Preparation Programs (MAAPPs) to directly employ HQTs in critical shortage areas within high-needs schools, as described in Section (D)(1).
- All four of the largest LEAs are involved in several alternative preparation programs.
- Fifteen LEAs have partnerships with institutions of higher education to train and recruit HQTs in critical shortage areas, employing such strategies as tuition assistance, guaranteed contracts, cohort programs, course development and delivery, development of new middle-school programs, and assistance for teachers working to attain middle-school HQT status.
- Twenty-two LEAs have expanded or reorganized their certification offices to streamline communication on HQT requirements for teachers.

Maryland has made steady progress to ensure that all core academic classes are taught by HQTs, moving from 64.5 percent highly qualified in 2002–03 to 88.5 percent in 2008–09. In 2005–06, only four LEAs had 90 percent or more HQTs in core academic classes; by 2008–09, 18 did.

To ensure that all schools and districts have great school leaders, MSDE reorganized in July 2000 to create the Division for Leadership Development, which provides support, advocacy, and professional development for school leaders. Key initiatives include the Maryland Principals' Academy, a year-long program for novice principals; the Leadership Learning Series for veteran

principals; and the Aspiring Principals' Institute for potential school leaders — all designed to develop veteran leaders and train the next generation of school principals. In 2005, the State Board of Education adopted the Maryland Instructional Leadership Framework, which established eight outcomes for instructional leadership. These outcomes are based on 30 years of research that connects school leadership to student achievement. In 2006, the Code of Maryland Regulations was revised so that the Framework now governs school leader licensing programs. Also in 2006, the State Board of Education adopted the *Succession Planning Guide for Maryland Schools*.

Since the State's Quality Teacher Incentive Act passed in 1999, \$65 million in State funds has been spent to provide stipends to teachers who became Nationally Board Certified and to teachers who earned an Advanced Professional Certificate, and taught in low-performing schools. Local school systems have provided additional funding to support these types of incentives. The State has invested over \$5 million in an online Educator Information System that collects and provides for rapid retrieval of information related to Maryland educator qualifications and credentials. Further, the State sponsors numerous professional development opportunities to improve teacher effectiveness, including:

- Sponsoring teacher professional development in the High School Assessment content areas (algebra, biology, government and English), funded with \$1 million in State funds per year over the past 4 years;
- Helping teachers to understand Maryland's technology standards and integrate educational technology into High School Assessment mastery classes, funded with \$1.25 million in ED Tech ARRA funds;
- Holding teacher professional development in middle school math and in grades 4 to 8 science to increase teacher content knowledge, supported with federal Title IIB funds;
- Offering professional development and technical support to teachers in understanding and use of state curricular documents and state assessments in mathematics, science, reading, English language arts and social studies. These activities include summer academies for teachers; school walk-through observations with administrators with targeted specific feedback specific to instructional strategies and grade appropriate curricular implementation; the development and dissemination of electronic

tools meta-tagged to specific curricular objectives; development of electronic courses to support teachers in increasing student success on targeted high school course for which there are assessments; the development of bridge projects for use with students who have been unsuccessful with end of course assessments; and providing regular briefings for all content supervisors throughout the state. These activities are funded with approximately \$1 million per year in Title IIA State Activity funds; and

- Using Federal Title IA funds to hire additional teachers to reduce class size and to provide additional professional development for teachers in Title I schools.

The State also provides a significant number of professional development opportunities for school leaders (see Section D). Approximately \$1.4 million in state funds is expended annually to support professional development activities for these principals, assistant principals, and aspiring leaders.

Progress in turning around low-achieving schools: As described more fully in Section E, Maryland has made progress in addressing low-achieving schools over the past three decades. With passage of the ESEA reauthorization as No Child Left Behind ACT (NCLB) in 2002, those efforts were stepped up, and Adequate Yearly Progress (AYP) was used to identify schools that were not meeting targets. Maryland’s Differentiated Accountability pilot, endorsed by the U.S. Department of Education in 2008, gave the state the authority to fine-tune the NCLB system of sanctions and rewards and better customize changes to the specific needs of the schools. Maryland has developed a series of robust needs assessments (described in Section (E)(2)), standards, and planning guides to assist schools in determining the direction for change. Over the past four years, this work has been supported with the following funding:

- \$43 million in State School Improvement funds
- \$28 million in regular federal Title I 1003(a) funds
- \$5 million in federal Title I 1003(a) ARRA funds
- \$51 million in regular federal Title I 1003(g) funds

- \$40 million in Federal Title I 1003(g) ARRA funds.
- 180 million in Federal Title I, Part A funds
- \$6.2 million annually in federal IDEA funds for Adequate Yearly Progress discretionary grants that support local school systems in their efforts to improve academic outcomes for students with disabilities at the elementary and secondary levels
- \$100,000 annually in federal IDEA State Personnel Development Grants (SPDG) for the development of Maryland's Co-Teaching Network that is infused into the work of the Breakthrough Center Statewide System of Support.
- More than \$68 million over the past five years in federal 21st Century Schools funding granted competitively to community organizations to provide out-of-school time academic, character, enrichment, and parent activities for at-risk youth.
- \$850,000 in State funds and \$225,000 in federal IDEA funds over the last five years to support Positive Behavioral Interventions and Supports (PBIS) programs in local school systems that trains school staff in positive discipline to create a safe and productive school environment.

This application, if approved, will allow Maryland to build on these accomplishments more seamlessly.

Section (A)(3)(ii): Improved Student Outcomes

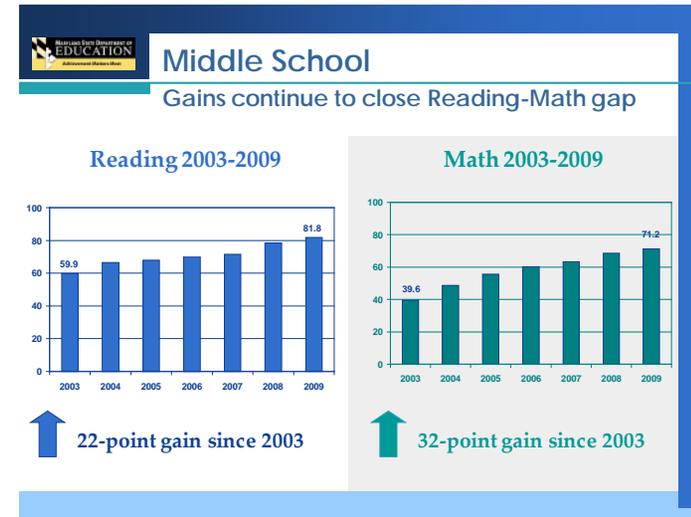
Section (A)(3)(ii)(a): Elementary and Middle-School Gains on MSA and NAEP

MSA scores have climbed in both elementary and middle school reading and mathematics since implementation in 2003, both overall and for all subgroups. The percentage of students scoring Proficient or better in reading and mathematics increased by 25 points at the elementary level between 2003 and 2009. In middle school, the percentage of Proficient students improved by 22 points in reading and by 32 points in mathematics during the same period.

Chart 1: Elementary Gains



Chart 2: Middle-School Gains



4th - and 8th-grade gains on NAEP: Unlike some states that have significant gaps between their state assessments and NAEP results, Maryland’s scores on the NAEP confirm and validate the improvements seen in the MSA, moving students from Basic to Proficient levels. Maryland’s State Profile, the NAEP Snapshot State Reports, and raw NAEP historical data (see Appendix 8) in both reading and mathematics show increases in achievement since the early 1990s. The tables illustrate that Maryland students outperformed and outgained the nation in reading (2009) and mathematics (2009), with statistically significant growth. The improvement in student scores from Basic to Proficient levels is especially striking in both grade levels for mathematics. The *2010 Education Weekly Quality Counts* Math Progress Index recognized this performance, ranking Maryland second in the nation.

NAEP’s four proficiency categories do not directly align with states’ three categories for proficiency, as Maryland assessments do not have a Below Basic designation. As studies have established, the NAEP category of “Basic and above” aligns to State

“Proficient and above,” and therefore most data displays and analyses emphasize the NAEP results using the “At and above basic” data. Since 2003, much of the emphasis through NCLB has been on moving students scoring at Basic levels to Proficient. However, Maryland’s reform plan embraces improvement at all levels of the achievement spectrum and will emphasize moving all students from Proficient levels to Advanced. Therefore, Maryland is providing NAEP data for the percentage of students scoring “At and Above Basic” (aligning more closely to MSA “Proficient and Advanced”) as well as “At and Above Proficient,” aligning to MSA “Advanced.”

Growth in Percentage of Students Scoring At and Above Basic: Maryland and the Nation

READING	2003 MD	2003 U.S.	2009 MD	2009 U.S.	Growth MD	Growth U.S.
NAEP Grade 4	62	62	70	66	+8*	+4*
NAEP Grade 8	71	72	77	74	+6*	+2

MATHEMATICS	2003 MD	2003 U.S.	2009 MD	2009 U.S.	Growth MD	Growth U.S.
NAEP Grade 4	73	76	85	81	+12*	+5*
NAEP Grade 8	67	67	75	71	+8*	+4*

*Significant growth

Improvement in percentages of students scoring in the higher ranges of NAEP has not been as striking in reading. Although improvements have outpaced those in the United States, there is less growth at the higher levels of the NAEP scale than at the Basic to Proficient range. In mathematics, however, the growth at Proficient and Advanced has outpaced the nation and Maryland’s own growth from Below Basic to Basic and from Basic to Proficient levels.

Growth in Percentage of Students Scoring At and Above Proficient: Maryland and the Nation

READING	2003 MD	2003 U.S.	2009 MD	2009 U.S.	Growth MD	Growth U.S.
NAEP Grade 4	32	30	37	32	+5*	+2*
NAEP Grade 8	31	30	36	30	+5*	0

MATHEMATICS	2003 MD	2003 U.S.	2009 MD	2009 U.S.	Growth MD	Growth U.S.
NAEP Grade 4	31	31	44	38	+13*	+7*
NAEP Grade 8	30	27	40	33	+10*	+6*

*Significant growth

Strong Advanced Placement (AP) performance: The College Board's 6th *Annual AP Report to the Nation* ranks Maryland first in the nation for both participation and performance. Five-year data on AP exams are presented below for Maryland and the nation.

Five-Year Growth in AP Results: Maryland and the Nation

	2004 MD	2004 U.S.	2009 MD	2009 U.S.	Growth MD	Growth U.S.
Percentage taking an AP test during high school	29.1	19.9	40.0	26.5	+10.9	+6.6
Percentage scoring 3 or better on one or more tests during high school	19.4	12.7	24.8	15.9	+5.4	+3.2

MSA data for elementary, middle, and high-school performance in reading and mathematics overall and by subgroup between 2003 and 2009 can be found in Appendix 9.

Section (A)(3)(ii)(b): Closing Achievement Gaps and Increasing Graduation Rates

Gaps closing on the State’s tests: Achievement gaps, as measured by the MSA and documented in the following charts, are closing — especially at the elementary level where new initiatives have taken effect.

Chart 3

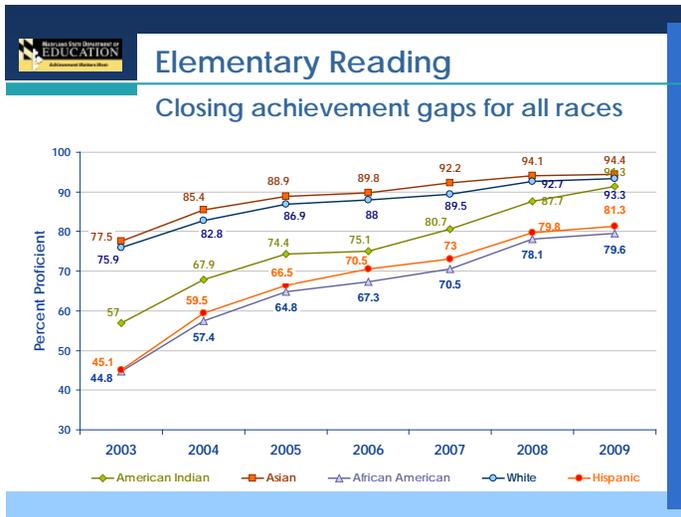


Chart 4

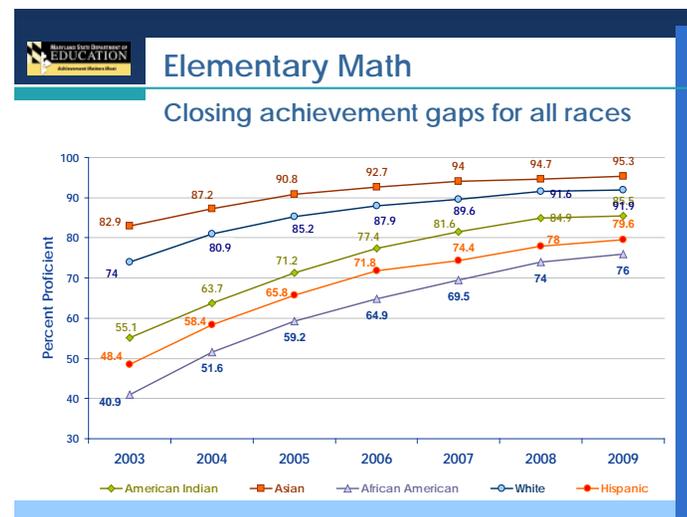


Chart 5

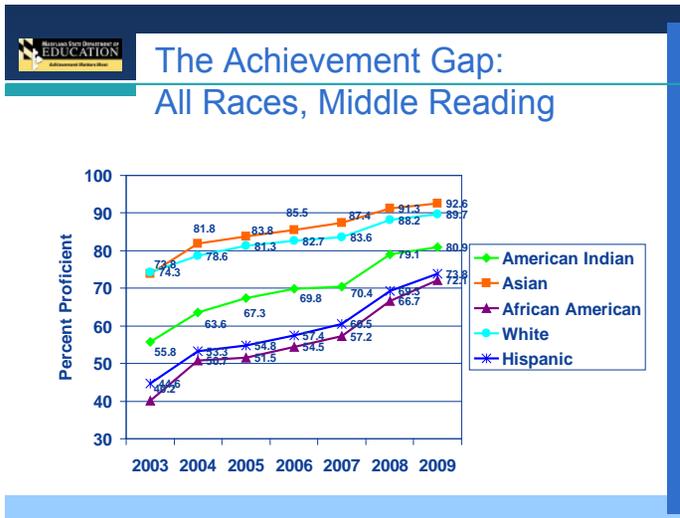
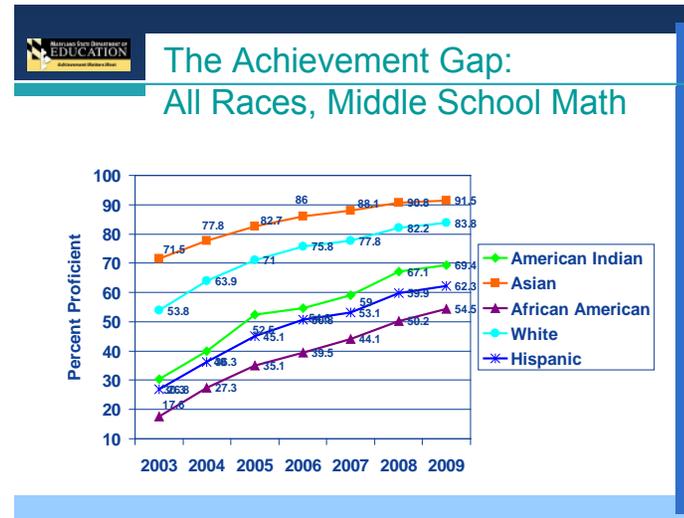


Chart 6



In addition to reducing achievement gaps among racial subgroups, Maryland has made progress in reducing gaps for other students who traditionally have been underserved: low-income students (as measured by free and reduced meals, or FARMS), special education students, and English language learners (ELLs). The gap reduction is defined as the amount that has been made up by the subgroup. Therefore, a negative gap reduction indicates that the gap between two groups has been reduced; a positive gap reduction means that the gap has increased. Appendix 10 provides documentation of this analysis for elementary and middle-school data in reading and mathematics from 2003 to 2009. A summary of the gap reductions is presented below.

Achievement Gap Reduction on MSA: 2003 to 2009

Subgroup	Reading Gap Reduction	Mathematics Gap Reduction
FARMS	-15.9	-11.3
Special Education	-13.5	-2.0
ELLs	-23.6	-7.9
African-American	-16.5	-11.0
Hispanic	-16.5	-8.4

Note: Negative gap reduction means that the gap between groups has been **REDUCED**.

Maryland also is vigilant in monitoring overall performance to ensure that achievement-gap reduction does not occur without accompaniment by consistent progress for all student groups.

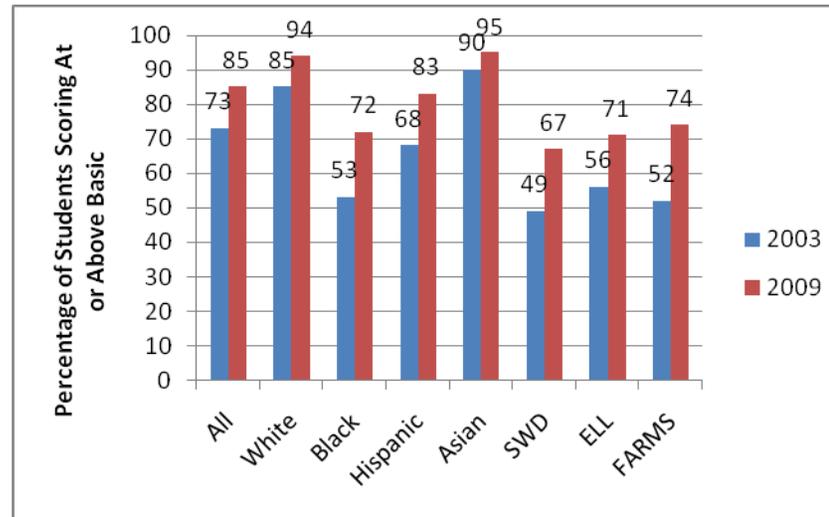
The high-school data show that, although gaps have been reduced for all groups between 2003 and 2009, African-American and Hispanic students show the most consistent improvement in reading and mathematics as measured by the High School Assessment (HSA).

- The gap for African-American students was reduced by 16.4 points in reading and 18.8 points in mathematics.
- The gap for Hispanic students was reduced by 16.2 points in reading and 16.4 points in mathematics.
- The gap for ELLs was reduced by more than 26 points in reading.

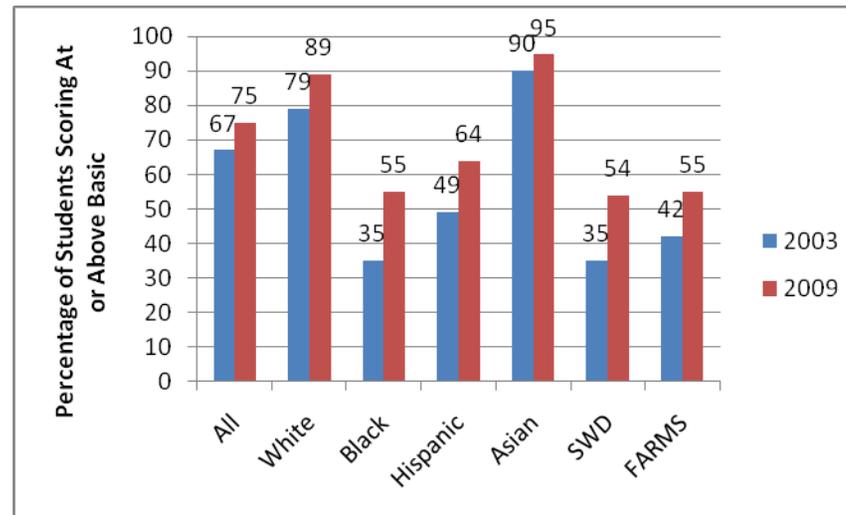
As for elementary and middle schools, an independent evaluation performed by MGT of America, Inc., confirms Maryland's progress in reducing achievement gaps between 2004 and 2008. Relevant excerpts from the MGT report are included in Appendix 11.

Gaps closing on the NAEP: Again, national NAEP results validate results of the State's MSA. In mathematics, the 2009 results in grade 4 show statistically significant progress for African-American, Hispanic, low-income, and special education students since 2003. The 8th-grade NAEP mathematics results show statistically significant progress by white, African-American, Asian, Hispanic, and low-income students, as well as students with disabilities (SWD), since 2003. Although gaps still exist, they have been reduced. Please see Appendix 12 for information regarding testing accommodations and exclusions, and NAEP exclusion rates as required by Section XII of this application. Charts illustrating the progress by subgroup in mathematics for the Proficient and above categories can be found in Appendix 13.

Growth in NAEP Grade 4 Mathematics by Subgroup: 2003–09

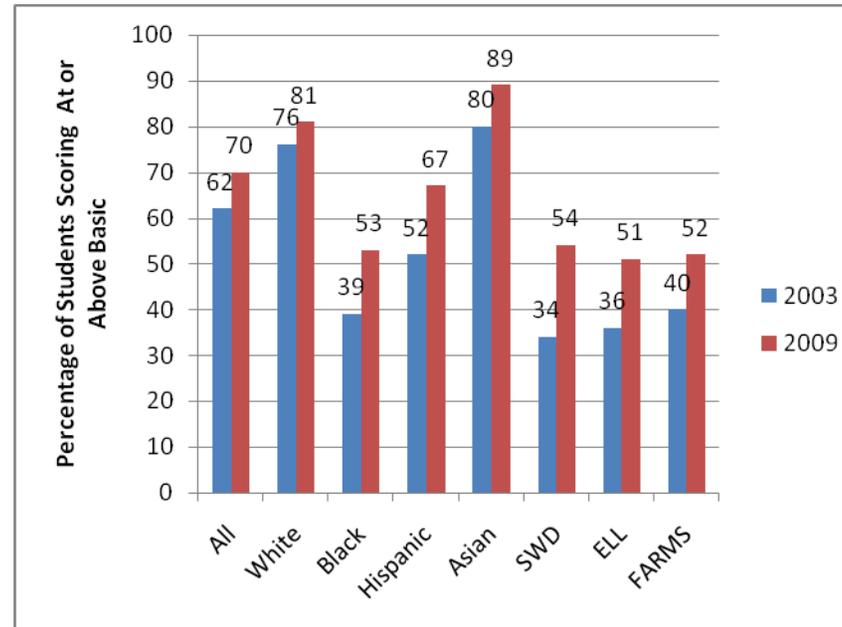


Growth in NAEP Grade 8 Mathematics by Subgroup: 2003–09

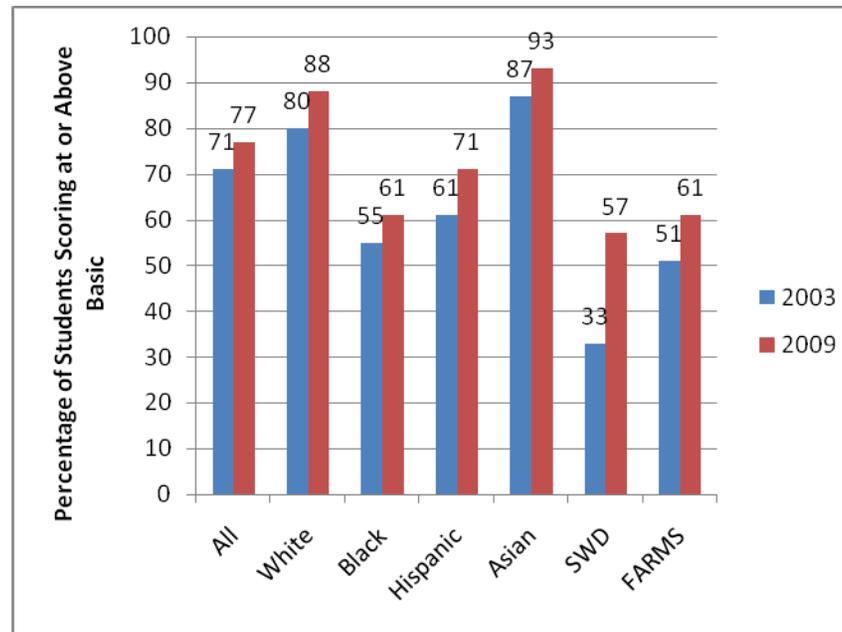


In reading, the 2009 NAEP results for grade 4 indicated gains for African-American, special education, and low-income students since the 2003 administration of the assessment. One should note a 10-point improvement in the number of Hispanic students at Basic or above since 2007 and an 11-point improvement for ELLs. In NAEP reading for grade 8, students receiving free and reduced meals had steady performance from 2007 to 2009, after a 10-point improvement in scores between 2005 and 2007. Students with disabilities in grade 8 posted a 13-point gain in scoring at Basic or above between 2007 and 2009.

Growth in NAEP Grade 4 Reading by Subgroup: 2003–09



Growth in NAEP Grade 8 Reading by Subgroup: 2003–09



Achievement Gap Reduction on NAEP Reading and Mathematics: 2003–09

Percentage at or Above Basic

Subgroup	Reading Grade 4	Reading Grade 8	Mathematics Grade 4	Mathematics Grade 8
FARMs	-5*	-4*	-15*	-4*
Special Education	-13*	-20	-6*	-14*
ELLs	-7	Insufficient data	-2	Insufficient data
Black	-9*	2	-10*	-10*
Hispanic	-10	-2	-6*	-5

Note: Negative gap reduction means the gap between groups has been **reduced**.

* Statistically significant improvement by the subgroup

The following data tables show the status of the achievement gaps for the percentage scoring Proficient and above. These data reveal a challenge for Maryland that the third wave of reform and Race to the Top will target. The achievement gaps between groups scoring Proficient and above have, in most cases, widened since 2003. Although Maryland had real success in moving students at the lower end of the achievement scale, the State has not had the same success at the upper end. New standards and assessments reflecting higher targets — in addition to the reforms contained in this proposal to accelerate progress — will facilitate closure of these gaps at the upper level of the continuum and will ensure that students are college- and career-ready.

Amount of Achievement Gap Reduction on NAEP Reading and Mathematics: 2003–09
Percent At or Above Proficient

Subgroup	Reading Grade 4	Reading Grade 8	Mathematics Grade 4	Mathematics Grade 8
FARMS	1	5	5	7
Special Education	-5	8	-1	3
ELLs	2	Insufficient data	11	Insufficient data
Black	1	5	6	10
Hispanic	-1	3	5	5

Note: Negative gap reduction means the gap between groups has been **REDUCED**.

Section (A)(3)(ii)(c): Improving Graduation Rates

Maryland's graduation rate has increased slightly over the years to 85 percent. As discussed more fully in Section (A)(1), Maryland will transition to the four-year cohort rate in 2011.

Graduation Rate Trend by Subgroup: 2003–09

Group	2003	2004	2005	2006	2007	2008	2009
All	84.68	84.29	84.83	85.44	85.24	85.09	85.24
Asian	94.64	94.47	94.58	94.86	94.47	94.56	94.67
African-American	77.22	77.06	78.21	78.89	78.58	79.01	79.05
White	88.44	88.16	88.58	89.38	89.79	89.65	90.02
Hispanic	85.85	82.55	82.34	81.35	79.66	77.54	78.63
ELLs	82.57	86.41	91.74	85.41	87.91	88.27	82.26
Special Education	78.35	77.56	77.56	76.77	75.61	72.85	67.70
FARMS	80.76	80.12	81.58	81.76	80.12	82.07	85.53

For more than a decade, Maryland worked on the development and implementation of high-school exit exams. The goal is to raise the bar for high school students and ensure consistent expectations and a higher level of rigor in courses. Maryland provided individual supports for students in meeting this new requirement in an attempt to maintain or increase the graduation rate while increasing the skill level of graduates. It is notable that the exit exams were implemented for the Class of 2009 *without* a decline in the overall graduation rate or an increase in dropouts.

Indeed, the annual dropout rate declined from 3.4 percent in 2002 to 2.8 percent in 2009. The greatest improvement has occurred for African-American, Hispanic, and special education students. Similar reductions in the drop-out rate are evident for all but

English language learners. The 2006-2007 school year marked the full implementation of providing at-risk high school students with extra interventions and supports they need to pass the graduation requirements exams for those who entered high school for the first time in the fall of 2005. The chart below shows the change in drop-out rate since that implementation for key Maryland subgroups.

Dropout Rate by Subgroup: 2006–09

Subgroup	2006–07 Dropouts	2008–09 Dropouts	Change
Asian	1.20	1.00	-.2
African-American	5.03	3.62	-1.41
White	2.32	2.16	-.16
Hispanic	5.07	3.73	-1.34
ELLs	1.50	3.99	+2.49
Special Education	4.95	3.11	-1.84
FARMs	2.82	2.58	-.24

Understanding these improvements: The improvements on State assessments and the NAEP outlined in Section (A)(3)(ii) did not happen by accident. They happened because of strategic policy changes resulting in additional focus on early childhood programs, implementation of a State Curriculum, implementation of a high school assessment graduation requirement, more rigorous courses, a focus on highly qualified teachers, and the State’s Bridge to Excellence funding program. These changes have allowed each cohort of students to enter elementary and middle school with stronger academic skills than the previous cohort. There was no silver bullet; rather, the combination of political will, thoughtful reforms, and the hard work of State educators produced Maryland’s nationally recognized success.

Early childhood: In 2003, Maryland had limited preschool opportunities, and the Maryland State Department of Education (MSDE) did not administer early learning programs. Kindergarten was a half-day program. The Maryland Model for School Readiness (MMSR) Assessment found that only 52 percent of students entered school ready to learn.

By 2009, MSDE administered all early learning programs, preschool was available for students from disadvantaged backgrounds, kindergarten was a full-day program for all students, and the MMSR Assessment was being used to monitor and improve the readiness of students in kindergarten to enter school. The *2010 Education Week Quality Counts* report gives Maryland an A in early childhood education, with a perfect score of 100. These changes resulted in 73 percent of students in 2009 entering school ready to learn, as well as large gains in MSA proficiency scores between 2003 and 2009: from 58.1 percent to 84.9 percent in reading, and from 65.1 percent to 84.3 percent in mathematics.

Curriculum implementation: In 2003, the Voluntary State Curriculum was in draft form in reading and mathematics for Maryland teachers, to which only students in grade 3 had been exposed. By 2009, when the State Board of Education removed the term “voluntary” from the State Curriculum, teachers had been using the curriculum for seven years, all students in grades K–9 had been taught using the new curriculum, and students finishing elementary school had benefited from the new curriculum for their entire school career. During this time, Maryland saw consistent, steady growth in student achievement in both elementary and middle school reading and mathematics, as demonstrated by the MSA data above.

Implementation of a new high school graduation requirement assessment program: An additional reform that impacted high schools was the implementation of a high-school graduation requirement beginning with the graduating Class of 2009. Students could meet the requirements in one of three ways: pass all four high-school assessments (algebra, biology, English, and government); obtain a combined total score across all tests; or complete rigorous projects that demonstrate the required content knowledge. The following

table provides the passing status of the first group of students with the HSA requirement (2009) on each of the four High School Assessments. The vast majority of students (75 percent) passed all tests to meet the requirement.

Content	Percent Meeting Standard
Algebra	83.4
Biology	82.1
English	83.8
Government	92.4
Passed All Four	74.9

While students are required to meet standards in four content areas to graduate, the algebra and English assessments also have served as the high-school MSA tests in mathematics and reading since 2003. AYP data (which is slightly different because it includes all students regardless of the level of test taken [Alt and modified] — see Appendix 10) demonstrate that students' performance improved significantly since 2003, from 61 percent of students scoring Proficient in grade 10 reading, to 83.9 percent scoring proficient in 2009. In mathematics, 43.4 percent were Proficient, jumping to 85.7 percent in 2009. The real improvement in student scores began between 2006 and 2007, as this was the first group of students required to pass the tests to graduate from high school.

More rigorous courses: Since 2001, Maryland has worked with school systems in a collaborative program with the College Board to increase student engagement and participation in rigorous high school courses while improving performance on AP tests. The program includes professional development for teachers and provides data to assist schools in identifying student instructional needs and potential AP participants using the Preliminary SAT (PSAT) data. As documented above, Maryland is ranked first in the nation for AP participation and performance.

Five-Year Growth in AP Results: Maryland and the Nation

	2004 MD	2004 U.S.	2009 MD	2009 U.S.	Growth MD	Growth U.S.
Percentage taking an AP test during high school	29.1	19.9	40.0	26.5	+10.9	+6.6
Percentage scoring 3 or better on one or more tests during high school	19.4	12.7	24.8	15.9	+5.4	+3.2

Highly Qualified Teachers (HQTs) and National Board Certified Teachers: In 2004, 66.9 percent of Maryland classes were taught by HQTs; only 46.6 percent were taught by HQTs in elementary schools with high poverty levels. As described more fully in Section (D), the State implemented multiple reforms to address this challenge. The result was that by 2009, 88.5 percent of classes were taught by HQTs, including 79 percent of classes in high-poverty elementary schools. In addition, the number of National Board Certified teachers increased more than tenfold, from 158 in 2004 to 1,772 in 2010. Contributing to this success has been the ongoing collaboration between PreK–12 and higher education institutions in the preparation of high-quality teachers. Moving forward, as described above and in Section (D)(2), Maryland will measure teacher effectiveness rather than qualifications for purposes of evaluation, tenure, professional development, and other human capital decisions.

School funding: As described further in Section (F)(1), under the Bridge to Excellence in Public Schools Act of 2002, Maryland invested an additional \$1.3 billion over previously existing funding formulas in public education from 2003 through 2009. To qualify for the additional funding, Maryland’s LEAs developed and implemented comprehensive master plans to demonstrate how they would

accelerate achievement for all students and close achievement gaps among student groups as required by ESEA. The comprehensive master plans also documented the alignment between the local school system's goals and budget priorities.

MGT of America, Inc., has independently verified the positive impact of this additional funding on student achievement. Using MSA data for grades 3–8 and high school, the evaluation found the following:

- In the years since the implementation of Bridge to Excellence, local school systems demonstrated substantial improvements in the percentage of students who were Proficient in reading and mathematics.
- All racial/ethnic groups of elementary and middle-school students improved reading and mathematics proficiency levels, and achievement gaps in all subgroups were reduced.

Taken together, the results outlined in this section paint a picture of steady progress for all Maryland students. The State's teachers, students, and administrators have much to make them proud. But as the data also show, students who start behind have more ground to make up. The reforms outlined in this application will help them reach their college- and career-readiness goals much faster.

(B) Standards and Assessments (70 total points)**(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.²

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

Section (B)(1): Common Standards**Section (B)(1)(i): Participation in Common Core Standards Consortium**

On June 1, 2009, Maryland signed the Memorandum of Agreement to participate in the development and adoption of internationally benchmarked State standards through the Common Core State Standards Initiative led by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). This initiative now includes 47 other states. At that time, Governor O’Malley stated, “Maryland has a long history of high educational standards, which have helped our State to be recognized as the number one-ranked system in the nation. At the same time, our schools and our students must compete globally, and we must continue to raise expectations.”

The Common Core State Standards represent an important evolution in standards-based reform, an area where Maryland has demonstrated leadership since the 1980s. Indeed, *Education Week Quality Counts* most recently gave the State’s standards an A

ranking. Maryland has led the nation in establishing strong academic standards and accompanying curriculum; shown how to effectively engage hundreds of teachers, local education agencies (LEAs), and institutions of higher education (IHEs) across the State in developing standards and the State Curriculum; sought outside experts to evaluate the quality of the curriculum; and benchmarked the State's standards and curriculum against those used in high-performing states and countries. Most recently (2007–08), to ensure that its standards were world-class and rigorous enough to prepare students for college and careers, Maryland aligned its high-school curriculum with the American Diploma Project's College- and Career-Ready Benchmarks in reading, English language arts, and mathematics.

Given this track record, for Maryland, the Common Core State Standards are the logical next step in providing a set of rigorous expectations for the State's schools to build on the work the State has accomplished over the past two decades. The standards provide the essential foundation to ensure that all students, including those who traditionally have not succeeded at higher levels, have access to the challenging education opportunities that more privileged students have long taken for granted. As described more fully below, the Maryland State Board of Education plans to adopt the Common Core State Standards on June 22, 2010, and take essential steps over the next several years to make these standards accessible to all Maryland teachers and students. See Appendix 14 for a copy of the Memoranda of Understanding (MOU) indicating Maryland's commitment to the effort. Appendix 15 provides documentation that the standards are internationally benchmarked and that, when effectively implemented, they will help ensure that students are prepared for college and careers. Appendix 16 provides the number of states participating in the consortium and the names of those states.

Section (B)(1)(ii): Timetable for Standards Adoption

On May 25, 2010, the Maryland State Board of Education *endorsed* the Common Core State Standards based on the earlier drafts of the documents. The State Board will *adopt* the Common Core State Standards on June 22, 2010, as set forth under Maryland Education Code Ann. §2-205(h), which gives the State Board authority to adopt standards for all public schools in Maryland (see

Appendix 17). Maryland will submit an amendment to the U.S. Department of Education on or before August 2, 2010, which provides evidence of the State Board action in adopting the Common Core State Standards.

State Board adoption will culminate months of active participation by Maryland educators and stakeholders in the development of the standards. Three Maryland State Department of Education (MSDE) staff members provided feedback and guidance to the Common Core State Standards Initiative during the standards development phase. Four representatives from Maryland colleges and universities — Francis (Skip) Fennell (McDaniel College), Denny Gulick (University of Maryland, College Park), Bernadette Sandruck (Howard Community College), and Stephen Wilson (Johns Hopkins University) — also served on the standards development teams or feedback teams. In addition, MSDE, the Maryland State Education Association (MSEA), local colleges and universities, and the Maryland Business Roundtable provided extensive feedback.

To expand the base of participation, MSDE invited all 24 LEA supervisors in each of the content areas of reading, English language arts, mathematics, science, and social studies to comment, along with all 24 Assistant Superintendents for Instruction, the 25 higher-education representatives on the Statewide Standards for College English Committee, and mathematics higher-education representatives.

Twenty-three of the 24 systems (90 educators in all) were represented at regular MSDE content briefings and feedback sessions on the Common Core State Standards. With the permission of CCSSO, the 24 Assistant Superintendents received an overview of the draft K–12 Common Core State Standards at their February meeting and were given the opportunity to identify concerns. Moreover, to get a head start on the next phase of implementation, 10 reading/English language arts specialists from multiple LEAs and 14 mathematics specialists have begun comparing the draft Common Core State Standards to the existing Maryland State Curriculum (see Section (B)(3)).

(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

Section (B)(2)(i): Developing and Implementing Common, High-Quality Assessments

Marylanders want every student — no exceptions, no excuses — to graduate from high school ready for college, career, and life. To help the State realize this goal, as described more fully in Section (B)(3), MSDE is committed to developing a comprehensive assessment system that not only advances student, educator, school, and district accountability, but most importantly, helps educators improve classroom instruction. Maryland will collaborate in a consortium with a significant number of other states to develop high-quality summative assessments, interim assessments, and formative assessments, (as defined in the Race to the Top Application).

Classroom teachers will be able to access interim and formative assessments through the Online Instructional Toolkit (see Sections (B)(3) and (C)(3)).

As part of the multistate consortium — the Partnership for Assessment of Readiness for College and Career (PARCC) — Maryland envisions a radically redesigned assessment system relying on two innovative design features that will significantly improve the usefulness of summative information for decision making. First, PARCC plans to change the mix of assessment items in summative components so that the preponderance of items and tasks that students encounter call for constructed responses and reflect the full range of knowledge and skills in the Common Core State Standards.

Second, PARCC plans to administer assessments throughout the school year to place them nearer in time to when key skills and concepts are being taught. Under the proposed system, summative judgments would be rendered through a combination of periodic, performance-based through-course assessments, plus a streamlined end-of-year machine-scored test. In effect, this design distributes the extended-response components of some current end-of-year assessments throughout the course of a year, ensuring that critical thinking and problem solving are measured, while adding the benefits of rapid, cost-efficient turnaround of annual summative results at the end of the school year. Key strategies the State will pursue with its consortium partners include:

- Ensuring that teachers can access rich *formative* tasks through the Online Instructional Toolkit to create custom assignments, quizzes, tests, and other assessment tasks (see Sections (B)(3) and (C)(3)) so that the State will take more responsibility for supporting assessment for learning;
- Developing a full suite of interim assessments in partnership with other states in an assessment consortium to give Maryland educators access to valid and reliable measures of student learning and to measure individual teachers' contributions to student learning growth (see Sections (B)(3) and (D)(2));
- Taking advantage of innovations, such as online test administration and scoring and including college- and career-ready cut scores, to significantly upgrade the *summative* assessments currently given in grades 3–8 and at the end of key high school courses;

- Ensuring that high school tests measure college and career readiness by including representatives from Maryland’s IHEs in the development of summative assessments with the multistate assessment consortia;
- Helping *all* students benefit from the diagnostic and instructional planning tools of the PSAT/National Merit Scholarship Qualifying Test (NMSQT) by providing state education agency Race to the Top funding for districts not currently paying exam fees for students in grade 10; and
- Implementing a comprehensive student-growth model capable of measuring individual teachers’ contributions to individual students’ learning over time; the growth model will give Maryland the data needed to evaluate teacher and principal performance more fairly and accurately (see Section (D)(2)).

Section (B)(2)(ii): Participation in Multistate Consortia

Maryland has signed a MOU with PARCC, an assessment consortium facilitated by Achieve. Twenty-seven states are in this College and Career Readiness consortium, which is focused on summative assessments that will measure each student’s readiness for college and careers and will be sufficiently reliable and valid for student and school accountability. The member states currently are Alabama, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, and Tennessee.

MSDE staff members are actively engaged in the PARCC consortium. For example, staff members participate in weekly planning calls with the PARCC consortium, and staff from the Division of Instruction and Division of Assessment and Accountability participate in the consortium’s design team. In addition, Maryland is fully committed to engaging IHE staff in the development of a new generation of assessments that fully certify students as college and career ready.

Multiple benefits: Maryland believes that partnering with other states offers multiple benefits: an ability to measure the full range of college- and career-readiness skills, generate comparable student achievement results across states, increase assessment quality, and decrease costs. Several aspects of the PARCC consortium make it an ideal fit for Maryland:

- The design principles of the consortium align with Maryland’s vision for an innovative assessment system that enhances classroom instruction and ensures that students become college and career ready. In particular, the consortium will measure the full depth, breadth, and rigor of the Common Core State Standards and include assessments given in high school that will measure college and career readiness. In fact, Maryland is encouraging the consortium to develop college- and career-ready anchor assessments in advanced English language arts and mathematics courses and to set a college- and career-ready cut score that will be comparable across state lines.
- The consortium approaches assessment design comprehensively, seeking an aligned system of summative, interim, and formative assessments. The design for each type of assessment will be closely aligned and occur concurrently, with significant collaboration among consortium partners.
- A rapid transition is especially important to Maryland. Anticipating the formal adoption of the Common Core State Standards by the State Board of Education in June 2010, educators will spend the 2010–11 school year revising the State’s curriculum in reading/language arts, mathematics, and STEM to align with the Common Core State Standards. This curriculum development will be complete by June 2011, and educators working in every school in Maryland will have been trained on the reading/language arts, mathematics, and STEM curriculum by 2013. The PARCC Consortium plans for its summative assessments to be operational no later than spring 2015, and sooner if possible.
- The consortium is committed to developing common summative assessments that are high quality, scalable within a short time, and designed for multiple purposes, including assessing student performance in high school; evaluating school and district performance disaggregated by subgroups of ethnicity, income, and special-needs populations; and determining educator effectiveness by isolating student-learning gains.

- The consortium plans to infuse technically sound innovations in measurement, including online administration (in addition to traditional paper-and-pencil assessment); use of artificial intelligence for scoring certain constructed-response items; a richer range of constructed-response item types that can measure various cognitive skills; and greater teacher involvement in item development. In addition, the consortium will explore computer-adaptive testing that can diagnose how well students are meeting the Common Core State Standards and adjust, in real time, the rigor and content of the items presented to students based on students' previous responses. Maryland has piloted the use of artificial intelligence systems in scoring constructed responses. The State hopes each consortium will fully implement the goals and recommendations contained in the 2010 draft of the National Educational Technology Plan.

Maryland brings valuable experience in working effectively and efficiently as part of a multistate consortium through its participation in the American Diploma Project's Multistate Mathematics Assessment Consortium, sponsored by Achieve. In this consortium, which began in 2006, K–12 educators and higher-education faculty in Maryland and 14 other states have collaborated to develop an Algebra II end-of-course assessment that includes a common college-ready cut score across all participating states. This experience will pay handsome dividends for all members of the assessment consortium or consortia ultimately funded by the U.S. Department of Education.

See Appendix 18 for a signed copy of the MOU. This consortium incorporates many innovative ideas; however, no MOU is binding at this point. Understanding that a consortium operates most effectively when its members share a sharp, focused, crystal-clear vision and mission, Maryland anticipates continuing a collaborative dialogue with each consortium until binding agreements are required.

GOAL I: DEVELOP AND IMPLEMENT A SET OF HIGH-QUALITY ASSESSMENTS ALIGNED WITH THE COMMON CORE STATE STANDARDS.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Sign Memoranda of Agreement with assessment consortium that match Maryland's vision for assessment. Apply as part of at least one consortium to the U.S. Department of Education Assessment Development competition.	December 2009– June 2010	MSDE Division of Accountability and Assessment
B. Anticipating a grant award, begin work with consortium members. Tasks include: (1) develop and release an RFP, and award a contract; (2) begin item and technology system development.	2010–11	Assessment Consortium members
C. Continue test-item development and review; field test items at some grade levels.	2011–12	Assessment Consortium members MSDE Division of Accountability and Assessment MSDE Division of Instruction
D. Create a bank of formative assessment tools for use by Maryland educators that will be incorporated into Maryland's Instructional Improvement System. Include an alignment study as part of development costs.	2011–15	MSDE Division of Instruction
E. Complete test-item bank and delivery system at certain grade levels so that field tests are administered beginning in spring 2014.	2013–15	Assessment Consortium members
F. Set common proficiency standards and begin equating study with other assessment consortia.	2014–15	Assessment Consortium members
G. All grades and subjects of assessment system tied to the Common Core State Standards are operational.	2014–15	Assessment Consortium members
H. Secure letters of intent from all Maryland IHEs to participate in assessment consortia development of final high-school summative assessments and to implement policies that place students who meet the consortia achievement standards for each assessment into credit-bearing courses.	June 2010 IHE placement policies: 2013–14	MSDE Division of Accountability and Assessment MSDE Division of Instruction IHEs
I. Provide grants to the four LEAs not currently funding PSAT/NMSQT for grade 10 students.	2011-2014	MSDE Division of Instruction

(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

Section (B)(3): Transition to Higher Standards and Assessments

Adopting the world-class expectations embodied in the Common Core State Standards is just the first step Maryland will take to ensure that *all* high school graduates are ready for college and careers. The standards are an important foundation. But to meet its ultimate goal of preparing all students for college and careers — including students traditionally not meeting standards — the State must find and fund more effective strategies for ensuring that these standards make their way into every classroom. The standards must be: (1) translated into challenging and engaging curriculum, lesson plans, classroom projects, and homework assignments; (2) delivered by effective instructors in schools that are managed by effective principals; and (3) supported by a technology infrastructure and longitudinal data system that can identify achievement gaps among students and help educators intervene in a timely way to close

those gaps. Race to the Top has allowed Maryland to re-examine every aspect of its instructional system. The implementation strategies described below and in subsequent sections of this application will ensure that the State closes its persistent achievement gaps and, in the process, lives up to its commitment to transition from national leadership to world-class excellence — and not just for the majority of students who already do well, but also for those who traditionally have lagged behind.

Aligned State Curriculum: After the Maryland State Board of Education approves the Common Core State Standards in June 2010, Maryland will begin a year-long, statewide, participatory process to revise its curriculum to align with these new challenging standards. Hundreds of classroom educators, instructional coaches, and LEA curriculum, assessment, and accountability leaders will refine and align the current Maryland State Curriculum with the Common Core State Standards. The new State Curriculum will be ready for Maryland State Board of Education adoption in June 2011 — an accelerated process made possible by the State’s previous work in this area.

An established and effective process for engaging stakeholders: Beginning in 2003, Maryland departed from a long tradition of total local curriculum control to implement a statewide Maryland curriculum. More than 900 educators throughout Maryland came together to develop the curriculum in English language arts, mathematics, science, social studies, world languages, health, physical education, fine arts, and school library media, and to develop cross-cutting expectations and tools to help content-area teachers instruct English language learners (ELLs) and students with disabilities. Educators in each of the State’s 24 LEAs were deeply engaged in developing this curriculum. First, cross-district grade-level teams came together to develop a model curricular framework with standards, indicators, objectives, and assessment limits. Then, MSDE shared the draft products iteratively with educators in each of the 24 LEAs for multiple rounds of feedback and redrafting until the writing teams were satisfied that the materials were of exceptional quality. Next, each grade-level curriculum was shared with other grade-level teams and refined to ensure vertical articulation across the grades. Once a full curriculum was developed for a subject area in each grade for PreK–8 and select high school

courses, MSDE staff conducted teacher focus groups in each of the 24 LEAs. In addition, MSDE commissioned national reviews by subject-matter experts to ensure that the curriculum materials reflected national and international standards of excellence; for example, Achieve reviewed the English language arts, mathematics, and science curricula, and Westat reviewed the social studies curriculum.

MSDE piloted the curriculum for one year in all 24 LEAs. In 2004, the State Board adopted the new State Curriculum as the official curriculum for all Maryland schools in PreK–8 reading/English language arts and mathematics, and high-school English 10, biology, government, algebra/data analysis, and geometry. The State Board adopted PreK–8 science in 2005; PreK–8 social studies in 2006; and grades 9–12 English, world languages, English language proficiency, algebra II, fine arts, physical education, and health curriculums in 2008 and 2009.

Online Instructional Toolkit: The State curriculum, in turn, provided the starting point for the development of a widely used and admired online resource for teachers: Maryland’s current Online Instructional Toolkit found at the www.mdk12.org web site. This content-rich, instantly accessible resource bank was developed in response to teacher requests and links instructional tools, such as curricular objectives, lesson seeds, instructional resources, and annotated publicly released assessment items, to State standards. Maryland teachers, as well as educators across the country, have used this web site extensively. For example, in 2009, the web site had more than 16 million page views by 1,666,704 unique users. This web site is now so ingrained in the culture of Maryland teachers that when the Maryland Business Roundtable hosted teacher focus groups in March 2010 to discuss how teachers wanted to access STEM resources, such as instructional materials and industry externships, teachers said, “The materials must be meta-tagged to the State curriculum and available to us like the mdk12 web site.”

The next three pages provide screen shots of materials currently in the Online Instructional Toolkit. The first page shows a screenshot of a lesson seed for a 2nd-grade reading comprehension lesson. The following two pages show an algebra/data analysis public release item and one example of an annotated student response.

Lesson Seeds - State Curriculum 2.A.4.a - Reading Grade 2 - School Improvement in Maryland - Windows Internet Explorer

http://mdk12.org/instruction/lessons/reading/grade2/2A4a.html

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Lesson Seeds ~ State Curriculum 2.A.4.a ~ Reading ...

Using the State Curriculum: Reading/ELA, Grade 2

Reading/ELA | Informational | Literary | Writing | Language | Listening | Speaking

Lesson Seeds: The lesson seeds are ideas for the indicator/objective that can be used to build a lesson. Lesson seeds are not meant to be all-inclusive, nor are they substitutes for instruction.

Standard 2.0 Comprehension of Informational Text

Indicator 4. Determine important ideas and messages in informational texts

Objective a. Identify the author's/text's purpose

Seed

Show an enlarged copy of a recipe. After previewing the text features unique to this form of writing, introduce the concept of author's purpose by stating that authors write for a reason or purpose. Tell that in recognizing this form of writing as a recipe, I can determine that the author wrote this piece to tell me the steps to make a _____. That was his or her purpose for writing the recipe.

Next, show an advertisement for a toy, game or destination that would appeal to a primary student. Discuss the text features that help identify this as an advertisement. Ask the students to think about the reason that the author wrote and designed this ad. Help the students determine that the author's purpose for this type of writing is to persuade you to buy the product or visit the place.

Now view a one page informational article from an appropriately leveled news magazine. Discuss the text features that help identify this as an article. Ask the students to think about the reason that the author wrote this article. Identify the author's apparent purpose.

Make the labels for a bulletin board display such as the one below:

Author's Purposes for Writing Informational Text		
To tell "how to" do something	To persuade	To give information about a topic
(Attach recipe)	(Attach Advertisement)	(Attach article)

Hang each of the three items discussed under the appropriate label. Divide the class into small groups of three and give each group sentence strips. Have each of the students in the group copy one of the three purposes for reading informational text. Provide each group with a packet containing one example for each of the purposes for reading as described in this activity. Direct students to match each reading selection with its purpose. Have each group share with the whole class by showing the reading selection, identifying the purpose, and telling why they classified it

Done Internet 125%

Public Release Item Scoring - CLG 1.1.1 - School Improvement in Maryland - Windows Internet Explorer

http://mdk12.org/instruction/clg/public_release/algebra_data_analysis/2002_111_alg07.html

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Public Release Item Scoring ~ CLG 1.1.1 ~ School Imp...

Using the Core Learning Goals: Algebra/Data Analysis

FUNCTIONS & ALGEBRA | Data Analysis & Probability

Public Release Item Scoring Information [Return](#)

Goal 1 Functions and Algebra

Expectation 1.1 The student will analyze a wide variety of patterns and functional relationships using the language of mathematics and appropriate technology.

Indicator 1.1.1 The student will recognize, describe, and/or extend patterns and functional relationships that are expressed numerically, algebraically, and/or geometrically.

Assessment Limits:

- The given pattern must represent a relationship of the form $y = mx + b$ (linear), $y = x^2 + c$ (simple quadratic), $y = x^3 + c$ (simple cubic), simple arithmetic progression, or simple geometric progression with all exponents being positive.
- The student will not be asked to draw three-dimensional figures.
- Algebraic description of patterns is in indicator 1.1.2

Extended Constructed Response (ECR) Item - Released in 2002

Stephanie must complete class projects for history and mathematics. Each project is worth a maximum of 100 points if she turns it in on time. Each teacher uses a different method to calculate the maximum number of points that a student can earn for a late paper. The tables below show the two methods.

POSSIBLE POINTS FOR HISTORY		POSSIBLE POINTS FOR MATH	
Number of Days Late	Maximum Possible Points	Number of Days Late	Maximum Possible Points
0	100	0	100
1	95	1	96
2	90	2	88
3	85	3	76
4	?	4	?
5	?	5	?

Complete the following in the Answer Book:

- Complete the tables to show the number of possible points for projects that are 4 and 5 days late.
- How many days late can Stephanie turn in each project and still possibly receive a score of 65 or better on each project? Use mathematics to explain how you determined your answer. Use words, symbols, or both in your explanation.
- Stephanie can complete only one project on time. The second project will be only one day late. To receive the maximum total number of possible points, which project should she complete first? Use mathematics to justify your answer.
- Describe the method that each teacher uses to determine the maximum possible points that a student can earn for a late paper.

The following 8 Anchor Papers represent a range of score points and are used in conjunction with the rubrics to assess student responses.

Done Internet 100%

Public Release Item Scoring - CLG 1.1.1 - School Improvement in Maryland - Windows Internet Explorer

http://mdk12.org/instruction/clg/public_release/algebra_data_analysis/2002_111_alg07.html

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Public Release Item Scoring ~ CLG 1.1.1 ~ School Imp...

Anchor Paper #2

POSSIBLE POINTS FOR HISTORY

Number of Days Late	Maximum Possible Points
0	100
1	95
2	90
3	85
4	80
5	75

POSSIBLE POINTS FOR MATH

Number of Days Late	Maximum Possible Points
0	100
1	96
2	88
3	76
4	
5	

She can turn it in 7 days late and still get a score of 65. She should turn in the History first because it's a harder class.

Score for Anchor Paper #2: Rubric Score 1

Annotation: This response indicates little application of a reasonable strategy. The table for the history project is completed correctly. The student provides the correct solution for the number of days Stephanie can turn her history project in late; however, an explanation is not provided. The math table and number of days for the math project are not provided. Although the student correctly identifies the history project as the project to turn in on time, the student's response ("because it's a harder class") does not provide justification. This response demonstrates minimal understanding and analysis of the problem.

Internet 125%

Next steps: Maryland will revise its State Curriculum and expand its Online Instructional Toolkit. The thorough and deep engagement of educators in developing and implementing the current State Curriculum illustrates why MSDE and all LEAs will be able to quickly and confidently transition the new curriculum to align with the Common Core State Standards. To begin, MSDE will use Achieve’s Gap Analysis Tool to analyze the alignment, gaps, and inconsistencies of the Maryland State standards against the Common Core State Standards. This work will begin on June 18, 2010, in a full-day meeting with the Assistant Superintendents for Instruction from all 24 LEAs, who will determine the magnitude of needed adjustments. The team will map out a yearlong plan for accomplishing the curriculum refinement and transition; the review will include identifying where new curriculum units need to be created and existing ones augmented. The expedited process will allow MSDE to present the new Common Core State Curriculum to the State Board of Education for approval in June 2011.

At the same time that the State curriculum is being revised, Maryland will begin work to expand the Online Instructional Toolkit, which will consist of several elements. First, the revised State Curriculum will be posted at this location. Second, curricular supports, such as lesson plans, multimedia resources (e.g., videos), and public release summative assessment items with annotated student responses are linked to the State Curricula. Third, the formative assessment item bank and computerized test blueprints will be available at this site. Finally, online and face-to-face opportunities for professional development, available from IHEs, LEAs, and MSDE, which have been reviewed for quality as described in Section (D)(5), will be posted in the Online Instructional Toolkit.

This Toolkit is an important component of the Instructional Improvement System described in Section (C)(3). As teachers access student performance data from the longitudinal data system through the dashboard system supported by the technology infrastructure, they will analyze current levels of student learning, develop lessons aligned to the State Curriculum, and draw on the curricular resources described above. Teachers can use items from the formative assessment item bank to capture quick information about levels of student mastery or longer-term interim assessments measured at quarterly or semester points of time. Finally, if teachers want or need professional development support in a particular curriculum, or strategies to reach students who are not

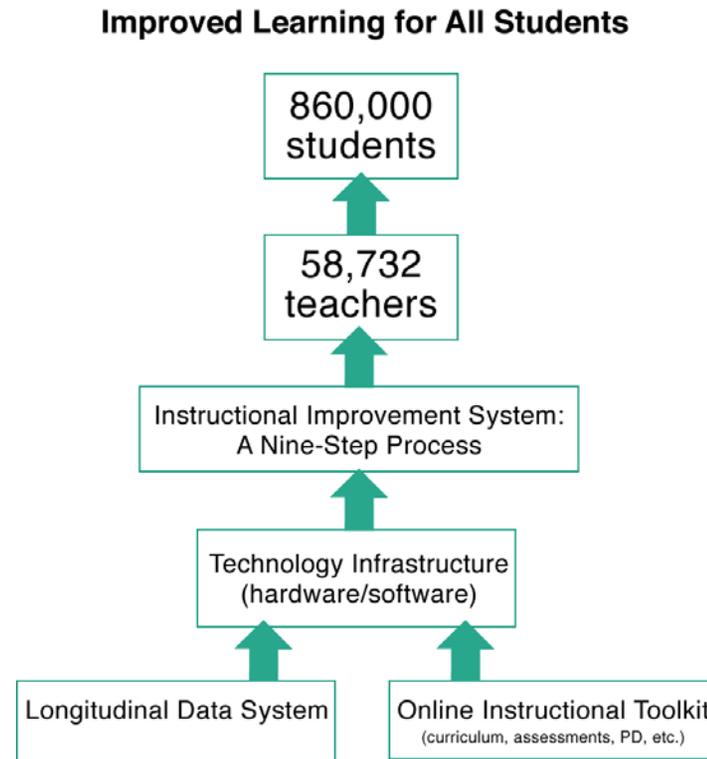
demonstrating progress, they may access those resources in the professional development section of the Toolkit where these supports will be meta-tagged for alignment with specific sections of the State Curriculum.

Throughout the year, LEAs, IHEs, and other partners will identify instructional materials and digital resources that are focused, coherent, and aligned to the Common Core State Standards and State Curriculum. In addition, digital resources, course modules, and online courses aligned to the Common Core State Standards will be identified and developed through the Maryland Virtual Learning Opportunities Program.

Additional resources will be identified through Maryland's MDK12 Digital Library. This collaborative purchasing consortium made up of the 24 LEAs and MSDE provides a rich set of resources and ensures equity of availability in all 24 LEAs. Partnerships with the Maryland Business Roundtable (MBRT), Maryland Public Television, and the College Board will give teachers easy access to quality digital instructional materials. MBRT will identify business partners anxious to contribute their knowledge and time in Maryland classrooms, and will provide additional instructional materials and digital resources, including links to available local, national, and international business, industry, and military partners that are carefully evaluated for quality and alignment. These materials will provide Maryland's teachers with an array of electronic resources carefully mapped to support the effective implementation of the State Curriculum. Maryland Public Television (MPT) and MSDE will conduct a technical review of existing resources on the MPT Thinkport web site, and then develop new online courses and content resources and provide public outreach programming and public service announcements. Maryland and the College Board have a co-funded liaison position at MSDE. Building on this unique nine-year partnership, MSDE and the College Board will conduct a technical correlation between the State curriculum and College Board public-domain materials, programs, and services to ensure that all teachers and students have easy online access.

Supporting instruction with an Instructional Improvement System: At the heart of Maryland's vision to improve classroom instruction to enable all students to be college and career ready are teachers supported by technology systems, processes, and

resources to help them meet diverse student learning needs. This vision includes four components (Instructional Improvement System, Technology Infrastructure, Longitudinal Data System, and Online Instructional Toolkit) illustrated in the graphic below:



The Instructional Improvement System described in Section (C)(3) is a nine-step process to help teachers develop lessons, differentiate instruction with intervention and enrichment modules, and continuously assess student progress. Essential to this process

is teacher access through the technology infrastructure to the Longitudinal Data System (LDS) and the Online Instructional Toolkit.

The technology infrastructure is a system of hardware and software solutions, which provide the mechanics of the system, including:

- the student performance dashboard;
- the curriculum management system;
- the item test bank;
- an e-learning system;
- an adaptive test system;
- the instruction intervention planning system;
- a grade management system;
- an at-risk student dashboard; and
- the summative progress dashboard.

The Longitudinal Data System provides student and teacher data that populate these dashboard reports. The Online Instructional Toolkit (described in detail above) contains the State curriculum, curriculum resources, formative assessment items, and professional development resources.

With a statewide technology infrastructure, the Longitudinal Data System, and the Online Instructional Toolkit, Maryland will provide professional development to reach staff in all 1,400 schools. This professional development plan is summarized in Section (D)(5), and the intensive support to the 16 identified priority schools is described in Section (E)(2). Taken together, these elements will ensure that all Maryland teachers and administrators will have the knowledge and tools they need to provide high-quality, differentiated classroom instruction.

STEM curriculum: The first iteration of the State Curriculum was developed as a curricular framework for each separate content area (e.g., English language arts, mathematics, science, social studies). In redesigning the content areas of the State Curriculum to align to Common Core State Standards, MSDE and the LEAs will develop an interdisciplinary STEM-based curriculum. In the STEM curriculum, teachers will have sample problem-based and project-based lessons that promote acquisition of core content knowledge, as well as the skills of collaboration, time management, personal decision making, creative problem solving, and the ability to apply learning within and across the disciplines.

The unique interconnectedness of science, mathematics, and technology is what makes STEM education so powerful. “It is the union of science, mathematics, and technology that forms the scientific endeavor and that makes it so successful.” (*Science for All Americans*, p. 3, 1993) While science (S) helps students understand how the world works, engineering (E) helps design approaches that apply mathematics and science to address society’s needs. As students gain understanding of mathematical (M) principles and concepts, technology (T) addresses both technology education and educational technology. Technology education, the study of technology systems and techniques to solve problems and extend human capabilities, is a one-credit graduation requirement in Maryland. Curriculum for this course will be revised to align with the Common Core State Standards, with complementary assessments and instructional materials. Meanwhile, recognizing the importance of infusing the use of educational technology in all content areas, the State Board adopted the Maryland Teacher Technology Standards in 2002 and the Maryland Technology Literacy Standards for Students and Maryland Technology Standards for School Administrators in 2007. For the past two years, MSDE has given all 7th-grade students, all teachers, and all school-based administrators a technology assessment to acquire baseline information on each group’s level of technology proficiency. Information from the measurement has helped inform educator professional development. Going forward, Maryland will engage representatives from business and industry, higher education, non-profit organizations, secondary education, and professional organizations in the Southern Regional Education Board’s multistate consortium to develop curricula, assessments, instructional materials, and teacher professional development to provide more students with relevant and challenging Career/Technology/STEM programs of study.

As described more fully in Competitive Priority 2 (STEM), the State will develop the Maryland STEM Innovation Network to provide a comprehensive, physical, and virtual network to support communications, convey knowledge, and share valuable resources among all of Maryland's STEM stakeholders: PreK–12 teachers, higher education faculty, business and community leaders, economic development officers, researchers, and policymakers. The Network's activities will leverage MBRT's and MSDE's existing technology investments (most notably, www.mdk12.org and www.BeWhatIWantToBe.com). Planned activities include the following:

- A coordinated online STEM presence (STEM Teachers Count) will provide universal access to STEM information, resources, and opportunities; allow partners to communicate and collaborate; and house a vast repository of information and resources to support teacher enrichment and student learning in STEM fields. The hub, as part of the Online Instructional Toolkit (described above), will include a repository of instructional resources tagged to the Common Core State Curriculum.
- An electronic system will provide services and support to principals and teachers in the development and delivery of STEM instruction, including industry expertise/assistance, internships for students, and externships for teachers. The MBRT already has a process in place for making these connections, bringing 3,000 volunteers into classrooms across Maryland and engaging 85,000 students each year. The current system will be transformed to give students access to entirely new sets of classroom-workplace connections and experiences.
- A new digital campaign for students using technology systems/design will enable students to explore STEM careers virtually, understand the relevance of instructional concepts, participate in experiences that will inspire them to choose STEM education and careers, and be motivated to solve world problems as part of a team. The campaign will include web, mobile, social media, games, and simulation elements; the campaign will evolve from the MBRT-led www.BeWhatIWantToBe.com, now in its sixth year, from a single web site to a full-scale online campaign. Approximately 200,000 students currently are completing tens of thousands of activities (e.g., polls, quizzes, essays, challenges, goal setting, life planning, contests) related to career and college success in Maryland.

World languages pipeline: Maryland’s competitive edge in an increasingly flat world depends on the preparation of graduates who are highly skilled in STEM and proficient in languages other than English. World language skills will benefit the State and the nation in such vital sectors as trade and national security. The strategic and international orientation of many of Maryland’s corporate and governmental employers and the unique resources of the national capital area position Maryland to take a strong leadership role in preparing students with language and cultural competency. In its 2009 Report on the Preservation of Heritage Language Skills in Maryland to the Governor and the Maryland General Assembly, the Heritage Language Task Force recommended that to ensure the global competitiveness of Maryland’s students, a world languages pipeline — beginning with articulated K–5 programs — should be planned and implemented. Although Maryland has some of the oldest immersion programs in the country, dual-language programs in Spanish/English and critical-needs language programs in Hindi, Chinese, and Arabic are lacking. Data collected from the business community during the Heritage Task Force work indicated a significant demand for multilingual employees. With its unusually diverse and well-educated immigrant population, Maryland has a ready pool of heritage language speakers ready to seek certification to teach in new K–5 world-language programs.

Under the leadership of MSDE’s World Language Specialist, regional language specialists in Arabic, Chinese, and Hindi will convene stakeholders to provide input about the best schools for these new programs. Then, the language specialists will convene teacher committees to write and translate STEM curriculum modules that can be utilized in new and existing programs statewide, and guide the development of online courses in STEM content for world-language teachers. Beginning with the second project year, 12 LEAs will be selected to initiate elementary world-language programs based upon community interest and support, heritage language populations, and the capacity of the school system to maintain and expand programs through grade 12. Participating LEAs will receive supplemental funding for one-time program planning and start-up costs, including publicity, the orientation of parents and staff, and instructional materials. Funding for innovative digital language laboratories will provide opportunities for individualized and group instruction and communicative activities. Internationally benchmarked proficiency assessments will be administered to students in the third and fourth project years.

GOAL I: DEVELOP A STATE PLAN FOR IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Review the Common Core and Maryland State Curricula to determine the extent of curricular movement and modification necessary. Determine gaps in existing Maryland State curriculum for reading/English language arts and mathematics for PreK–12 by reviewing the gap analysis of the existing Maryland State curriculum and comparing the Common Core State Standards completed by using the Achieve Gap Analysis tool.	March–June 2010	MSDE Division of Instruction School, LEA and IHE content- and grade-level experts
B. Present an overview of the State plan for developing a new curricular framework to the State Board of Education.	July 2010 State Board meeting	MSDE Division of Instruction
C. Determine a consistent format for Maryland’s curricular framework for PreK–12 and appropriate ways to incorporate technology by engaging various stakeholder groups in determining the appropriate levels of specificity for Maryland’s curricular framework.	May–October 2010	MSDE Division of Instruction LEA Assistant Superintendents for Instruction
GOAL II: ENSURE THAT MARYLAND EDUCATORS, PARENTS, AND OTHER STAKEHOLDERS UNDERSTAND THE TRANSITION PLAN FOR IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS AND CURRICULUM.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Share the transition plan with content supervisors at the quarterly MSDE content briefings and with Assistant Superintendents for Instruction and Superintendents at their monthly meetings.	October 2010–May 2011	MSDE Division of Instruction
B. Share the transition plan with the Maryland Parent-Teacher Association, the Maryland State Education Association, and the Baltimore Teachers Union.	Fall 2010	MSDE Division of Instruction
C. Share with IHE Deans and Directors.	Fall 2010	MSDE Division of Instruction MSDE Division of Certification and Accreditation
D. Post the transition plan on www.marylandpublicschools.org .	Fall 2010	MSDE Division of Instruction

GOAL III: CREATE CURRICULAR DOCUMENTS IN PARALLEL FORMAT FOR ALL CURRICULAR AREAS (INCLUDING STEM) TO ENSURE THAT MARYLAND’S STUDENTS HAVE A RICH AND FULL EDUCATION AND THAT CLASSROOM TEACHERS ARE SUPPORTED IN THE EFFECTIVE IMPLEMENTATION OF COMMON CORE STATE STANDARDS.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Convene grade-specific development groups in mathematics, reading/English language arts, and STEM, including representatives from local school systems, IHEs, and MSDE content and educational technology specialists to produce grade-specific expectations aligned to the Common Core State Standards by June 2011.	September 2010– June 2011	MSDE Division of Instruction
B. Identify grade-specific development groups, including representatives from local school systems, IHEs, and MSDE content and educational technology specialists in <i>all other content areas</i> to define grade-specific expectations.	January 2011– July 2012	MSDE Division of Instruction
C. Schedule both face-to-face and electronic opportunities for a variety of stakeholders to provide input and feedback on the draft State curriculum documents.	March 2011– October 2012	MSDE Division of Instruction
D. Procure the services of a vendor for national and international benchmarking of Maryland’s STEM, science, and social studies State curricula.	STEM, Summer 2011 Science and Social Studies, Summer 2012	MSDE Division of Business Services MSDE Division of Instruction

High school graduation requirements: As described in Section (A)(1), Governor O’Malley’s College Success Task Force outlined a series of recommendations that will enable a smooth transition to the Common Core State Standards and, more important, will support the increased postsecondary enrollment and success of Maryland high-school graduates (see Appendix 6). Several of the recommendations directly support the implementation of the internationally benchmarked Common Core State Standards. These include the following:

1. Ensure that by 2011, all districts have PreK–12 curricula and graduation requirements, including four years of mathematics, aligned to the Common Core Standards and back-mapped from the college- and career-ready standards;

2. Based on the Common Core Standards, develop by June 2012, college- and career-readiness assessments with an agreed-upon readiness score;
3. To help encourage more students to graduate college-ready, include a general college-and career-ready endorsement and a STEM-specific endorsement for qualified students on the high school diploma, beginning with the incoming 9th grade class of 2011; and
4. Establish by July 2012 an agreed-upon growth model for college and career readiness that require (a) high schools to publish, according to the defined model, the percentage of students who graduate college and career ready, and (b) colleges and universities to publish, according to the defined model, the percentage of full-time students who are retained each year and who were previously declared college and career ready.

The Maryland State Board of Education embraced the report at its May 25, 2010, meeting. The Maryland Higher Education Commission and University of Maryland Board of Regents have both embraced the report as well. These policy steps make the Common Core State Standards a reality, linking high school course requirements with assessment results signaling whether they are on track to meet the college- and career-ready proficiency levels.

Professional development: Professional development is an essential driver of teacher readiness to implement curriculum effectively. As described more fully in Section (D)(5), Maryland will implement a statewide system of high-quality, data-driven professional learning opportunities for teachers and leaders that will build on current institutional structures and staffing to improve the overall quality of professional development in Maryland. The goal is to reduce or eliminate the fragmentation, lack of coherence, and ineffective use of resources that characterize too much of current practice in this area, while ensuring that all teachers are trained and knowledgeable about the Common Core State Standards, curriculum, new assessments, the Instructional Improvement System, and the Online Instructional Toolkit. Top priorities are to:

- Influence, support, and expand the 1,800 school-based coaches already working with teachers across the State;
- Give teachers customizable, real-time access to high-quality professional development; and
- Ensure that teachers in low-achieving schools receive the very best professional development.

By 2013, three teacher leaders in each of Maryland’s 1,400 schools will have participated in 21 days of training and follow up, including content training in the revised Common Core State Curriculum, the new assessment system, the use of the new Instructional Improvement System, and the Online Instructional Toolkit (see Section (C)(3)). Principals also will have received similar, differentiated training as appropriate. This work will build upon the existing Maryland structure of the embedded 1,800 content coaches in schools and expand to include additional teacher leaders to ensure a reading/English language arts, mathematics, and STEM expert in each school. This work will be sustainable because online professional development modules to address all of the academy content will be developed and posted in the Online Instructional Toolkit by the third year of the project.

GOAL I: ENSURE THAT EDUCATORS IN ALL SCHOOLS ARE TRAINED IN THE NEW COMMON CORE STATE STANDARDS, THE REVISED STATE CURRICULUM AND ASSESSMENT SYSTEM, AND EFFECTIVE DIFFERENTIATED INSTRUCTIONAL PRACTICES.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Host Educator Instructional Improvement Academies in P–12 reading/English language arts, mathematics, and STEM (see Section (D)(5)).	2011–14 face-to-face 2014 and ongoing online	MSDE Division of Instruction
B. Create hybrid and online professional-development offerings using Educator Instructional Improvement Academies’ content.	2012–14 development	MSDE Division of Instruction
C. Target professional development for teachers in low-achieving schools through Breakthrough Centers focused on content determined by student-achievement data and teacher-effectiveness data (see Section (E)(2)).	2011–14	Breakthrough Center staff
D. Catalog and meta-tag current professional development offerings by	September 2010–	MSDE Division of Instruction

GOAL I: ENSURE THAT EDUCATORS IN ALL SCHOOLS ARE TRAINED IN THE NEW COMMON CORE STATE STANDARDS, THE REVISED STATE CURRICULUM AND ASSESSMENT SYSTEM, AND EFFECTIVE DIFFERENTIATED INSTRUCTIONAL PRACTICES.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
MSDE, LEAs, MBRT, Maryland Public Television, College Board, and IHEs for inclusion in the Online Instructional Toolkit. This will ensure quality control on aligning to the State curriculum and Maryland's teacher professional development standards.	14	
E. Create Educators' Portal to provide educators with one-stop access to curriculum; student data; and a correlated, comprehensive professional database with links to course information, other professional development resources, registration, and credentialing (see Section(C)(2)).	2010–11	MSDE Information Technology Chief Information Officer for Software Applications

High-quality assessments: In transitioning to a new system of high-quality assessments, Maryland builds on an impressive legacy of leadership. In the 1980s, Maryland was one of the first states to require students to pass a statewide minimum competency test, the Maryland Functional Test, as one condition of earning a high school diploma. In the 1990s, the Maryland School Performance Assessment Program (MSPAP) pioneered the use of performance-assessment tasks to foster students' problem-solving, critical-thinking, and writing skills. This first iteration of performance assessments provided excellent *school-level data*, which gives Maryland a valuable head start in developing the kinds of multiple measures of performance that provide a more balanced and comprehensive view of achievement. The current criterion-referenced Maryland School Assessments (MSA), begun in 2003, provide even more useful *student-level data* that have helped to drive improvements at the classroom level and reduced achievement gaps.

Maryland's transition plan for the implementation of a new assessment system links seamlessly to professional development initiatives for teachers designed to assist movement from the Maryland State Curriculum to the Common Core State Standards (see above and Section (D)(5)). Maryland's teachers have benefited in the past decade from the existence of a very transparent assessment system supported by the Online Instructional Toolkit on www.mdk12.org. Statewide, teachers already understand the State curriculum and assessment parameters that guide accountability testing. Maryland's transition plan to *new* assessments will build on this existing

knowledge base and assist teachers and administrators in understanding changes in the assessment system. Because State assessment consortia will not know until September 2010 whether their applications to the U.S. Department of Education for funding are approved, the specifics of any assessment design changes from past practice will not be fully known until that time. Thus, the planning of this professional development content in support of the transition will begin in October 2010.

Maryland's past experience transitioning to and implementing the MSPAP provides an experience base across the State that increases the likelihood that teachers can effectively use the results of performance-assessment tasks to improve instruction. Maryland's current assessment system already allows schools to administer tests on the computer, and the State has piloted the use of artificial intelligence systems in scoring constructed responses. The new generation of assessments will be delivered primarily on a technology platform. A purposeful, statewide plan will assist for all schools to migrate from paper-and-pencil assessments to technology-delivered assessment practices. A statewide cadre of technology-savvy teachers will ensure there are educators in every school who can build capacity among staff for effective use of technology in assessment practices.

Maryland's transition plan first ensures that its existing assessment system remains fully operational until new assessments are implemented. Full implementation of the new assessment system will occur no later than the 2014–15 school year.

Maryland will engage stakeholders to provide input to the multistate consortia and will keep stakeholders up to date as important design decisions are made. Participation of MSDE and LEA content specialists in the assessment design work conducted by multistate consortia will ensure this engagement takes place, and monthly updates to the LEA Superintendents and Assistant Superintendents for Instruction ensure ongoing communication with LEA leadership. Participation by Maryland teachers in the construction of assessment items increases engagement and ownership. In addition, Maryland will support teachers' transitions to new assessments by keeping them fully informed at all stages of assessment design, with particular attention to those areas where the design of new assessments differs from past practice (e.g., computer-adaptive designs).

Maryland believes that student learning advances when student achievement data in various forms inform teachers' decisions regarding lesson planning and choice of instructional materials. Teachers and administrators will reap the greatest benefit in

transitioning to new state summative assessments through their involvement in developing formative assessments. Maryland's plan for developing formative assessments that are aligned with the new summative assessments involves building on existing expertise in the State, including work underway with Response to Intervention and Classroom Focused Improvement Program models, where several LEAs already employ a rich array of formative and interim assessment tools. Initial work will involve creating an item bank constructed from these existing tools. This bank will be expanded based on the ongoing assessment development work of the State's consortium partners. Teachers will use high-quality formative assessments that provide Maryland's teachers with real-time data as part of the Instructional Improvement System described in Section (C)(3). Effective use of formative assessment results to guide instructional decision making will be a major component of face-to-face and online professional development offerings (see above and Section (D)(5)).

Finally, the development and implementation of a new assessment system is meaningless unless that system validly and reliably measures the readiness of students to succeed in college and careers. Thus, a critical transition activity is the active collaboration of MSDE and Maryland's IHE community at all stages of the development of formative, interim, and summative assessment tools. Importantly, to ensure that assessments are fully aligned with the college admissions requirements and employers' hiring criteria, Maryland's higher education faculty will participate extensively in the multistate consortia's activities, including blueprint design, item development, piloting, field testing, operational administration, range finding, scoring, and reporting. In the process, Maryland will fully implement a key recommendation from the Governor's College Success Task Force: "Partner with Maryland P-20 discipline-based groups to ensure that the high school assessments of the Common Core State Curriculum build on the rigor of K-8 assessments and serve as college-readiness tests for all students." To this end, Maryland expects to secure letters of intent from *all* IHEs to participate in the assessment consortium development of high school summative assessments in reading/English language arts and mathematics, and to implement policies that place students who meet the consortium-adopted achievement standards for each assessment into credit-bearing college courses. This collaborative work will be reported regularly to Maryland's P-20 Council.

GOAL I: CONTINUE IMPLEMENTATION OF MARYLAND’S HIGH-QUALITY SUMMATIVE ASSESSMENT SYSTEM (MSA/HSA) UNTIL A NEW SYSTEM TIED TO THE COMMON CORE STATE STANDARDS IS OPERATIONAL.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Continue existing administrations for MSA reading/English language arts, mathematics, and science through the 2011–12 testing cycle. If necessary, continue through 2013–14.	June 2012 and beyond as needed	MSDE Division of Accountability and Assessment
GOAL II: BUILD STAKEHOLDER SUPPORT FOR THE DESIGN OF A COMPREHENSIVE ASSESSMENT SYSTEM THAT WILL IMPROVE CLASSROOM INSTRUCTION.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Conduct focus groups of administrators, teachers, and parents regarding new assessment system design so that this feedback becomes part of consortium discussions.	Fall 2010	MSDE Division of Academic Policy MSDE Division of Accountability and Assessment MSDE Division of Instruction
B. Conduct a second round of focus groups throughout the State to garner feedback regarding initial assessment design decisions.	Summer 2011	MSDE Division of Academic Policy MSDE Division of Instruction MSDE Division of Accountability and Assessment
GOAL III: ENSURE THAT MARYLAND EDUCATORS FULLY UNDERSTAND SUMMATIVE ASSESSMENTS DEVELOPED WITH STATE CONSORTIUM PARTNERS AND HOW THEY ARE SIMILAR TO AND DIFFERENT FROM THE ASSESSMENTS THEY REPLACE.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Develop a statewide plan assessing the current capacity of each LEA to deliver all assessments using a technology platform, including how each school can implement universal assessment delivery using technology.	Spring 2011 and ongoing	MSDE Division of Accountability and Assessment
B. Use results of pilot and field test activities related to the development of new summative assessments to assist teachers and administrators in	October 2011 and ongoing	MSDE Division of Accountability and Assessment

GOAL III: ENSURE THAT MARYLAND EDUCATORS FULLY UNDERSTAND SUMMATIVE ASSESSMENTS DEVELOPED WITH STATE CONSORTIUM PARTNERS AND HOW THEY ARE SIMILAR TO AND DIFFERENT FROM THE ASSESSMENTS THEY REPLACE.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
the State in transitioning to the new assessment system. This topic will be included as part of Educator Instructional Improvement Academies to assist school-based teams in understanding the new Common Core State Standards, assessments, the Longitudinal Data System, the Online Instructional Toolkit, and the Instructional Improvement System (see Section (D)(5)).		MSDE Division of Instruction
C. Provide periodic face-to-face and online updates to teachers and administrators in each LEA regarding progress in developing summative assessments. Assessment updates will be a standard item in the regular briefings that occur in Maryland for Superintendents, Assistant Superintendents for Instruction, Executive Officers, and Content Supervisors.	October 2010 and ongoing	MSDE Division of Instruction MSDE Director of Instructional Assessment
D. In the Educator Instructional Improvement Academies, include training on summative assessment design, highlighting features that differ from past practice in Maryland. Areas of difference will emerge from assessment work completed by state consortium partners but may include the following: (1) novel item types, (2) new assessment limits, (3) computerized test administration, (4) use of computer-adaptive testing models, (5) use of artificial intelligence scoring, and (6) use of computer simulations in the testing design.	Summer 2011 and ongoing	MSDE Division of Instruction

GOAL IV: ENSURE THAT MARYLAND EDUCATORS CAN ACCESS, UNDERSTAND, AND USE FORMATIVE ASSESSMENT TOOLS IN CONCERT WITH THE STATE'S INSTRUCTIONAL IMPROVEMENT SYSTEM THAT ALLOWS STUDENTS TO ACHIEVE COLLEGE- AND CAREER-READY STANDARDS OF ACHIEVEMENT.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Conduct and disseminate the results of the alignment study of formative assessment tools developed in Maryland to ensure that teachers who use them have confidence in their reliability and validity in guiding instructional decision making.	September 2013– June 2014	MSDE Division of Instruction MSDE Division of Accountability and Assessment
B. Involve Maryland's teachers in the selection of formative assessment tools, design of formative assessment tools, and alignment of formative assessment tools to the Common Core State Curriculum.	2011–14	MSDE Division of Instruction
C. Include in Educator Instructional Improvement Academies content that increases teacher capacity to implement and effectively use the formative assessment tools developed as part of Maryland's assessment system (see Section (D)(5)).	Spring of 2011 and ongoing	MSDE Division of Accountability and Assessment MSDE Division of Instruction
D. Ensure universal-design-for-learning (UDL) principles guide work on Maryland's Online Instructional Toolkit and the work of the multistate assessment consortia and professional development activities.	Spring of 2011 and ongoing	MSDE Division of Instruction MSDE Division of Special Education
E. Incorporate topics of effective use of formative assessment tools to differentiate future instruction into the Educator Instructional Improvement Academies throughout Maryland. Key activities include (1) organizing school-improvement efforts to enable teacher collaboration, (2) scoring student assessments reliably and validly so that results predict future performance on summative assessments, (3) using results of formative assessments to differentiate instruction and link students to effective intervention strategies through the Instructional Improvement System, and (4) building on Maryland's existing Response-to-Intervention framework.	2011 and ongoing	MSDE Division of Instruction MSDE Division of Special Education MSDE Division of Accountability and Assessment

GOAL V: ALIGN HIGH-SCHOOL CURRICULAR STANDARDS AS CONTAINED IN THE COMMON CORE STATE STANDARDS AND ASSESSED WITH A COMPREHENSIVE ASSESSMENT SYSTEM (SECTION (B)(2)) WITH COLLEGE-ENTRANCE REQUIREMENTS.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Form a workgroup of LEA, IHE, and MSDE content staff to collaborate with individuals developing summative, interim, and formative assessments to ensure that these measures accurately assess college readiness at Maryland's colleges and universities.	2011–14	MSDE Division for Leadership Development MSDE Division of Instruction MSDE Division of Special Education MSDE Division of Accountability and Assessment

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

(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

Section (C)(1): Statewide Longitudinal Data System

As stated previously, *Education Week* ranked Maryland’s K–12 education system the # 1 system in the country the past two years, and College Board’s “Annual AP Report to the Nation” ranked Maryland number one in the country for the number of seniors taking AP exams and obtaining scores reflecting adequate college-level preparation. Maryland’s K–12 successes are partly attributed to (1) leveraging the best qualities of a state with delivery of K–12 education under the local leadership of 24 independent districts ; (2) an historically close collaborative working relationship among the local education agencies (LEAs) and the Maryland State Department of Education (MSDE); and (3) a long-standing emphasis on using data to inform instruction. The State’s K–12 education Longitudinal Data System has been evolving since the mid-1990s and is designed to support a successful decentralized education environment.

Maryland’s commitment to developing and using data systems to improve education is highlighted by the recent passage of Senate Bill 275, which established a statewide Maryland Longitudinal Data System Center as an independent unit of State government

(see Appendix 19). In continuing to build out its longitudinal data system, the State will take advantage of its collaborative relationships with its LEAs and the progress they have made with their own data systems. Maryland recognizes that it cannot significantly close its achievement gaps and move from national leadership to world-class performance unless it has a robust data infrastructure that gives all stakeholders — administrators, principals, teachers, parents, students, policymakers, and researchers — timely access to easy-to-understand information. Having such a data system in place and easily accessible will provide the essential foundation of information that will allow the State to implement all reform priorities described in this application:

- Monitor LEAs' progress on Race to the Top implementation (Section (A));
- Share aligned standards, assessments, and curriculum tools (Section (B));
- Accurately evaluate and support great teachers and leaders (Section (D));
- Pinpoint interventions for low-achieving schools (Section (E)); and
- Allocate resources fairly and transparently (Section (F)).

Current status: The current Maryland Statewide Longitudinal Data System (MLDS) consists of eight major subsystems, including: (1) statewide web-based data-collection subsystem, (2) statewide student ID assignment subsystem, (3) statewide teacher ID assignment subsystem, (4) several data repositories designed for longitudinal data storage, (5) public K–12 school and Adequate Yearly Progress (AYP) performance-reporting web sites, (6) a business intelligence analysis and reporting subsystem, (7) statistical data quality assurance subsystem, and (8) a SAS educational performance statistical analysis subsystem (see Appendix 20).

The MLDS has addressed 100 percent of the America COMPETES Act core data-processing requirements, with 10 of 12 requirements currently operational, one under development to be implemented over the next 12 months, and another in progress and scheduled for completion in December 2010.

Under the current fiscal year 2009 SLDS grant from the U.S. Department of Education, State agency staff are expanding data collections and reporting capabilities of all MLDS subsystems. The next major data project is the development of a P–20 subsystem.

This project is subject to funding from Race to the Top. Implementing a P–20 data warehouse component to MLDS will result in the State’s achieving all longitudinal system functionality outlined by the America COMPETES Act, and the 10 state actions to ensure effective data use as identified by the Data Quality Campaign. These milestones are an important validation of Maryland’s work and commitment to building a data infrastructure to support education reforms.

MLDS Processing Capabilities in Meeting America COMPETES Act		
Data-Processing Requirements		Status of MLDS Achieved
1.	A unique statewide student identifier	Achieved
2.	Student-level enrollment, demographic, and program participation information	Achieved
3.	Student-level information about the points at which students exit, transfer into, transfer out of, drop out of, or complete PreK–16 education programs	Achieved
4.	Capacity to communicate with higher education data systems	Achieved
5.	State data audit system assessing data quality, validity, and reliability	Achieved
6	Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b))	Achieved
7.	Information on students not tested by grade and subject	Achieved
8.	A teacher-identifier system with the ability to match teachers to students	In Progress; scheduled for completion in December 2010
9.	Student-level transcript information, including information on courses completed and grades earned	Under development; to be piloted by an early adopter LEA by September 2011 and completely implemented by 2014
10.	Student-level college-readiness test scores	Achieved

MLDS Processing Capabilities in Meeting America COMPETES Act		
Data-Processing Requirements		Status of MLDS Achieved
11.	Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Achieved
12.	Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Achieved

Evidence for (C)(1): Documentation for each of the America COMPETES Act elements included in Maryland’s statewide longitudinal system

Element 1: Maryland’s Unique Student Identifier System (USIS) is a web-based, role-based access system that allows local school districts to obtain unique student identifiers on demand by uploading individual student-level batch files with download capability or via web-based data entry. This web site requires authorized password authority.

Element 2: The MLDS produces aggregate enrollment, demographic, and program participation information from individual student-level data from 2000 to the present, as published on the Maryland Report Card web site: mdreportcard.org.

Element 3: The MLDS produces aggregate dropout and transfer data from individual student-level data from 1993 to the present, as published on the Maryland Report Card web site. Maryland high-school graduation data are then compared to postsecondary data by preparing the Student Outcome and Achievement Report (SOAR) published on the Maryland Higher Education Commission’s web site: www.mhec.state.md.us.

Element 4: Maryland currently communicates with higher-education data systems through SOAR. Maryland provides graduation data to the Maryland Higher Education Commission along with data for students who did and did not complete a college-

preparatory curriculum in high school. The SOAR also provides data on remedial courses required of Maryland high-school graduates when they enter one of the State's institutions of higher education. Maryland is pursuing a contract with the National Student Clearinghouse that provides the ability to use its Student Tracker data system to monitor enrollment activity for both in and out-of-state postsecondary institutions.

Element 5: Maryland assesses data quality, validity, and reliability within its operational data-capture systems. During data capture, basic valid value checks and cross-row validations are included. Statistical process control is applied to aggregate metrics utilizing a Z-test that compares the current year's data to the average of the five previous years' data. The National Psychometric Council (a team of national psychometric experts) performs validity and reliability steps for all assessments, and a Technical Report is published for each administration of each assessment. Quality-assurance processes to validate aggregate formulas occur within two separate programming environments to ensure the same results are derived. Random samples of data are provided to Maryland's auditing department for on-site visits of student records.

Element 6: The MLDS maintains individual student test records for all assessments and calculates aggregate totals from individual student test records for AYP results published on the Maryland Report Card web site.

Element 7: Maryland captures information on individual students not tested by grade and subject and maintains the information within the MLDS. These data are aggregated and reported in two EdFacts data files: N004 Children with Disabilities (IDEA) Not Participating in Assessments — Reason for not participating in Assessment; and N081 Assessment Participation — Participated and Did Not Participate. On the Maryland Report Card web site, Non-Participant Counts and Non-Participation Percentages under AYP Reading and Math Participation are published at the state, LEA, and school levels.

Element 10: Maryland currently presents ACT, SAT, PSAT, and AP results at the school, LEA, and state level on its Report Card web site.

Element 11: The SOAR relies on two sets of data — the academic performance data (collected directly from the colleges and universities) and the SAT/ACT data — to examine the relationship between students' academic achievement and experiences in high

school and how they do during their first year in college. Specifically, the report includes students who graduated from Maryland high schools and enrolled at a Maryland college or university. SOAR also examines the long-term graduation and transfer patterns of students who enrolled at public colleges and universities.

The report contains four separate sections. The first examines the differences between the college performance of students who did and did not complete a college-preparatory curriculum in high school, as indicated by the self-reported SAT/ACT data. The second section contains the results of a multivariate regression analysis that attempts to identify factors that best predict student performance during the first year of college. The third section examines trends since 1997–98. The final section of the study presents the four-year graduation and transfer rates for students who enrolled in community colleges after graduating from high school, and the six-year graduation rates for students who enrolled in public four-year institutions after completing high school. The graduation rates are based on whether students completed a college-preparatory curriculum in high school. The SOAR is presented on the Maryland Higher Education Commission’s web site.

Element 12: Maryland already shares data with the State’s Department of Human Resources, Department of Juvenile Justice, Department of Public Safety, and higher-education institutions, and is working to develop Memoranda of Understanding (MOUs) for data sharing with the Department of Labor and increased data sharing with higher-education institutions. Existing MOUs are in place for the current data-sharing activities.

(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.³

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

Section (C)(2): Accessing and Using State Data

A key success factor to implementing Maryland’s third wave of education reforms requires extensive effectiveness, accountability, and performance progress feedback to students, teachers, principals, parents, and policymakers. The vision is to (1) expand the existing MLDS that has been operational since the mid-1990s so that it tightly integrates with multiple state and local education agency educational systems for easy data transfer and statewide data consolidation; and (2) expand the current MLDS Effectiveness, Accountability, and Performance reporting subsystem (MLDS-EAP) to be an on-demand business intelligence system to help teachers and schools improve education delivery and help students improve their learning .

Maryland’s approach for extending the existing MLDS and MLDS-EAP systems is based on the success the State has had in developing and implementing operational Internet multiagency performance, accountability, and safety monitoring and reporting systems, such as CitiStat, StateStat, and the Local Law Enforcement Dashboard. These operational systems provide secure, timely,

and transparent planning and accountability information to improve service delivery, efficiency, public safety, and budget management. The U.S. Government's Chief Information Officer, Vivek Kundra, partly based his new federal project tracking system on Maryland's CitiStat system (*InformationWeek*, February 11, 2010). StateStat shows the power of distributed information for improving state agency performance (*InformationWeek*, March 15, 2010). The Local Law Enforcement Dashboard combines data from 12 state agencies and 85 databases to deliver public criminal activity and safety information to 16,000 police and other law-enforcement officials. This system shows how technology can be used effectively to not only blend data from different data systems successfully but also to support information delivery to very large consumer groups. Finally, Maryland was rated first among the 50 states in its ability to use data and performance reporting to manage recovery dollars (*Good Jobs*, January 2010, "An Evaluation of State Government Recovery Act Websites").

Goals and Activities

Maryland has a distinguished track record, with in-depth experience, to draw upon to guide the creation and implementation of a successful MLDS expansion and performance-reporting initiative to support the Race to the Top reforms. The key MLDS and MLDS-EAP (Effectiveness, Accountability, and Performance) technology-expansion program will consist of 10 integrated initiatives (see Appendix 21).

Initiative 1: Expand the physical installation of the current MLDS educational intelligence reporting system. By 2011, this project will provide near-real-time information to administrators, teachers, students, parents, and policymakers. It will increase the data-process speed and end-user capacity to deliver ad-hoc data queries and reports to more than 3,000 administrators; 59,321 teachers; and 840,000 students. The high-level architecture and goal/activity project plan for this initiative is presented in Appendix 21.

Initiative 2: Implementation of an enterprise security system. By 2011, this project will implement an enterprise security system, security procedures, and security policies to protect the MLDS systems and data transfers against unauthorized access to

student data and sensitive education information, in compliance with the Family and Educational Rights Privacy Act (FERPA) and the federal government's personal identifiable information (PII) security guidelines. This project provides security tools that can manage and track the access of more than 900,000 end users to the MLDS and MLDS-EAP systems while providing authentication and data-access authorization. The Goal/Activity Project Plan for this initiative is presented in Appendix 21.

Initiative 3: Design, development, and implementation of a P–20 higher education data warehouse. Starting in 2010, this project will consolidate interagency educational data to report on and improve student postsecondary academic, workforce, and military career readiness and performance. This project will provide a data warehouse for higher education to integrate its student performance and outcome data with MLDS PreK–12 data and workforce data. This data warehouse is designed to answer questions about the effect of the PreK–12 curriculum in preparing students for higher education, the needs for remedial education, the effectiveness of higher education in preparing students for careers after college, and what happens to students after they leave college and enter the workforce. Appendix 21 lists the initial policy questions that the P–20 Higher Education Data Warehouse will address. The Goal/Activity Project Plan for this initiative is presented in Appendix 21.

Initiative 4: Design, development, and implementation more than 32 educational dashboards. Starting in 2010, this project will provide (a) current performance data, (b) year-over-year comparisons, and (c) detailed information on each indicator for students, parents, teachers, school administrators, district administrators, and policymakers. This project will expand the existing MLDS-EAP subsystem with 32 new EAP dashboards, using the existing business intelligence platform. The first dashboards will be available in 2011. These dashboards will be accessible through an easy-to-use web-portal interface and will be organized into the following nine categories:

- **Race to the Top management and performance:** This set of dashboards will provide accountability data for the management of Maryland's Race to the Top resources and transparent reporting of accomplishments and outcomes (see Section (A)(2)).

- **Standards, assessment, and growth performance:** These dashboards will provide an unprecedented opportunity for teachers to use in-depth information about course alignment, curriculum, and assessments to track progress toward college and career readiness. Teachers will gain detailed information about student growth and achievement. Teachers and teams of teachers triangulate State, local, and classroom assessment data (including student work) to inform instruction (see Section (B)(3)), determine gaps, and plan interventions and acceleration strategies (see Section (C)(3)) to meet the needs of each student. An alert system will provide teachers predictive data to identify students exhibiting characteristics that reduce their chances of college or career success. Finally, data on the success of students transitioning to various levels of education (early childhood into elementary school, elementary school to middle school, middle school to high school, and high school to college and career) will provide information to inform curriculum and instruction at the classroom level and to inform future policies.
- **Statewide Longitudinal Data Systems (SLDS) operational performance:** These dashboards will provide researchers simplified access to aggregate data without the need for programmers to develop special data sets. These dashboards also will provide Longitudinal Data System (LDS) usage and information on legal issues, such as governance structures and FERPA issues.
- **Teachers and leaders:** These dashboards will give Maryland’s educators the location of the State’s most effective teachers, the effectiveness of various recruitment and retention efforts, the types of credentials and certification held by various teacher groups, and other data related to teaching staff and the success of the students they teach. Likewise, data on groups of principals, their preparation and paths to their leadership positions, credentials, and effectiveness will be available to inform human capital decisions and foster effective leadership development (see Section (D)).
- **Low-achieving schools:** These dashboards will include profiles of data on the schools’ performance and of the educators assigned to them (see Section (E)(2)(ii)).

- **Financial commitment:** These dashboards will enable the evaluation of intervention and reform efforts implemented in Maryland’s low-achieving schools (see Section (E)(2)(ii)) and report funding priorities and funding accomplishments (see Section (F)(1)). Data will include school information, funding, and school-performance and improvement data. Maryland’s charter schools have always been included in all State data collections and State data reporting. This practice will continue, and all charter schools will continue to have access to the same resources and data provided by the State to any other Maryland public school.
- **STEM:** These dashboards will report student access to STEM programming and provide data on the effectiveness of STEM programs and instruction on student performance (see Competitive Priority 2 — STEM).
- **Achievement gap analysis:** These dashboards will deliver accurate up-to-date data on how the State is performing in accelerating the learning of students who have fallen behind.
- **Student performance:** These dashboards will deliver information on how students are performing and whether they are college and career ready.

Individually, these dashboards will allow Maryland to gauge progress on individual indicators for schools, LEAs, and the State as a whole. Collectively, they will enable the State to track progress on the ambitious goals outlined in Section (A)(1)(iii). Detailed descriptions of the dashboard categories, their purpose(s), and how they will be used and by whom are listed in Appendix 21. The Goal/Activity Project Plan for this initiative is also presented in Appendix 21.

Initiative 5: Implement an Internet-based, multimedia platform. Starting in 2010, this project will implement cost-effective, web-based, multimedia training modules that show educators how to use data and the MLDS and MLDS-EAP systems for educational improvement. These training modules will be available anytime and from anywhere via the Internet from the MSDE education portal (see Sections (C)(3) and (D)(2)). The Goal/Activity Project Plan for this initiative is presented in Appendix 21.

Initiative 6: Implement a new and expanded public education portal. By December 2011, this project will provide a single, one-stop, secure education information portal for students, parents, educators, researchers, LEAs, policymakers, and the general public. The portal will consolidate access to multiple education information systems, such as the educator toolkit, performance dashboards, online training, and all State systems that support the LEAs, and will equip educators with teaching tools. The Goal/Activity Project Plan for this initiative is presented in Appendix 21.

Initiative 7: Design, development, and implementation of an interagency and LEA data exchange. Starting in 2010, this project will provide a standardized and secure way for LEAs, MSDE, and other state agencies to exchange education information. This federated data integration and master data-management approach has been adopted to allow Maryland's decentralized educational system to leverage its many LEA and State data systems without having to incur the prohibitively high cost of trying to replace thousands of computers and computer applications with centralized State systems. The Goal/Activity Project Plan for this initiative is presented in Appendix 21.

Initiative 8: Implement a statewide LDS Center of Excellence and data governance program. The Maryland General Assembly passed Senate Bill 275, establishing the Maryland Longitudinal Data System Center as an independent unit of State government. By 2010, this project will develop a collaborative strategic partnership with MSDE, Maryland universities, the Maryland Higher Education Commission, and other state and LEA education entities to create the Longitudinal Data System Center for Excellence (LDS-CE). The LDS-CE will address longitudinal data issues and help the participants develop (1) LDS data-quality assurance policies, methods, and programs; (2) hardware and software architectures for efficient and scalable education data warehouses; (3) data integration and master data-management strategies; and (4) recommendations for equipment, human capital, and software resources sharing opportunities to achieve cost control and economy-of-scale efficiencies. The Goal/Activity Project Plan for this initiative is presented in Appendix 21.

Initiative 9: Expand the LDS Research Collaboration Council. The K–12 MLDS team is currently advised by a variety of education researchers from across the country and the Maryland higher-education system. Researchers offer outcome analysis of

education programs and advise on methods and metrics to analyze and report on education program effectiveness. By 2010, this project will create the LDS Research Collaboration Council, which will provide a forum for researchers to discuss educational research projects, share psychometric methods, identify data needs, and advise on metrics and dashboard designs that should be built into the MLDS and MLDS-EAP systems. The Goal/Activity Project Plan for this initiative is presented in Appendix 21.

Initiative 10: Student-teacher linking and growth/performance reporting. By 2012, this project will complete the student-teacher data-linking project that was initiated with the current Maryland SLDS National Center for Education Sciences fiscal year 2009 grant. The project will help solve the complexities of linking teachers to students who receive special services that cannot be tracked through course-assignment data. This project also will improve the robustness and fairness of the student-growth measures that will be used for student-growth performance-tracking over time and as a component in principal and teacher evaluations (see Section (D)(2)). The Goal/Activity Project Plan for this initiative is presented in Appendix 21.

Conclusion:

The 10-step MLDS and MLDS-EAP expansion program are designed to increase the type and usefulness of educational data delivered to a variety of educational stakeholders. The overall goal of the expansion program is to support Maryland education reforms, strengthen instruction, improve student performance at all levels, and facilitate postsecondary school transitions. In addition, the expansion program has been designed to directly support Race to the Top education reforms by reporting effectiveness, accountability, and performance data at all levels to promote transparency, efficiency, and service performance of the education process.

Goal: Implement the 10 key MLDS and MLD-EAP initiatives.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
Initiative 1: Expand the Physical Installation of the Current MLDS Educational Intelligence Reporting System.	September 2010–May 2012	Maryland State Department of Education MLDS Team
Initiative 2: Implementation of an Enterprise Security System.	September 2010–May 2012	Implementation Vendor
Initiative 3: Design, Development, and Implementation of a P–20 Higher Education Data Warehouse.	September 2010–February 2014	Maryland Longitudinal Data System Center
Initiative 4: Design, Develop, and Implement more than 36 Educational EAP Dashboards.	September 2010–March 2014	Maryland State Department of Education MLDS Team
Initiative 5: Implement an Internet-Based, Multimedia Training Platform.	September 2010–July 2012	Vendor will create the multimedia programs; Maryland State Department of Education MLDS Team will place on portal
Initiative 6: Implement a New and Expanded Public Internet Education Portal	September 2010–February 2012	Maryland State Department of Education MLDS Team
Initiative 7: Design, Develop, and Implement an Interagency and LEA Data Exchange.	September 2010–February 2014	Maryland State Department of Education MLDS Team, LEAs, and MLDS Center
Initiative 8: Implement a Statewide LDS Center of Excellence and Data Governance Program.	Initiates September 2010, ongoing	MLDS Center
Initiative 9: Expand the LDS Research Collaboration Council.	Initiates September 2010, ongoing	MSDE MLDS Team and MLDS Center
Initiative 10: Student-Teacher Linking and Growth/Performance Reporting.	September 2010–February 2013	MSDE MLDS Team

Performance Metrics

Initiative	Performance Measures of Success	Milestone Year
Initiative 1: Expand the Physical Installation of the Current MLDS Intelligence Reporting System.	Success of project will be measured by installation of additional computer servers, installation of business-intelligence software, and the results of a load performance test where data requests are serviced under 10 seconds.	Q4 2011
Initiative 2: Implementation of an Enterprise Security System.	Success will be measured by the installation of an enterprise security software package and registration of administrations, teachers, and students.	Q4 2011
Initiative 3: Design, Develop, and Implement a P–20 Data Warehouse.	Success will be measured by development and operation of a new P–20 data warehouse and its ability to trade and store information with the K–12 MLDS, other higher-education institutions in Maryland data, and the Maryland Workforce system data.	Q4 2014
Initiative 4: Design, Develop, and Implement EAP Dashboards.	Success will be measured by the development of 32 EAP dashboards.	Q2 2014
Initiative 5: Implement Multimedia Training Platform	Success will be measured by operation of 40 multimedia data-usage training modules. See Section (D)(5) for more information on school-based coaches.	Q4 2013
Initiative 6: Implement Expanded Education Portal.	Success will be measured by the operation of a portal for stakeholders to access (1) Race to the Top performance information, (2) the Online Instructional Tool Kit, and (3) the MLDS and MLDS-EAP systems.	Q2 2011
Initiative 7: Design, Develop, and Implement Data Exchange.	Success will be measured by the development of the data exchange and ability to exchange data between MSDE and the LEA student information systems.	Q4 2013
Initiative 8: Implement a Statewide LDS Center of Excellence and Data Governance Program.	Success will be measured by development of the LDS-CE organization, development of LDS quality-assurance recommendations, and development of LDS resource-sharing recommendations.	Q4 2010
Initiative 9: Expand the LDS Research Collaboration Council.	Success will be measured by the development of a K–12 research agenda, identification of needed research data sets, implementation of a data-request governance policy, and hosting of quarterly research meetings.	Q4 2010
Initiative 10: Student-Teacher Linking and Growth Modeling.	Success will be measured by the development and testing of expanded growth model and testing on existing student data	Q4 2012

(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).

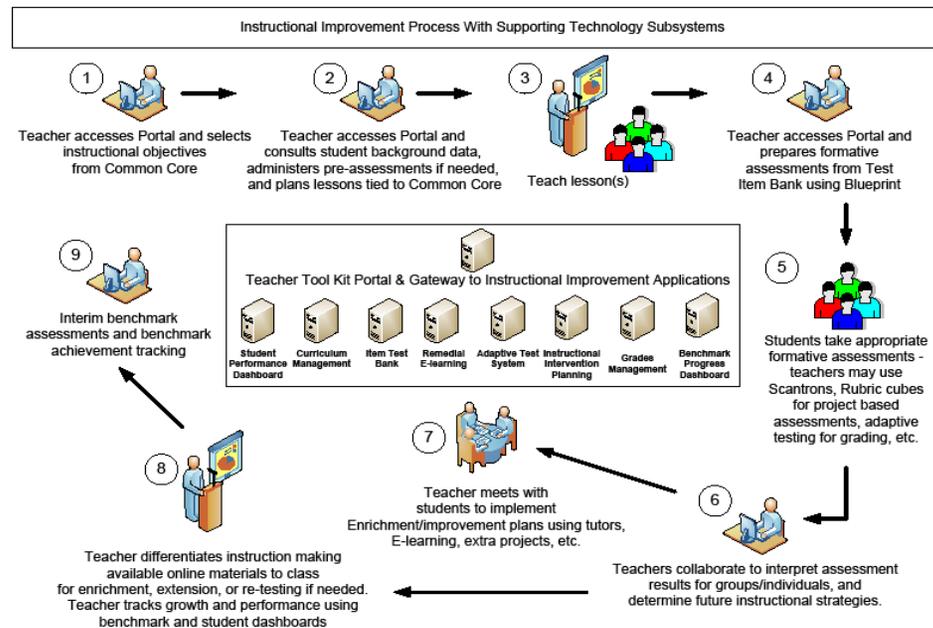
The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further 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

Section (C)(3): Using Data to Improve Instruction

The development and implementation of a high-quality Instructional Improvement System is the centerpiece of Maryland’s reform agenda as described in Section (A). It will allow the State to close achievement gaps, support great teachers and leaders, and improve the lowest-achieving schools. The Instructional Improvement System draws from the technology infrastructure, the

Longitudinal Data System, and the Online Instructional Toolkit to give teachers and leaders access to student-performance data, curriculum resources, assessment item banks, and professional development resources. At the same time, the data system will provide administrators, policymakers, researchers, parents, and the public with the timely information they need to assess how effectively LEAs and the State are meeting their instructional goals and, in the process, help prepare all students for college and careers.



Maryland's current vision for this system places the teacher at its center — the interactions between teachers and students determine achievement outcomes. The schema above shows a nine-step process for strengthening classroom instruction to help struggling students catch up, on-track students accelerate their progress, and all students leave high school ready for college and careers.

1. Teachers will use an online portal to identify the specific instructional objectives for the day and week from the Common Core State Curriculum.
2. Teachers will consult one of the student-performance dashboards (see Section (C)(2)) to get up to speed on the past performance of his/her students and then design a standards-based lesson plan or adapt one that has already been posted online by a colleague from elsewhere in the State.
3. The teacher teaches the lesson.
4. The teacher uses the online resource to prepare a formative assessment (a daily or very short cycle learning check) to see how well the students mastered the content. The assessments, drawn from the state-approved test-item bank, are aligned to the Common Core Standards (see Section (B)(2)).
5. The teacher can select from various mechanisms to administer the formative assessment, including adaptive, computer-based testing and project-based assignments.
6. The teacher collaborates with other teachers and school-based coaches (see Section (D)(5)) to interpret the assessment results for groups and individuals and uses that analysis to determine how to adjust his/her instruction accordingly for each student.
7. The teacher meets with each student to implement individualized improvement or enrichment plans. Online materials supplement class instruction, depending on students' specific needs.
8. The teacher accesses modules to differential instruction for interventions and/or enrichment for each student.
9. After several lessons, the teacher develops an interim assessment (e.g., a unit test), again drawn from the State's item bank, to provide information about which content objectives his/her students have mastered and where they need additional help.

As described fully in Section (C)(2), the State’s expanded and enhanced technology infrastructure will provide on-demand, “24/7” access to all of these resources. Appendix 22 also describes the high-level technology requirements and solutions necessary to implement this vision.

The Instructional Improvement System that Maryland envisions will benefit *all* students by providing every teacher with tools for assessing students’ achievement of core content while expanding the quantity and quality of instructional and intervention or enrichment resources available to use with students who need additional assistance and/or acceleration. As documented in Section (A)(3)(ii), the needs of students with disabilities, English language learners, and gifted students call for dramatic shifts in instructional delivery in Maryland’s schools. The system the State envisions enables teachers to deliver differentiated instructional strategies especially for these students, building and expanding on the work of Maryland’s Response-to-Intervention Framework and the Classroom-Focused Improvement Process. To assess teacher use of the Instructional Improvement System in daily classroom instruction, its usage will be documented through each teacher’s unique State ID number, and teachers can then be linked to their students’ achievement data. Monitoring this information over time provides critical information about levels of implementation and use of the Instructional Improvement System.

Section (C)(3)(i): Local Instructional Improvement Systems

Maryland will set clear technological standards needed to implement its statewide Instructional Improvement System, assess gaps within the LEAs, and then build and/or enhance, as necessary, the technology infrastructure in each of Maryland’s 24 LEAs to support classroom teachers and administrators in implementing real-time, data-based planning and instruction.

MSDE will engage Chief Information Officers and instructional staff in the 24 LEAs to determine existing infrastructure and detail the educational technology solutions. This collaboration will identify key gaps in current LEA technology systems and determine implementation solutions to ensure an effective statewide technology infrastructure. The elements of the technology infrastructure that will be implemented in all LEAs and the State system are:

- a student performance dashboard;
- a curriculum management system;
- the item test bank;
- an e-learning system;
- an adaptive test system;
- an instructional intervention planning system;
- the grade management system; and
- the summative progress dashboard.

As new formative, interim, and summative assessment tools emerge from the assessment consortia (see Section (B)(2)), all LEAs will modify existing systems. In addition, Maryland's existing Online Instructional Toolkit, www.mdk12.org, provides electronic access to tools that support teachers in implementing effective instruction aligned to the intended student learning. Maryland will expand this resource by locating, purchasing, or developing additional multimedia electronic resources in partnership with Maryland Public Television (MPT), College Board, and the Maryland Business Roundtable (MBRT). Maryland's plan will rely on a group of teachers with proven track records in formative assessment design and instructional planning to work with vendors to build instructional modules for intervention and/or enrichment, test-item banks, and the multimedia instructional toolkit that will be aligned closely to the Common Core State Curriculum (see Section (B)(3)).

Section (C)(3)(ii): Support LEAs in using the Instructional Improvement System

One reason for the failure of data-based decision making to deliver promised results is that the poorly designed and implemented professional development activities have not successfully helped teachers. Maryland will develop and implement Educator Instructional Improvement Academies to provide in-depth training for 5,800 administrators, school-based coaches, and

teacher leaders on the Instructional Improvement System, the Longitudinal Data System, the Common Core State Curriculum and assessments, and the Online Instructional Toolkit. See Section (D)(5) for a complete description of these Academies. This work will be supplemented by additional LEA- and school-based initiatives.

These professional development activities will engage teachers in basic information regarding key aspects of the Instructional Improvement System — curriculum, assessments, data management, and the online resources. Effective use of these tools will take root in collaborative school-based activities that follow up from the Educator Instructional Improvement Academies. However, the technology infrastructure will enable teachers to collaborate well beyond their school walls. Teachers, administrators, MSDE, and higher-education staff can form virtual communities using online tools, such as monitored discussion boards and virtual workspaces (e.g., wikis, Google docs).

Maryland will collaborate with all higher-education institutions providing pre-service training to ensure that they give teacher candidates hands-on experience in effective use of the Instructional Improvement System. The work will build on an existing collaboration with Towson University and the Classroom-Focused Improvement Process currently used with promising results in several schools throughout Maryland.

The Priority Schools receiving services through Maryland’s Breakthrough Center (described in Section (E)(2)) will serve as pilot sites for initial implementation. Teachers in these schools will engage in intensive, ongoing professional development (see Section (E)(2)(ii)).

Section (C)(3)(iii): Making Data Accessible

Maryland will make data available and accessible to researchers to evaluate the effectiveness of the Instructional Improvement System. All databases from the existing and proposed system will use both SQL data query language and the COGNOS C8 BI platform metadata layer, enabling rapid selection and extraction of data sets to qualified researchers. MSDE will provide a governance

process for assessing and servicing valid data requests while protecting student personal data. To support research requests, MSDE will:

- Publish guidelines on the use and protection of personally identifiable information consistent with the Family Educational Rights and Privacy Act (FERPA);
- Identify data sets that may be extracted for research use along with a clear request process;
- Create guidelines for providing data that are anonymous to researchers and/or the general public;
- Create anonymous data sets from Maryland Longitudinal Data System (MLDS) data to be used for research purposes upon an approved request;
- Create and enter into any required data-sharing agreements to support these activities for approved research; and
- Create guidelines for the retention, storage, and destruction of research data secured from the MLDS system.

A key feature of the system will involve tracking intervention programs and strategies that teachers employ (using the log-in record with individual teacher's unique State ID number) and gauging their effectiveness so that the system can be modified and improved over time based on the data generated. MSDE personnel will monitor these evaluative data to refine the delivery of interventions, particularly in identified low-achieving schools served by the Breakthrough Center (see Section (E)(2)(ii)). Maryland will invite research efforts from the federal Race to the Top evaluation teams and from Maryland institutions of higher education to use these data for evaluations and studies.

GOAL I: BUILD AND/OR ENHANCE, AS NECESSARY, THE TECHNOLOGY INFRASTRUCTURE IN EACH OF MARYLAND'S 24 LEAs TO IMPLEMENT AN INSTRUCTIONAL IMPROVEMENT SYSTEM TO SUPPORT CLASSROOM TEACHERS AND ADMINISTRATORS IN IMPLEMENTING REAL-TIME, DATA-BASED PLANNING AND INSTRUCTION.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Survey and interview the CIOs of the 24 LEAs regarding existing Instructional Improvement System (IIS) and current hardware and software platforms in use.	February–April 2010	Division of Accountability and Assessment Division of Instruction
B. Assess the effectiveness of the IIS in each of the 24 LEAs and determine what aspects will be integrated into the statewide system and what elements will be replaced to meet State standards.	Fall 2010	
C. Assess specific application and technology requirements for the nine processes required to implement the statewide IIS (see Appendix 22 for specs).	Fall 2010	Division of Accountability and Assessment
D. Make, build, or buy decisions for each IIS process, identify vendors, and award contracts (see Appendix 22 for specs).	Spring 2011 and ongoing	Division of Accountability and Assessment
E. Survey current formative assessment tools in Maryland, collect exemplars, and align with Common Core State Standards to build a test bank of formative assessment items for Maryland teachers.	Spring 2011 and ongoing	Division of Accountability and Assessment Division of Instruction
F. Manage and facilitate the construction of a formative test-item bank and a multimedia instructional toolkit.	June 2011–August 2014	Division of Instruction Division of Accountability and Assessment
G. Develop or purchase online instructional modules aligned with the Common Core State Curriculum that teachers can use as intervention and enrichment strategies for students who fail to demonstrate initial mastery of key content.	June 2011–August 2014	Division of Instruction
H. Develop a dashboard to report teacher and school-level use of IIS, connected to student achievement database.	June 2011	Division of Instruction Division of Accountability and Assessment

GOAL II: MAKE EFFECTIVE USE OF MARYLAND'S IIS THE CENTERPIECE OF FACE-TO-FACE AND ONLINE PROFESSIONAL DEVELOPMENT FOR CURRENT AND PROSPECTIVE TEACHERS AND ADMINISTRATORS.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Design and conduct Educator Instructional Improvement Academies regarding effective use of the IIS for participants in the Educator Common Core Academies from every school in Maryland (see Section (D)(5)).	Summer 2011– Summer 2014	Division of Instruction
B. Design and implement a series of online professional development modules regarding effective use of the IIS.	Begin September 2012 and ongoing	Division of Instruction
C. Create a workgroup involving MSDE staff and representatives from all higher-education institutions in Maryland involved in preparing classroom teachers for certification to ensure that effective use of the IIS is a central part of each preparation program.	Spring 2011 and ongoing	Division of Certification and Accreditation
D. Discuss effective implementation of the IIS at content briefings conducted by MSDE quarterly and at monthly meetings of Superintendents and Assistant Superintendents.	Fall 2011 and Ongoing	Division of Instruction Division of Accountability and Assessment Office of the State Superintendent
E. Ensure that all Breakthrough Center schools are early adopters of the IIS; that teachers in these schools receive intensive professional development and that feedback from these pilot experiences frames future IIS development and implementation.	Summer 2011 and ongoing	Breakthrough Center staff
F. Develop and monitor a site within the Online Instructional Toolkit where teachers can form learning communities.	Summer 2011	MSDE Division of Instruction

GOAL III: MAKE THE DATA FROM IIS AVAILABLE AND ACCESSIBLE TO RESEARCHERS TO EVALUATE IIS EFFECTIVENESS.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Design IIS to allow for easy data extraction by potential researchers, including partners from Maryland IHEs.	Ongoing	Division of Assessment and Accountability
B. Develop a governance structure for assessing and servicing valid data requests consistent with FERPA.	Fall 2010	Division of Assessment and Accountability
C. Design IIS to allow ongoing monitoring and evaluating of the effectiveness of intervention strategies.	Spring 2011 and ongoing	Division of Academic Policy

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

- (a) 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.

Introduction: High-Quality Pathways for Aspiring Teachers and Principals

Closing achievement gaps and transitioning from national leadership to world-class excellence requires preparing, attracting, supporting, evaluating, and retaining the most talented teachers and principals for schools and classrooms, especially schools serving the neediest children. Maryland's strong and supportive policy environment for alternative preparation programs for teachers and principals has encouraged high-quality alternative pathways to flourish. Although the State intends to further target and strengthen these pathways to help ensure more equitable distribution of effective educators (as described in Section (D)(3)), Maryland already ranks among the best states on the National Council on Teacher Quality's rigorous ratings of state alternative certification programs. Indeed, the Maryland Approved Alternative Preparation Programs (MAAPPs) are true alternative routes for teachers: They are created by local education agencies (LEAs) to meet specific workforce needs by providing opportunities for qualified recent college graduates and career-changers to participate in a rigorous training program and be placed in classrooms as Highly Qualified Teachers in as little as four months, with full salary and benefits. In designing a MAAPP, LEAs can work with a private provider, field their own program, or work with a two- or four-year college or university.

Section (D)(1)(i): Laws and Regulations Regarding Alternative Routes to Certification

State regulation (COMAR 13A.12.01.07) (see Appendix 23) allows LEAs, alone or in partnership with colleges, universities, and nonprofit organizations (e.g., The New Teacher Project, Teach For America), to design and operate alternative route programs for teachers that meet high standards for program delivery and results and address identified needs in each school system. A corollary regulation (see Appendix 24) allows for the same kind of alternative pathways and residency-based programs for principals.

MAAPPs have four components: recruitment and screening, pre-employment training, internship, and residency. Candidates must meet benchmark assessments to move from one component to another. The final component, residency, occurs in an employment relationship with the partnering LEA.

The State's requirements for creating a MAAPP meet the definition of alternative routes to certification as provided in the Race to The Top notice.

- **Provided by various types of providers:** For teachers, Maryland now has 19 State-approved MAAPP pathways (see Appendix 25) operated by 12 LEAs, including programs offered in partnership with The New Teacher Project; Teach for America; five four-year institutions of higher education; three community colleges; and one district, Prince George's County, operating its own program. The number of completers in each program is also included next to the institution in the appendix. These partnerships produced 626 certified teachers in 2008-2009.
- For principals, the most prominent alternative pathway is New Leaders for New Schools, which involves training cohorts of new-principal candidates in the State's most urban school systems — Baltimore City and Prince George's County.
- **Are selective:** Approved programs must screen candidates to ensure only the strongest (as measured by academic performance, basic skills and content testing, and structured interviews) enter these programs.
- **Provide supervised, school-based experience and support:** For teachers, all programs must provide a required four- to eight-week internship and share responsibility with any providing partner for required supervision of the internship and mentoring during the one- to two-year residency. In addition, the program is explicitly designed to assist teachers in mastering the specific curricular, instructional, and other unique goals of the sponsoring LEA. For principals, an alternative Resident Principal Certificate is available for a period of two years and may be renewed for an additional two years.
- **Significantly limit the amount of coursework:** All programs emphasize a residency over coursework, with some MAAPPs helping candidates complete their coursework in as little as four months.
- **Award the same level of certification as traditional pathway programs:** Teacher candidates graduating from MAAPPs are designated as Highly Qualified Teachers when placed in the classroom. Principals are awarded the same certification endorsement (Administrator II) as all other principals after completing the New Leaders for New Schools program or a residency afforded by the Resident Principal Certificate.

In addition, to ensure a high level of quality, all MAAPPs must meet common standards and evaluation criteria and remain under State authority for approval to operate, and are subject to annual evaluation as well as mandatory participation in the State program approval process. Going forward, each of the 19 teacher programs and the principal options is committed to expanding as the partnering LEAs define their needs, set their recruitment goals, and build those needs into their budgets (the costs of alternative preparation are often borne by the LEAs).

Section (D)(1)(ii): Alternative Routes for Teachers

In 2005, the Maryland State Board of Education took steps to significantly improve the quality and diversity of program offerings by adopting the policy document *Guidelines for Implementing Alternative Preparation Programs* (see Appendix 26). Under these *Guidelines*, LEAs and any providing partner(s) submit a proposal that must be approved (and reapproved on a regular cycle) by the State Superintendent of Schools.

As they are designed to meet local needs, the 19 existing MAAPPs primarily provide alternative routes to train educators in specific content areas; as such, each MAAPP is required to reflect current national standards in the content area on which it focuses. For example, in special education — where three LEAs have established MAAPPs in partnership with a mix of four-year universities (including Goucher College, a selective four-year liberal arts institution in Baltimore) and both the New Teacher Project and Teach for America — all approved programs are aligned with the national content standards developed by the Council for Exceptional Children. Since being adopted in 2005, the *Guidelines* have yielded a variety of different pathways and prepared more than 500 teachers per year, which in 2009–10 represented about 32 percent of all Maryland-prepared new hires.

In May 2010, the State Board of Education approved a revision of the current *Guidelines* to provide for implementation of a “test-in” strategy for candidates wishing to participate in a MAAPP without evidence of a major or equivalent coursework in a field of study. These teacher candidates will be able to take a State-approved content assessment and enter the alternative program through

this route. This change in policy will increase the number of high-quality candidates to enter an alternative preparation program based on content knowledge and not solely on coursework.

Section (D)(1)(ii): Alternative Routes for Principals

The projected need for principals in Maryland exceeds the projected number of candidates in the pipeline by 10 percent. As one means of bridging this gap with a program of proven integrity, the State authorized a partnership between the Baltimore City and Prince George’s County school districts and New Leaders for New Schools beginning in the 2005–06 school year. Bringing strong national credentials to the partnerships, New Leaders for New Schools produced 78 new leaders in 2009–10 who earned principal certification, affecting 24,000 children in Maryland schools.

To create many more pathways that can bring more high-quality principals to Maryland schools, the State — using its existing authority in COMAR 13A.12.04.05 (see Appendix 24) — is building on the highly successful teacher alternative certification programs previously discussed and proactively developing additional alternative routes for principals that complement the existing route managed by New Leaders for New Schools. Work on creating more specific guidelines for these additional principal preparation routes (to mirror the specific guidelines already developed for alternative teacher preparation routes) began in early 2010, and Maryland expects several new programs to be created and approved in time to accept a first cohort of candidates by September 2011. In particular, Maryland is creating a new principal residency program modeled on New Leaders for New Schools for rural school districts, as well as an Officers to Principals pathway that creates a cohort of principals from the military (both described in detail in Section (D)(3)).

Section (D)(1)(iii): Addressing Educator Shortages

Since 1984, to enable the State and schools to better identify critical shortage areas, Maryland has annually surveyed colleges, universities, and LEAs, and published the *Maryland Teacher Staffing Report* (see Appendix 28). In 2005, this supply-and-demand

report began to include principals. To determine critical shortage areas, Maryland uses the percentage of Highly Qualified Teachers (HQTs) by content area, the five-year rate of hiring in each content area, and information from LEAs on the number of vacancies. This report assists the State and LEAs in projecting the number of teachers and principals that could be brought into the workforce through alternative programs and in budgeting for these efforts. In addition, the report provides data to contributing colleges and universities as they plan program expansions or reductions to meet the needs of Maryland LEAs more efficiently. Incentives are available to facilitate the training and placement of teachers and principals in identified critical shortage areas (see Appendix 29) for a detailed listing of incentives), including a number of federal programs that other states also use for this purpose and Maryland-specific programs established specifically to help address shortages.

- Since 2005–06, Maryland’s Sharon Christa McAuliffe Memorial Teacher Education Award confers funds covering annual tuition, fees, and room and board for 296 teachers who have agreed to work in their shortage area in a Maryland school for 12 months; the exact content area in which an applicant may receive funding for his or her teacher preparation varies depending on the most pressing shortages as identified in the *Maryland Teacher Staffing Report*.
- Incentives authorized by the State’s Quality Teacher Incentive Act Grants to improve teacher retention generally include \$1,000 signing bonuses for excellence in academic accomplishment; \$2,000 to be matched by the LEA for teachers who earn National Board Certification; \$2,000 annual stipends for teachers with advanced certification who work in schools in corrective action and restructuring; and a \$1,500 tax credit to offset graduate tuition costs. The Advanced Principal Certification, developed by National Board for Professional Teaching Standards, will be offered in 2011. This optional certification mirrors the National Board Certification for Teachers, and a similar incentive program for principals will be presented to the State Board of Education when the national certification is available.

During the 2007–08 school year, 5,193 teachers representing all 24 LEAs received more than \$9 million in awards.

((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)
 - (b) 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

Introduction: Improving Educator Effectiveness Based on Performance

If Maryland is going to ensure that all students are college and career ready, every school — especially those where students need the most support — must have teachers and principals who are effective at increasing student achievement. Although Maryland has worked diligently and successfully over the past decade to increase the number of Maryland teachers designated as Highly Qualified under federal definitions, State leaders also understand that this measurement is imprecise and considers only inputs into good teaching and not actual performance. Maryland is committed to taking bolder, more aggressive steps to evaluate the learning outcomes teachers and principals create and use that information to help develop the strongest educator corps in the country.

Signaling its serious commitment to this new approach, Maryland has already adopted needed policies to anchor and guide next steps. Signed by Governor O’Malley on May 3, 2010, the Education Reform Act of 2010 creates a new expectation for Maryland educators: To be effective, teachers and principals must show they can successfully improve student learning. The law establishes that changes in student growth will become a significant factor in the evaluation of teachers and principals (see Appendix 4). This legislation creates the foundation for a new *evaluation system* that will more consistently and fairly identify, support, and reward educators who are effective; and identify, develop, or exit those who are ineffective.

The Maryland State Board of Education acted in April 2010 to begin to establish the general standards for the new evaluation system (see Appendix 5). These proposed regulations, which the Board passed unanimously, are proceeding through the regulatory process.

- The new evaluation system shall be used in all public schools **beginning in the 2012–13 school year**.
- The **student growth component shall be 50 percent** of the evaluation for teachers and principals.

- The **remaining 50 percent of the evaluation of teachers** shall include at least these four components: planning and preparation, classroom environment, instruction, and professional responsibility. For principals, the evaluation shall include at least the eight standards for instructional leadership set forth in the *Maryland Instructional Leadership Framework*. LEAs have the flexibility to add to these four components for teachers and the eight standards for principals.
- An evaluation of a teacher or principal shall move away from a binary system and provide, at a minimum, for an overall rating of **Highly Effective, Effective, or Ineffective**.
- Every teacher and principal shall be **evaluated at least once annually**.

An advisory stakeholder group, the Educator Effectiveness Workgroup (to be put in place through an Executive Order by Governor O'Malley in June 2010), will help guide the design and implementation of the new evaluation system, providing information and recommendations on evaluation criteria, model tools, and protocols, and any additional policy changes the State Board should enact to clarify the goals of the new system. In addition, seven pioneering school districts — including the three serving the majority of the State's low-income students: Baltimore City, Baltimore County, and Prince George's County — will pilot with MSDE the specific mechanics, metrics, and protocols for the new evaluation system during the next two school years (2010–12) to ensure the new evaluation system can be successfully scaled statewide in fall 2012.

Supporting the transition to this new system, the General Assembly also extended the timeline for granting tenure from two years to three years, allowing new teachers to receive both the support and oversight they need in their early years to become effective or leave the profession. The new State Board regulations (see Appendix 30), passed unanimously in April 2010, complement this change by creating a comprehensive induction and mentoring system for all teachers during their initial three years in the classroom as well (described in more detail in Section (D)(5)). Those regulations are proceeding through the regulatory review process.

Maryland's goal is to ensure the majority of teachers and principals in its public schools are not only evaluated as being effective, but *are* effective. A lynchpin in the State's overall strategy for creating a truly world-class education system, this new

evaluation system will: (1) collect information about how every educator actually impacts student growth and achievement; (2) count student achievement growth as the single most significant factor, accounting for 50 percent, of the evaluation of teachers and principals; (3) combine information about student learning with high-quality, more consistent observations of teachers' and principals' skills, knowledge, and leadership by better-trained supervisors; (4) empower schools to better support educators and strengthen their practices, compensate exceptional teachers and principals, and remove those who clearly are ineffective; and (5) help Maryland identify and deploy the best teachers and principals to the neediest schools. These changes — and timelines for implementing them — are described in more detail below throughout section (D)(2).

Section (D)(2)(i): Student Growth Measures

As noted in the introduction, in April 2010 the Maryland State Board of Education passed proposed regulations that are now going through the regulatory process. These regulations specify that student-learning gains should comprise 50 percent of the evaluation. There will be a pilot phase with the seven pilot school districts that will result in statewide implementation of this new standard by the 2012–13 school year.

Clear approaches to measuring student growth (intermediate strategy and long-term strategy): State leaders recognize that using student growth data in teacher and principal evaluations requires thoughtful planning and engagement among key stakeholders and psychometrically valid instruments and analytics. Compounding the challenge, Maryland (like many other states) is implementing its new educator evaluation system even as it plans to convert to a new student assessment system that measures Common Core State Standards and will be developed jointly with other states. These new assessments will be specifically designed to measure growth with summative assessments. MSDE envisions a system of growth measures that are flexible to accommodate various types of growth data, and — as detailed in Section (B)(2)(i) — will provide alert data for students not making progress during the school year.

However, until the new Common Core assessments are in place (expected by 2014) and can be validated for use in evaluations and personnel decisions, Maryland will incorporate other assessments of student learning into its new educator evaluation system. With an urgency and imperative to act, Maryland leaders will implement the new system by the 2012–13 using these existing measures of student growth until the evaluation system can be successfully transitioned to Common Core-based assessments (how these growth measures will be factored into evaluations is explained later in Section (D)(2)(ii)).

1. **For teachers of mathematics and reading in grades 3–8**, MSDE will adjust scaling of the existing Maryland School Assessment (MSA) to allow calculations assessing individual student growth — from a baseline to at least one other point in time — to be performed. MSDE is designing these technical changes in close consultation with its National Psychometric Council, a group of nationally recognized psychometric experts who provide external validation of Maryland’s assessment processes. The Council has already determined several potential calculations are feasible using the MSA.
2. **For all other teachers**, to generate student growth information, MSDE will seek to identify objective pre- and post-tests that are comparable across classrooms and appropriate for each grade and subject already in use by school districts throughout the State. In designing a framework for the new educator evaluation system, MDSE has been engaged in extensive conversations with school-district leaders, principals, and teachers throughout the past six months and is reasonably confident it can identify appropriate assessments for this purpose. The State’s National Psychometric Council has drawn up criteria to help guide the selection, review, and approval of these assessments.
3. **For principals (and as a fallback for teachers in any grade or subject for which appropriate assessments for calculating individual student-learning growth are not found to be available)**, MSDE will aggregate student growth gains — from a baseline to at least one other point in time — for the entire school in mathematics, reading, and science (as measured by MSA for elementary and middle schools) and in algebra, biology, English, and government (as measured by the end-of-course High School Assessments for high schools).

4. In addition, MSDE will calculate a combined index reflecting the **gains a team of teachers collectively contributes to student growth** — from a baseline to at least one other point in time — using MSA performance gains in mathematics, reading, and science. Maryland values the collaborative, collective work of teams of teachers, such as co-teaching teams for students with disabilities and English Language Learners, or grade or content teams who flexibly group students based on individual student learning needs and individual teacher strengths. This measure also will signal the importance of all school faculty focusing on literacy and numeracy, regardless of the subject they teach. For purposes of this calculation, a “team” could be defined as groups of teachers supporting students in a particular content area (e.g., co-teaching by content and special education teachers), all teachers at a certain grade-level (in elementary and middle schools), or all teachers in a department (in high schools). The National Psychometric Council and national experts, in conjunction with the Educator Effectiveness Workgroup (a stakeholder group that will advise on implementation; its charge and members are described below in Section (D)(2)(ii)), will determine the calculations to be used. The State’s prior accountability program (based on the Maryland School Performance Assessment Program or MSPAP that was used from 1993 to 2002) measured school performance rather than individual student performance, so Maryland has strong history with and existing capacity to perform and use these calculations for accountability.
5. Finally, MSDE will calculate the **progress each school makes in closing overall achievement gaps** as measured by MSA for elementary and middle schools and in end-of-course exams in algebra, biology, English, and government (as measured by the end-of-course High School Assessments for high schools. As described more fully in Section (A)(3)(ii)(b), MSDE has determined that virtually every school has an achievement gap for at least one group of students (e.g., low-income, minority, special education); this measure reinforces the need to ensure educators are helping students make sufficient growth to close these gaps. Again, the State’s experience developing and using these types of indices using MSPAP results gives MSDE existing capacity and expertise to make these school-based calculations.

Piloting and refining the growth measures (2010–12): These five measures of student growth will be piloted and refined as needed beginning in January 2011 and for the following 18 months, working in close partnership with seven pilot school districts throughout the State: **Baltimore City, Baltimore County, Charles County, Kent County, Prince George’s County, Queen Anne’s County, and St. Mary’s County.** Importantly, three of these districts (Baltimore City, Baltimore County, and Prince George’s County) disproportionately serve the majority of low-income students in Maryland — ensuring that the new evaluation system can accelerate improvement in schools serving the State’s neediest students and efforts to equitably distribute effective teachers and principals. The seven LEAs’ experiences over the pilot also will help inform any needed course corrections before the system is used in all schools throughout the State beginning in the 2012-13 school year. MSDE and the Educator Effectiveness Workgroup will collaborate with the pilot districts to gather information and lessons learned to inform the statewide scale-up.

MSDE and the seven districts will pilot the use of student-learning measures, data systems, and evaluation instruments. To address the need for objective assessments of student learning not measured by MSA, MSDE and its National Psychometric Council will begin its ongoing screening process to select additional student-learning measures already in use throughout Maryland that meet the criteria for calculating student growth.

Section (D)(2)(ii): Rigorous, Transparent, Fair Evaluations

While the broad framework of Maryland’s new educator evaluation system has been established through State law and a regulation proposed by the State Board that is now working its way through the regulatory process, MSDE has relied extensively on consultations, feedback, and focus-group discussions with teachers and principals from throughout the State to begin filling in key details and next steps. Specifically, a series of 24 focus groups consisting of 432 stakeholders — including superintendents, human resource directors, teachers, representatives of teacher associations, and representatives from higher-education teacher preparation and arts and sciences faculty — provided input on the draft framework for teacher evaluations (see Appendix 31). Eleven focus groups engaged 200 principals and 30 supervisors of principals on the draft framework for principal evaluations. Much as a similar

consultative process a decade ago helped the State shift to a mandatory curriculum that was widely accepted and used, this outreach and consultation on the evaluation system has helped lay a strong groundwork and broader buy-in for the new evaluation system as Maryland shifts from a locally determined system to a statewide framework with required components and consistent quality, but still with local flexibility.

State requirements and local flexibility for measuring student growth: One result — based on educator feedback — is a system that deliberately marries clear State expectations with local flexibility, innovation, and community priorities, as described in the text below and the two tables that follow. It includes a State model that districts can adopt wholesale or augment; under the Education Reform Act, the State model also becomes the automatic default option for a teacher evaluation system if a local school district and local bargaining unit cannot agree on one (principals do not collectively bargain).

Specifically, while student growth gains will comprise 50 percent of teacher and principal evaluations, **the State will require that LEAs annually calculate 30 percent of the evaluation using one of the first three growth measures** described in Section (D)(2)(i) (numbers 1–3) above:

- For teachers in mathematics and reading in grades 3–8, individual student growth as measured by MSA;
- For all other teachers, individual student growth as measured by appropriate tests determined by MSDE/National Psychometric Council and the Educator Effectiveness Workgroup; and
- For principals (and any grade or subject for which there is not an appropriate assessment), student growth for the entire school in mathematics, reading, and science (as measured by MSA for elementary and middle schools) and in algebra, biology, English, and government (as measured by the end-of-course High School Assessments for high schools).

For the **remaining 20 percent of student growth required for the evaluation, LEAs can use either a State model or propose their own** locally developed model that values school team priorities, student learning goals, and closing achievement gaps:

- The State model will include the remaining two measures (numbers 4 and 5) described in Section (D)(2)(i) above: team-based calculations of annual student growth (10 percent of overall evaluation for teachers) and annual schoolwide progress in closing achievement gaps (10 percent of overall evaluation for teachers and 20 percent for principals).
- Local models could propose alternative priorities for annually measuring student growth and learning, such as — at the high-school level — gains in Advanced Placement participation and exam performance or decreases in the dropout rate.

State requirements and local flexibility for measuring other domains: The remaining components of the new evaluation system, not measuring student growth, will work in a similar fashion. For the remaining 50 percent of the evaluation rating of teachers, LEAs will be expected to assess the teacher’s skills, knowledge, and practice in at least four specific domains (weighting determined by the LEA):

- Planning and preparation;
- Classroom environment;
- Instruction; and
- Professional responsibilities.

These domains were derived from an analysis of various sets of teaching standards from the Interstate New Teachers Assessment and Support Consortium (INTASC), Maryland’s Essential Dimensions of Teaching, California Standards for the Teaching Profession, other state teacher standards, and the Principles from the National Board for Professional Teaching Standards, as well as Charlotte Danielson’s framework. The four domains in the Danielson Framework were determined to best represent key common domains. Because MSDE and the pilot districts will produce exemplary rubrics, tools, and guidance with district staff from the pilot LEAs and the Educator Effectiveness Workgroup (membership and charge described in Section (D)(2)(ii)), it is anticipated that the majority of schools will use the State model and tools. School districts will have flexibility to determine how often these domains are

assessed (minimum is every other year) and how they are assessed (e.g., classroom observation, student feedback). They also have the flexibility to suggest additional measures for this 50 percent that reflect unique priorities of their communities.

For an additional 25 percent (weighting to be determined by LEAs) of the evaluation rating of principals, LEAs will be expected to assess the principal's skills, knowledge, practice, and leadership in the eight areas defined by the *Maryland Instructional Leadership Framework*. The final 25 percent of principals' evaluations will be at the discretion of the LEAs. Endorsed by the State Board of Education in 2005, the *Framework* is a set of eight rigorous and well-researched outcomes expected of principals as they provide leadership in their schools in the following ways:

- Facilitate the development of a school vision;
- Align all aspects of a school culture to student and adult learning;
- Monitor the alignment of curriculum, instruction, and assessment;
- Improve instructional practice through the purposeful observation and evaluation of teachers;
- Ensure the regular integration of appropriate assessments into daily classroom instruction;
- Use technology and multiple sources of data to improve classroom instruction;
- Provide staff with focused, sustained, research-based professional development; and
- Engage all community stakeholders in a shared responsibility for student and school success.

Originally adopted as a means of informing best practices in preparation programs and professional development of principals, the *Framework* is now used widely and referenced throughout the State.

Similar to the non-growth measure component of the teacher evaluation, LEAs will have flexibility in their principal evaluations to determine how best to assess these outcomes, which must be done annually. In addition, LEAs may add attributes of principal leadership (e.g., school-management skills) to these eight outcomes that reflect local priorities.

As part of the annual Master Plan update process, MSDE will review each LEA's evaluation framework and exert quality control as needed. As described in Section (A)(2)(i), Maryland tracks performances at the district level through the Bridge to Excellence program, which requires local school systems to develop and implement a comprehensive master plan, updated annually, as part of receiving increased State funding. Because the Master Plan is reviewed annually by MSDE and LEA staff to ensure that students, schools, and districts are making sufficient progress toward performance goals, the process serves as an important, high-profile accountability tool in Maryland.

Student growth and teacher evaluation design: For teachers, the new evaluation system includes these factors:

MARYLAND TEACHER EVALUATION FRAMEWORK					
	Weight	Metric	Measure	Frequency	
DOMAINS	Student Learning and Growth	30%	Growth in student learning <i>for an individual teacher</i> from a baseline to at least one other point in time	<p><i>For teachers of mathematics and reading (grades 3–8):</i> Maryland Student Assessment (summative test)</p> <p><i>For all other teachers:</i> Objective pre-and post- measures comparable across classrooms and approved by MSDE. For example:</p> <ul style="list-style-type: none"> Assessments already used by school districts Measures acquired or developed by MSDE in conjunction with the National Psychometric Council 	Annual
			<p><u>State model:</u></p> <p>Growth in student learning <i>for educator teams</i> from a baseline to at least one other point in time (10%) - AND - Growth in closing the achievement gap <i>for the entire school</i> (10%)</p>	To be determined by the National Psychometric Council and national experts in conjunction with the Educator Effectiveness Workgroup	
		-OR-			
	Teacher Skills and Knowledge	50%	<p><u>Local flexibility:</u></p> <p>LEA proposes objective measures of <i>student growth and learning linked to local goals</i></p>	LEA proposes appropriate measures that are objective and comparable across classrooms.	Annual
			<p>Planning and preparation</p> <hr/> <p>Classroom environment</p> <hr/> <p>Instruction</p> <hr/> <p>Professional responsibilities</p> <hr/> <p><u>Local flexibility:</u></p> <p>LEA may propose <i>additional domains based on local priorities</i></p>	LEA determines weight, format, and means for evaluation; MSDE will provide model tools.	Annual; LEA determines process

Student growth and principal evaluation design: For principals, the new evaluation system includes these factors:

MARYLAND PRINCIPAL EVALUATION FRAMEWORK						
DOMAINS		Weight	Metric	Measure	Frequency	
	Student Learning and Growth	30%	}	Growth in student learning <i>aggregated for an entire school</i> from a baseline to at least one other point in time	<ul style="list-style-type: none"> • <i>For elementary and middle schools:</i> Maryland School Assessment (summative test) in mathematics, reading, and science • <i>For high schools:</i> End-of-course exams (High School Assessment) in algebra, biology, English, and government 	Annual
				20%	}	<u>State model:</u> Growth in closing the achievement gap <i>for the entire school</i>
		- OR -				
	Instructional Leadership	50%	}	<u>Local flexibility:</u> LEA proposes objective measures of <i>student growth and learning linked to local goals</i>	LEA proposes appropriate measures that are objective and comparable across classrooms.	Annual
- AND -						
<u>Local flexibility:</u> LEA may propose <i>additional domains based on local priorities</i>				LEA determines weight, format, and means for evaluation; MSDE will provide model tools.	Annual	

Multiple rating categories to differentiate effectiveness: In addition to proposing the categories and framework for the new educator evaluation system in April 2010, the State Board of Education also included in the new regulation *a minimum of* three rating criteria (in place of the current two for teachers and principals): Highly Effective, Effective, and Ineffective (see Appendix 5). Between now and December 2010, MSDE will work with the Educator Effectiveness Workgroup to determine if additional rating criteria would be constructive and, if so, propose these changes to the State Board for adoption in 2011.

Maryland believes that to be rated Effective, a teacher or principal must show appropriate levels of growth among their students to help them successfully transition and progress from grade to grade. Further, to be rated Highly Effective, a teacher or principal must show exceptional talent in increasing student growth well beyond one grade level in one year, or exceptional success in educating high-poverty, minority, ELL, or other high-needs students.

Teachers and principals who do not meet at least the Effective standard on the student-growth portion of their evaluations cannot be rated Effective overall and will thus be deemed Ineffective. In other words, an educator in Maryland cannot be rated Effective or better unless he/she has demonstrated satisfactory levels of student growth.

The required amount of growth to receive a rating of Effective or Highly Effective will be determined by the State Board during the pilot/refinement phase and in consultation with the Educator Effectiveness Workgroup (as described in more detail below).

Next Steps: Refining the Evaluation System and Involving Teachers and Principals

Although Maryland has made rapid and substantial progress in a short period to dramatically overhaul its evaluation of public school teachers and principals — demonstrating clearly its commitment to do what it takes to ensure great teachers and leaders in every school — essential details still need to be resolved and studied.

In particular, several aspects of the new evaluation system cannot be completed until the pilot is underway and they are field tested, including:

- The validity of different student growth measures in calculating student growth;

- Appropriate student growth needed to be rated Effective or Highly Effective;
- Model teacher- and principal-evaluation tools and rubrics that meet the needs of principals, executive officers, and schools; and
- Protocols for conducting annual evaluations

Thus, the pilot process — and MSDE’s close partnership with seven school districts to refine the new framework — is an important step to ensuring the fairness, reliability, and rigor of the new system and to identify and work out any problems before the system is implemented statewide in school year 2012-13. Importantly, MSDE and its partner school districts will study the impacts and validity of the new evaluation system by examining key questions, such as: Do ratings of teachers and principals under the new system match what principals and administrators had expected? Are teachers and principals receiving overall ratings of Effective or better in numbers that are the same, fewer, or more that had been previously rated Satisfactory?

With the goal of testing and refining the rubrics and measures, the student-growth portion of evaluations during this pilot cycle will be “no fault” without high stakes or consequences attached, although teachers and principals rated Highly Effective during the pilot because of their exceptional impact on student growth will qualify for locally negotiated incentives described in Section (D)(3) for working in high-poverty/high-minority schools. In the interest of fairness during the pilot period, the participating LEAs will use both their current evaluation system and the one developed specifically for the pilot. Therefore, for purposes of determining tenure, needed supports, or the need to terminate or non-renew the teacher’s contract during the pilot, teachers and principals will continue to be evaluated using present LEA evaluation systems, not the pilot system being tested.

To help guide the design and refinement of the pilots and resolve outstanding issues, the Governor is creating through an Executive Order in June 2010, the Educator Effectiveness Workgroup. Membership of this Workgroup will be broad-based and will include representation from individuals/groups such as: State Superintendent; Members of the General Assembly; Governor’s Policy Director; State Board of Education; Local Boards of Education; LEA Superintendents; Maryland State Education Association;

Baltimore Teachers Union; LEA Assistant Superintendents for Instruction; LEA School Business Officials; LEA Executive Officers; Local Accountability Coordinators; LEA Human Resources Directors; Title I coordinators; Principals; MSDE/LEA identified teachers; Institutions of Higher Education (USM system, private colleges and community colleges); Community/Business; PTA; National Psychometric Council; Maryland Assessment Research Center for Education Success (MARCES); and students

The Workgroup will be asked to make recommendations to the Governor, State Board of Education, and State Superintendent by December 2010 so the recommendations can be ready for piloting in the seven LEAs. The State Board of Education will enact new regulations based on the recommendations of the Educator Effectiveness Workgroup:

- Appropriate levels of student growth for a teacher or principal to be rated Effective or Highly Effective; Maryland believes that to be rated Effective, a teacher or principal must show appropriate levels of growth among their students to help them successfully transition and progress from grade to grade; to be rated Highly Effective, a teacher or principal must show exceptional talent in increasing student growth well beyond one grade level in one year or exceptional success educating high-poverty, minority, ELL, or other high-needs students (and the Workgroup will help translate these value statements into specific psychometric measures);
- Definition of Ineffective for a teacher or principal of receiving an Ineffective rating, including what supports should be offered and what additional evaluations are needed;
- Whether an additional rating category (e.g., “Developing,” for educators whose performance falls between Ineffective and Effective) beyond the minimum three categories established in State Board of Education regulations is needed;
- Model scoring rubrics for classroom observations of teachers that measure the four other domains and are based on best practices, such as the Danielson framework;
- Model scoring rubrics for measuring the eight outcomes of the *Maryland Instructional Leadership Framework*;

- Matrix for determining how different rating criteria received in any individual domain combine to form an overall summative rating for the teacher or principal while ensuring, as noted above, that no principals or teachers can be rated Effective unless their students achieve the appropriate level of growth;
- Advice to MSDE (in consultation with the National Psychometric Council) on the feasibility of specific LEA-developed or LEA-purchased tests to generate objective student growth data for teachers in grades or subjects not assessed by the State summative assessment;
- Reviews of current LEA evaluation tools, protocols, and processes, including Montgomery County's Peer Assistance and Review System, to determine potential applicability to other counties; and
- Propose revisions to Maryland Teaching Standards to reflect current research, best practices, the new evaluation system, and to inform teacher preparation and professional development (described in Section (D)(5)).

As part of its April 2010 proposed regulations for the new evaluation system, the State Board of Education is directing MSDE to present any additional regulations needed to guide the implementation of the system statewide by January 2011 — and the State superintendent and MSDE will rely heavily on the Educator Effectiveness Workgroup to identify and develop any further policies needed. The Workgroup will continue to meet throughout the pilot to provide input and advice on these additional issues:

- Guide MSDE's evaluation and research questions throughout the pilot of the new system; and
- Identify by December 2011 corrections and adjustments to the overall design of the State evaluation system — including the guidelines, tools, and measures — before the system is mandated for statewide use in fall 2012.

Further adjustments to the evaluation system and specific consequences for those rated Ineffective under the new system will also be enacted into regulation in 2011 (and 2012 if additional corrections are needed). It is important to understand that members of the State Board of Education — who are appointed by the Governor — have sole authority within the limits of the law to act on these

issues. Over the next six months (to December 2010), Maryland leaders are appropriately taking the needed time to seek input from stakeholders to refine and perfect the new evaluation system — and not simply postponing difficult decisions to a distant date or to an uncertain future. The action of Maryland’s General Assembly — combined with the State Board’s broad powers to “determine the elementary and secondary educational policies of this State” and to do so by regulations that have the “force of law” and apply to all school systems (Annotated Code of Maryland, §2-205(b)(1) and §2-205(c)) — ensure Maryland will take action and enact all aspects of the plan outlined above, after conferring closely with stakeholders.

Section (D)(2)(iii): Annual Evaluations that Provide Timely and Constructive Feedback

As stated above, Maryland’s goal is to ensure nearly all of the teachers and principals in its schools are not just rated Effective (or better) but truly *are* effective. Data and anecdotal reports suggest that nearly every educator today is rated Satisfactory — which is not the same as knowing whether principals or teachers actually *are* effective at improving student learning, the most important component of their jobs. For Maryland to achieve its aspiration of having nearly every principal and teacher become Effective (or even Highly Effective), the State needs to ensure that evaluations happen regularly and that supervisors not only are able to conduct evaluations capably and fairly but also understand how to use the results to provide useful feedback and target appropriate support to those they are evaluating.

As part of its April 2010 proposed regulations for the new evaluation system, the State Board of Education agreed that — beginning in the 2012 school year — all teachers and principals will be required to have annual evaluations on student growth (see Appendix 5). Under the current system, tenured teachers are evaluated every other year; under the new system, all school districts must follow these guidelines:

- Every teacher and principal shall be evaluated at least once annually.
- Each annual evaluation of teachers shall include all of the components of the evaluation system (student growth and skills and knowledge), with the LEA determining 20% of the student growth component, additional domains of the skills and knowledge, and the process for the skills and knowledge component.

- Each annual evaluation of a principal shall include all of the components of the evaluation system (student growth, the eight leadership outcomes, and locally-decided priorities).

Whenever student growth demonstrates a failure on the part of the teacher or principal to meet targets and earn a rating of Effective, it will trigger additional evaluation of the teacher's or principal's performance and a determination of what intervention and/or supports may be necessary.

Because a high-quality, consistent, statewide system for evaluating teacher and principal effectiveness has never existed before in Maryland — and because student learning data in particular have not regularly been used by all LEAs in evaluations — Maryland will invest in significant technical assistance to support school districts, and especially those education leaders who supervise teachers and principals, in making the transition.

By December 2010, the availability of data throughout Maryland's PreK–12 system — as described in Section (C)(1) — will give principals and the executive officers who supervise and evaluate principals new and faster access to performance information about their students and those they supervise. This functionality will include the ability to link teacher and student performance and provide reports on student growth by 2012, when the new State evaluation system becomes required statewide. MSDE will work with the seven pilot LEAs to link teacher and student performance during the evaluation system pilot phase. Beyond making the data available, MSDE will collaborate with an external entity to design, develop, and implement an ongoing training and coaching program that will touch all designated executive officers and principals to help them use data and observations to become better evaluators of staff. In Maryland, principal evaluations are performed by a designated executive officer in each LEA, so assistance and support easily can be targeted to the right individuals.

This training in staff evaluations will be designed during 2011–12; coaches will be hired to support the 58 executive officers, and support will be offered to every LEA beginning in 2012 (see more details about the State's training and development for executive officers who supervise and support principals outlined in Section (D)(5)(i)). Executive officers will help teach principals to evaluate

teachers using the new teacher evaluation system; they also will receive continued professional development and support to enable them to improve the oversight, coaching, and annual evaluation of principals. Executive officers and principals also will receive training in the use of evaluations for promotion, incentives, and removal.

GOAL I: DEVELOP A STATEWIDE STUDENT GROWTH MEASURE TO USE IN EDUCATOR EVALUATIONS. (SECTIONS (D)(2)(i–iii))		
ACTIVITIES	TIMELINE	RESPONSIBILITY
A. Conducted 35 focus groups statewide with hundreds of teachers, principals, executive officers, and other stakeholders to gather input and ideas on a new statewide teacher and principal evaluation system.	October 2009– May 2010	MSDE Division of Instruction MSDE Division for Leadership Development
B. Required use of student growth in teacher and principal evaluations (Education Reform Act of 2010); proposed new regulations passed by the State board specifying student growth will count for at least 50 percent of the evaluation, establishing three rating categories, and requiring annual evaluations for all teachers and principals.	April–2010	Maryland General Assembly Maryland State Board of Education
C. Appoint stakeholders participating on Effective Educator Workgroup.	June 2010	Governor (by Executive Order)
D. Complete preliminary design of new evaluation system by determining: <ul style="list-style-type: none"> • Appropriate levels of growth for a teacher or principal to be rated Effective or Highly Effective; • Specific consequences of receiving an Ineffective rating; • Whether to establish a fourth, additional rating category; • Model scoring rubrics based on best practices for measuring teacher skills/knowledge and principal leadership (remaining 50 percent of evaluation); • Matrix for determining how different rating criteria combine to form an overall summative rating for the teacher or principal; and • Propose revisions to Maryland Teaching Standards. 	July–December 2010	Educator Effectiveness Workgroup MSDE Division of Assessment and Accountability MSDE Division of Instruction MSDE Division for Leadership Development National Psychometric Council State Superintendent
E. Screen and select student learning measures already in use throughout	July–December	MSDE Division of Assessment

GOAL I: DEVELOP A STATEWIDE STUDENT GROWTH MEASURE TO USE IN EDUCATOR EVALUATIONS. (SECTIONS (D)(2)(i–iii))		
ACTIVITIES	TIMELINE	RESPONSIBILITY
Maryland that are appropriate for calculating student growth and being used in educator evaluations for subjects and grades not tested by the Maryland Student Assessment.	2010	and Accountability National Psychometric Council Educator Effectiveness Workgroup
F. Propose new regulations to further guide new educator evaluation system.	January 2011	Maryland State Board of Education
G. Pilot and validate the educator evaluation system in seven school districts.	January 2011– June 2012 (two testing cycles)	MSDE Division of Assessment and Accountability LEAs participating in pilot: Baltimore City, Baltimore County, Charles, Kent, Prince George’s, Queen Anne’s, and St. Mary’s
H. Purchase or custom develop software algorithms and processes to compute student-growth measures using the Maryland Student Growth Model and student data. Build student performance and growth reporting dashboards using longitudinal data stored in the MLDS.	July 2011—June 2012	MSDE Information Technology Chief Information Officer for Software Applications
I. Provide training in the use of new assessments, Instructional Improvement System, and teacher and principal evaluations to principals and executive officers.	Spring 2011, ongoing	MSDE Division of Instruction MSDE Division for Leadership Development
J. Implement data-collection procedures in the Master Plan Update process to ensure that all LEAs have designed local evaluation systems aligned to Maryland teacher and principal evaluation systems and to report human resources/talent development data on impact of new evaluation system.	Pilot October 2011, ongoing annually thereafter	MSDE Divisions of Certification and Accreditation; Instruction; Leadership Development; and Student and Family Support, Seven LEAs participating in pilot,

GOAL I: DEVELOP A STATEWIDE STUDENT GROWTH MEASURE TO USE IN EDUCATOR EVALUATIONS. (SECTIONS (D)(2)(i–iii))		
ACTIVITIES	TIMELINE	RESPONSIBILITY
		followed by remaining LEAs
K. Make adjustments to the evaluation systems regulations if needed before statewide use, based on results of pilot and recommendations from the Effective Educator Workgroup.	December 2011	Maryland State Board of Education
L. Implement the statewide new evaluation system that includes student growth and other factors and use it annually with all teachers and principals; school districts will revise local evaluations to align and to include any local priorities or adopt State model.	2012–13	MSDE Division of Assessment and Accountability MSDE Division of Instruction MSDE Division for Leadership Development All 24 LEAs
M. Begin reporting statewide teacher and principal evaluation data, methods, and procedures on MSDE’s educator web portal.	2012–13	MSDE Division of Assessment and Accountability
N. Test and validate new (Common Core) assessments for measuring student growth in new educator evaluation system.	2014–16	Maryland’s National Psychometric Council MSDE Division of Assessment and Accountability MSDE Division of Instruction MSDE Division for Leadership Development LEAs
O. Begin using Common Core assessment data to inform teacher and principal evaluations; upgrade data systems and performance and accountability dashboards with new assessments for use in teacher and	2016–17, ongoing	MSDE Division of Assessment and Accountability MSDE Information Technology

GOAL I: DEVELOP A STATEWIDE STUDENT GROWTH MEASURE TO USE IN EDUCATOR EVALUATIONS. (SECTIONS (D)(2)(i–iii))		
ACTIVITIES	TIMELINE	RESPONSIBILITY
principal evaluations and Instructional Improvement System.		staff Applications Chief Information Officer All 24 LEAs

Section (D)(2)(iv): Using Evaluations for Professional Development, Compensation, Tenure, Promotion, and Removal

Section (D)(2)(iv)(a): Use Evaluations to Inform Decisions Regarding Developing Teachers and Principals

The 2009 Teaching, Empowering, Leading, and Learning Maryland Survey (TELL) provides information from new teachers on their perceptions of induction and mentoring services. In addition, the Professional Development Advisory Council, the Governor’s STEM Task Force, and the Teacher Shortage Task Force reports all recommended ensuring quality induction and mentoring programs. For new teachers, the State Board adopted regulations in April 2010 that guide a comprehensive and rigorous approach for providing all new/non-tenured teachers with consistently high-quality support (see Appendix 30). The regulations are proceeding through the final regulatory review process. The new induction program requirements — which include ensuring that teachers receive top-notch support throughout their entire three-year probationary status period — replace the patchwork of uneven induction programs currently operated by school districts. The new requirements are effective with the start of the 2010–11 school year and LEAs must be fully compliant with all program components by July 2011. These regulations direct LEAs to provide a mentor, regularly scheduled opportunities for new teachers to co-teach or observe classrooms, target professional development and match it to each teacher’s needs, and conduct regular formative reviews and classroom observations. Importantly, new teachers who are rated Ineffective will receive more intensive support and frequent evaluations and feedback.

As Maryland's new teacher evaluation system is operational — with its improved measures of teacher effectiveness — the new Maryland induction program will be an ideal platform, not just for ensuring that new teachers get support that can make them more successful, but also for identifying Highly Effective teachers who might become mentors. Moreover, as Maryland shifts to a more performance-based certification system for all teachers — as described in Section (D)(2)(iv)(c) — veteran teachers will be expected to develop detailed professional development plans linked to specific needs identified in their annual evaluations. As teachers seek recertification every five years, they will need to *demonstrate their performance as an Effective teacher* and show they have met the goals in their targeted professional development plan in order to be re-licensed.

In addition, many new principals would benefit greatly from a qualified mentor. However, because Maryland has no qualifying or certifying program for principal mentors, the quality of mentor programs and skills of principal mentors varies greatly across the State. In response, in August 2010, MSDE will present to the State Board a regulation outlining State standards for principal mentor programs. Also, in collaboration with an institution of higher education (IHE), Maryland will develop a principal mentor-certificating program that will be based on the leadership standards in the *Maryland Instructional Leadership Framework*. Planning for the certifying program will begin in fall 2010, and implementation will begin as early as 2011. Over time, the new teacher and principal evaluation results will help inform the support and professional development that all educators receive — so all learn and grow to become more effective — in these ways:

- Beginning in 2011, Maryland will ensure that the 1,800 professional development/data/content coaches it has identified across all LEAs are receiving intensive training over three years on the emerging Common Core State Curriculum, new assessments, the Instructional Improvement System, and the Online Instructional Toolkit the State is developing (see Section (B)(3)). This existing cadre of coaches will be expanded to include teacher leaders to ensure every school has a reading, mathematics, and STEM coach/lead teacher.
- Beginning in 2012, as the new evaluation system becomes a statewide requirement, intensive and ongoing training of and support for every principal and executive officer will help ensure that all supervisors understand their roles, the role of

evaluation, and the ways to use evaluation results to tailor professional development needs and support teachers in identifying and implementing individualized professional development goals and plans. This training will include a focus on linking evaluation results and individual teacher needs to the best professional development activities (as described in more detail in Section (D)(5)(i)). Research suggests that, when principals are well trained, their assessments of teachers become one of the best predictors of future student achievement (Jacob and Lefgren, *The persistence of teacher-induced learning gains*, NBER working paper, June 2008)

- By 2014, Maryland will create online options that allow individual teachers and principals to select professional learning opportunities that meet their individual needs, as identified in the teacher and principal evaluation systems. Using technology to help teachers and principals make these links and providing professional development online will allow a truly individualized approach to professional development (as described in more detail in Section (D)(5)(i)).

Section (D)(2)(iv)(b): Use Evaluations to Inform Decisions Regarding Compensation and Promotion of Teachers and Principals

Maryland leaders at both the State and local levels are committed to transitioning to compensation systems for educators that better reward performance and signal the premium value the State places on those who are exceptional at their jobs. As described in detail in Section (D)(3)(i), the Education Reform Act of 2010 allows teachers and principals designated as Highly Effective to receive special, locally-negotiated financial incentives to work in low-achieving schools — thus connecting the new educator evaluation system to compensation decisions and to the State’s need to distribute its most talented teachers and principals more equitably. In addition, the State is setting aside grant money in order to fund locally negotiated incentives for highly effective STEM teachers and teachers of English Language Learners more generously. Teachers and principals in the seven school districts piloting the new evaluation system beginning in January 2011 and for the following 18 months and who are rated Highly Effective will be eligible for these incentives as soon as the end of the 2010–11 school year.

However, all participating LEAs, consistent with locally negotiated collective bargaining agreements, will use their Race to the Top funding to experiment with new compensation models that provide differentiated compensation to Effective or Highly Effective teachers and principals, especially subject areas where shortages exist and Maryland especially needs strong teachers: STEM fields and world languages. To support and accelerate their efforts, beginning in September 2010 MSDE will convene superintendents, human resources officers, and local union leaders from five Maryland school districts that have developed new compensation models and incentives and thus can serve as examples to others. Among these five school districts is the Prince George's County school district, which has begun piloting a robust teacher effectiveness initiative to overhaul teacher recruitment, evaluation, development, retention, and dismissal processes. The school district's plans are so well considered that it was among 10 finalist school districts in a highly competitive national application process to win support from the Bill & Melinda Gates Foundation for this sort of comprehensive talent-development system. Anne Arundel, Montgomery, Queen Anne's, and Washington Counties round out Maryland districts that have implemented new, differentiated compensation systems for teachers and principals. Maryland will direct a portion of its Race to the Top funds — and will expect participating LEAs to do so as well — to invest more in the success and refinement of these five models.

By January 2011, an advisory group of leaders from these five school districts — called the Performance Compensation Workgroup — will pool lessons and ideas from their individual efforts to develop a model compensation system that can be presented to their peer school districts; the model will propose ways of compensating teachers differently based on performance/evaluation results, career points and leadership roles, and subject areas. The model also will propose differentiated pay approaches for principals based on performance evaluation results. In turn, MSDE staff will provide guidance and technical support in assisting each of the remaining 19 systems in navigating the political and technical challenges needed to implement new compensation plans that meet their unique needs.

Finally, as part of the revamped teacher certificate structure now being developed for adoption in 2011 — described in Section (D)(2)(iv)(c) — special promotion and locally negotiated compensation opportunities will be developed for those evaluated as Highly

Effective and interested in pursuing additional responsibilities or professional growth opportunities, including roles as new-teacher mentors, peer reviewers and coaches, and resource teachers. Participating LEAs will be encouraged to direct local dollars, including tuition reimbursement, to support teachers in meeting the goals outlined in their professional development plans and required for recertification and teacher leader certification.

Section (D)(2)(iv)(c): Use Evaluations to Inform Decisions Regarding Granting Tenure and Certification to Teachers and Principals

The Education Reform Act of 2010 changed the probationary period for teachers to achieve tenure from two to three years. Non-tenured teachers who are struggling will be assigned a mentor and given access to additional professional development opportunities. Novice teachers must achieve a rating of Effective by their third year of teaching or their contract will not be renewed. In addition, after appropriate support, school districts have the right to non-renew the contract of a novice teacher at any point during the first three years and do not need to wait until this third year.

Maryland's goals for new-teacher induction include to provide all new teachers the support they need to learn to be effective in the classroom, to assess whether each new teacher has the skills and knowledge to succeed in the profession long term, and to ensure the decision to offer tenure is made with this consideration in mind. As described earlier in Section (D)(2)(iii), training will be provided for executive officers and principals in their supervisory duties to make these goals a reality in Maryland schools. Training for mentors and Induction Program Coordinators is described in Section (D)(5)(i).

Under Maryland law, principals have never had a right to tenure and can be dismissed from the position whenever they demonstrate a pattern of ineffective performance. Maryland is expanding its promising Aspiring Principals Institute to serve all regions of the State and will institute new mentoring guidelines resulting in a principal mentor certificate to be implemented in fall 2010 (see details in Section (D)(5)) to help ensure that new principals receive deeper support to be effective in meeting the expectations of the State's new principal evaluation system.

In addition to changing policies and programs that can improve induction and help school systems make smarter decisions about tenure, Maryland is well under way to restructuring the current certificate system to a **three-tiered, performance-based structure**. In March 2010, the State Board convened a workgroup composed of State Board of Education members, LEA human resource and certification directors, and higher-education representatives to begin the regulatory process connecting teacher effectiveness to certification. Maryland's revised structure will align tenure with a teacher's evaluation rating as Effective in order to achieve certification status. This certificate structure will be implemented by July 2013, recognizing that the new statewide evaluation systems for teachers and principals will become effective during the 2012–13 school year. **Tier 1** will be an *initial license* granted to novice teachers for three years. New teachers who are not rated Effective by the end of three years will not earn tenure and therefore will not receive a *continuing certification* for teaching.

Tier 2 will represent a certificate granted when teachers achieve tenure and will be valid for five years. As part of receiving Tier 2 certification, teachers will create and implement a professional development plan with specific professional growth outcomes. To receive continuing Tier 2 certification every five years, teachers and principals will need to be consistently rated at least Effective under the new teacher and principal evaluation systems and will need to show mastery in achieving their professional development outcomes.

Tier 3 will be optional; eligibility for this certificate may include graduate study, advanced degrees, or MSDE-approved national certifications, such as the Administrator III certification that is being developed by the National Board for Professional Teaching Standards.

This proposed certification redesign plan, currently under consideration by a design workgroup that includes representatives from LEA human resource officers, the Maryland State Board of Education, institutions of higher education, and MSDE, moves the focus of certification from accumulating credits and advanced degrees to evidence of educator effectiveness.

Section (D)(2)(iv)(d): Use Evaluations to Inform Decisions Regarding Removing Ineffective Teachers and Principals

As part of Maryland's proposed new teacher and principal evaluation system, educators who do not meet at least the Effective standard on the student growth portion of their evaluations cannot be rated Effective overall and will thus be deemed Ineffective. Participating LEAs will use the new teacher and principal evaluation system as the basis for decisions about removal of Ineffective principals and Ineffective tenured and non-tenured teachers after they have had ample support and opportunities for improvement.

Processes for removing ineffective teachers and principals will include:

- **Additional supports:** After the first year of being rated Ineffective, non-tenured/novice teachers receive additional supports and extra coaching, feedback, and evaluations.
- **Focused professional development:** After the first year of being rated Ineffective, principals and tenured teachers modify their professional development plans in conjunction with their supervisor and identify clear improvement goals and specific ways and opportunities for improving their effectiveness, based on problems identified by their evaluation. They also receive additional supports, observations, and feedback throughout the year, and a formal year-end annual evaluation.
- **Non-renewal of non-tenured teachers' contracts:** If a non-tenured teacher cannot achieve a rating of Effective within three years, the teacher's contract will not be renewed. In addition, after providing appropriate support, school districts have the right to non-renew a novice teacher's contract at any point during the first three years and do not need to wait until this third year.
- **Termination/removal of tenured teachers:** After being rated Ineffective for two years, tenured teachers either are removed or transitioned to a second-class certificate — which freezes their movement on the salary schedule — and enter into a specific performance-improvement plan with their supervisor. Consistent with local bargaining agreements, a tenured teacher rated Ineffective for a third year in a row will be terminated.

- **Termination/removal of principals:** Although principals in Maryland do not have tenure, the process will be similar: Principals who are not rated Effective will move into a performance-improvement plan with their supervisor. Principals can be removed from their positions at the will of the LEA Superintendent.

The State Board of Education already has signaled its intention to begin in January 2011 any needed regulatory process to connect teacher and principal ineffectiveness and removal. With broad powers delegated to it by the General Assembly, the State Board of Education has the authority to act on these issues.

Until the State Board enacts new policies guiding the removal of Ineffective teachers and principals early next year and the new evaluation system goes statewide in 2012, participating LEAs in the interim will prohibit teachers with a second-class certificate — meaning their performance has been unsatisfactory for two consecutive years -- and principals rated unsatisfactory for two consecutive years from filling vacancies in a persistently low-achieving school. While no child should be in a classroom with an Ineffective educator — and, over the next few years, the new evaluation system will better ensure that is the case — Maryland leaders recognize that the most vulnerable students absolutely need the best educators supporting them and have committed to take this immediate, urgent step to make sure that is the case.

In addition to these eventual policy changes in early 2011, Maryland is committed to greater transparency about the quality and effectiveness of its educator workforce. State leaders believe that data — regularly presented to policymakers, school leaders, and the public — can be an important tool for ensuring the new educator evaluation system accomplishes its goal of dramatically improving student learning. To ensure quality, equity, and fairness of the educator evaluation systems, LEAs will report to MSDE annually on evaluations in their Master Plan update, as required by Maryland’s Bridge to Excellence legislation (see Section (A)(2)(i)). These annual reports will include information on how LEAs are measuring each domain and how teacher and principal evaluations are informing decisions concerning induction, retention, removal, promotion, awarding of tenure, and professional development.

Additionally, MSDE will maintain a public web site to report each year the percentage of teachers and principals — by school

(for teachers) and by system (for teachers and principals) — who are rated Ineffective, Effective, or Highly Effective; the percentage of teachers and principals retained each year; the percentage of novice teachers achieving tenure status; and the percentage of teachers and principals who have been continually rated Ineffective and are exiting the system. LEAs will be expected to maintain a public web site to report aggregated teacher and principal evaluation data, methods, and procedures (as described in Section (C)(2)).

GOAL II: ENSURE EDUCATOR EVALUATIONS INFORM LEA AND SCHOOL DECISIONS ABOUT PROFESSIONAL DEVELOPMENT, COMPENSATION, TENURE, CERTIFICATION, AND REMOVAL OF INEFFECTIVE TEACHERS. (SECTION (D)(2)(iv))		
ACTIVITIES	TIMELINE	RESPONSIBILITY
DEVELOPING TEACHERS AND PRINCIPALS		
A. Adopt regulations for a comprehensive teacher induction program that includes an orientation program, support from a mentor, professional development, etc.	April 2010	Maryland State Board of Education
B. Conduct Induction Program Academies for LEA Program Coordinators and mentors from all 24 LEAs.	2011-2013	MSDE Division of Instruction
C. Implement a new, more robust teacher induction program.	2011–12, ongoing	LEAs
D. Provide professional development and support to all executive officers and principals to, as appropriate: <ul style="list-style-type: none"> • Revise and align LEA evaluation systems according to statewide standards; • Evaluate principals using the principal evaluation system and use data to assist principals in establishing an individual professional development plan and identifying learning needs; • Use data to inform promotion, compensation, transfer, and removal of principals and teachers; and • Support principals in using the teacher evaluation system and using data to assist teachers in establishing individual 	July 2011, ongoing	MSDE Division for Leadership Development

GOAL II: ENSURE EDUCATOR EVALUATIONS INFORM LEA AND SCHOOL DECISIONS ABOUT PROFESSIONAL DEVELOPMENT, COMPENSATION, TENURE, CERTIFICATION, AND REMOVAL OF INEFFECTIVE TEACHERS. (SECTION (D)(2)(iv))		
ACTIVITIES	TIMELINE	RESPONSIBILITY
professional-development plans and identifying learning needs.		
E. Adopt regulations for new State standards in principal mentoring; develop principal mentor certificate program.	August 2010, with new program starting in fall 2011, ongoing	Maryland State Board of Education MSDE Division for Leadership Development Partner higher-education institution to be determined
F. Provide Educator Instructional Improvement Academies for 5,800 school-based coaches, teacher leaders, principals (differentiated as appropriate), LEA administrators, and teacher association representatives.	2011–13 (face-to-face) 2014 (online), ongoing	MSDE Division of Instruction
G. Create Educators' web portal to provide educators with one-stop access to curriculum; student data; and a correlated, comprehensive professional database with links to course information, other professional development resources, registration, and credentialing.	Beginning 2010–11, with all content available 2014	MSDE Information Technology staff Chief Information Officer for Applications
REWARD TEACHERS AND PRINCIPALS		
H. Authorize incentives for highly effective teachers and principals.	April 2010	Maryland General Assembly
I. Appoint members of advisory Performance Compensation Workgroup from leadership of five LEAs and unions who have already developed performance compensation plans.	September 2010	State Superintendent Five LEAs: Anne Arundel, Montgomery Prince George's, Queen Anne's, and Washington counties
J. Pool lessons and ideas from LEA innovations to implement performance compensation plans to develop a model	January 2011	Performance Compensation Workgroup

GOAL II: ENSURE EDUCATOR EVALUATIONS INFORM LEA AND SCHOOL DECISIONS ABOUT PROFESSIONAL DEVELOPMENT, COMPENSATION, TENURE, CERTIFICATION, AND REMOVAL OF INEFFECTIVE TEACHERS. (SECTION (D)(2)(iv))		
ACTIVITIES	TIMELINE	RESPONSIBILITY
compensation system for Maryland school districts.		
K. Encourage remaining 19 LEAs to experiment with and adopt new compensation models, using State model.	Spring 2011, ongoing	MSDE Division of Certification and Accreditation MSDE Division of Academic Policy
L. Adopt an incentive program to support locally negotiated financial incentives to reward highly effective teachers and principals who take assignments at low-achieving schools. <ul style="list-style-type: none"> • Support locally negotiated incentive programs for highly effective STEM, special education, and ELL teachers in low-achieving schools. • Support locally negotiated incentive programs for highly effective teachers in low-achieving schools in Tier I and Tier II. 	Spring 2011 for educators in seven pilot LEAs 2012–13 statewide	Maryland State Board of Education MSDE Division of Certification and Accreditation MSDE Division of Academic Policy
GRANTING TENURE AND CERTIFICATION TO TEACHERS AND PRINCIPALS		
M. Extend the probationary period for novice teachers from two years to three years.	April 2010	Maryland General Assembly
N. Adopt regulations establishing a new three-tiered, performance-based certificate structure for teachers: Tier 1 as initial three-year license, Tier 2 certificate, and Tier 3 advanced (optional). <ul style="list-style-type: none"> • Convene a stakeholder group to study and revise licensure/certificate structure that moves the focus of certification from accumulating credits ad advanced degrees to evidence of educator effectiveness.. • Draft proposed regulations between January 2011 and July 2011, with input from stakeholders. 	July 2011, with implementation in July 2013	Professional Standards and Teacher Education Board

GOAL II: ENSURE EDUCATOR EVALUATIONS INFORM LEA AND SCHOOL DECISIONS ABOUT PROFESSIONAL DEVELOPMENT, COMPENSATION, TENURE, CERTIFICATION, AND REMOVAL OF INEFFECTIVE TEACHERS. (SECTION (D)(2)(iv))		
ACTIVITIES	TIMELINE	RESPONSIBILITY
O. Publish LEA data each year on teacher and principal evaluation data, methods, procedures, and results.	July 2012, ongoing	All 24 LEAs
REMOVING INEFFECTIVE TEACHERS AND PRINCIPALS		
P. Prohibit teachers with a second-class certificate (two years of Unsatisfactory performance) and principals rated Unsatisfactory for two consecutive years from filling vacancies in a persistently low-achieving school.	2010–12 (until new evaluation system can make more refined judgments)	22 participating LEAs
Q. Ensure that, after the new evaluation system is in place, no teacher or principals rated “Ineffective” for two years in a row is employed in a persistently low-achieving school	2012–13, ongoing	All 24 LEAs

Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
	Performance Measures: 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 in (D)(2)(11)	Actual date (Current school yr or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice)	0	32	32	100	100
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers	0	32	32	100	100
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals	0	32	32	100	100
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	0	32	32	100	100
(D)(2)(iv)(a)	Developing teachers and principals.	0	32	32	100	100
(D)(2)(iv)(b)	Compensating teachers and principals.	0	32	32	100	100
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals 	0	32	32	100	100
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	0	32	32	100	100
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals 	0	0	0	100	100
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals 	0	0	0	100	100

General data to be provided at time of application: Total number of participating: 22 LEAs

(Data collected June 2009)

Total number of principals in participating LEAs: 1,192

Total number of teachers in participating LEAs: 46,838

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

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

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

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. *(10 points)*

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

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

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

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

Recommended maximum response length: Three pages

Introduction: Equitable Distribution of Effective Teachers and Principals

In its second wave of reform, Maryland demonstrated its growing commitment to tackling gaps in the distribution of effective educators. The State successfully reduced the gap between low- and high-poverty schools in the percentage of core academic subject classes taught by Highly Qualified Teachers (HQT) from 31.5 percent for elementary grades in 2005–06 to 16.9 percent in 2008–09, and from 27.8 percent for secondary schools in 2005–06 to 11.2 percent in 2008–09. The HQT measurement is an imperfect measure of teacher effectiveness because it measures certification and not impact on student learning. The State’s teacher-quality gap is still one of the largest in the nation, particularly influenced by the disproportionate number of high-poverty and high-minority schools in three school districts, yet Maryland’s persistence in boosting the distribution of teachers rated as HQT shows the State’s serious and genuine prioritization of this challenge and the State’s ability to drive changes.

As part of the State’s third wave of reform, State and school leaders are now ready to more forcefully reduce the teacher-quality gap among high-poverty and low-poverty schools, using new evaluation measures that identify the most effective educators along with new incentives, staffing reforms, and recruitment efforts that encourage them to lend their talents to the neediest schools.

The most significant percentages of non-HQTs in high-poverty elementary schools are in Baltimore City and Prince George’s County, the State’s two largest urban school systems. In 2008–09, 60 percent of the State’s highest quartile of high-poverty elementary classes were in Baltimore City, and 18.8 percent were in Prince George’s County—a total of 78.8 percent in these two LEAs. At the secondary level, most non-HQTs in core academic classes were in Baltimore City, Baltimore County, and Prince George’s County; in 2008–09, 37.3 percent of the State’s highest quartile of high-poverty classes were in Baltimore City, 17.7 percent were in Baltimore County, and 23.4 percent were in Prince George’s County—a total of 78.4 percent in these three LEAs.

The proposed innovations in Maryland’s third wave of reform confront the equity gaps in the identified LEAs and the very real challenge of *retaining* highly effective teachers and principals in these systems. Maryland’s strategies are designed to eliminate the inequitable distribution of highly qualified teachers and effective and highly effective teachers and principals by addressing the needs in the targeted LEAs.

Section (D)(3)(i): High-Poverty and/or High-Minority Schools

In Maryland, high-poverty schools are defined as those schools in the highest quartile of all schools ranked from highest to lowest on Maryland's poverty measure, which is the percentage of students who qualify for free- and reduced- price meal programs (FARM). High-minority schools are those schools in the highest quartile of all schools ranked from highest to lowest on Maryland's minority measure, which is the percentage of non-white (Asian/Pacific Islander; American Indian/Alaskan Native; African-American [non-Hispanic]; and Hispanic) students in the school. Low-poverty and low-minority schools are those schools in the lowest quartile based on the respective poverty and minority measures.

Effective teachers and principals have high expectations for all students, contribute to positive academic outcomes for students, differentiate instruction as needed, monitor student progress, use multiple strategies and resources based on the information and data that they gather about their students, and collaborate to promote student success. Maryland needs to ensure that educators with these skills become the norm at its low-achieving schools — not the exception.

A key leverage point will be to focus on leadership. Research is clear that high-poverty/high-minority schools with high student performance also have effective principals as their leaders. "Leadership may be the single most powerful characteristic," concluded a 2006 summary of the common characteristics of nine high-poverty, high-achieving schools that won national Blue Ribbon Awards from the U.S. Department of Education. "Each of the nine schools profiled this year bear their stamp of committed, often visionary leaders who have created pathways for their successors as they transformed their schools." New research from (Beteille, Kalogrides, and Loeb, *Effective Schools: Managing the Recruitment, Development and Retention of High-quality Teachers*, in press), puts an even finer point on this observation, finding that effective principals are able to retain higher-quality teachers, remove less-effective teachers, and attract and hire higher-quality teachers from other schools when vacancies arise. This research also suggests that teachers who work for more-effective principals improve more rapidly than do those in schools with less-effective leadership.

With this research in mind, Maryland leaders are prioritizing the distribution of Effective and (in particular) Highly Effective principals to high-needs schools. Over the next four years, Maryland will ensure that virtually all of the principals at its 489 high-poverty/high-minority schools are principals who have been rated Effective or higher.

In addition to principal leadership, Maryland leaders are focused on teacher effectiveness, recognizing that collectively teachers have the greatest in-school impact on whether students are learning. Over the next four years, Maryland will ensure that each of its high-poverty/high-minority schools has at least 30 percent of its teachers rated as Highly Effective, with the proven skills and ability to improve the achievement of high-needs students. Maryland leaders believe 30 percent represents a tipping point of leadership and skills in a school that can ensure a no-excuses culture and the capacity needed to succeed. Although the State does not yet have perfect measures or definitions of teacher effectiveness, MSDE estimates that the percentage of Highly Effective teachers in most high-poverty/high-minority schools is no more than 5 percent today.

Meeting Maryland's ambitious goals for ensuring in every one of the State's 489 high-poverty/high-minority schools has some of the State's best educators will require aggressive actions across a variety of fronts: better means of identifying and, just as important, developing exceptional educators; new recruitment routes that can bring new people to the profession; redesigned certification routes that uniquely prepare candidates for the challenges of struggling schools; larger incentives to attract educators to these schools; strong commitments to removing ineffective educators; and more attention to monitoring progress and policies to ensure they are working.

Maryland has bold plans in each one of these areas:

1. Better evaluate teachers and principals — and use the information to support educators in growing their effectiveness

The starting point of Maryland's plan for reducing the teacher and principal quality gap and ensuring equitable distribution is to enact — with quality and speed — the new statewide educator evaluation system detailed in Section (D)(2). With this powerful new tool in

place statewide by fall 2012, administrators will be able to more readily identify effective teachers and principals, determine where there are inequities in distribution, and take needed action to address the gaps.

Although the new educator evaluation system will not begin operating statewide until the 2012–13 school year, Maryland is committed to moving aggressively to address these gaps as soon as it can. Specifically, principals and teachers in the seven pilot school districts — including Baltimore City, Baltimore County, and Prince George’s County, which serve the majority of low-income and minority students — participating in the pilot will be eligible as early as the 2011–12 school year for locally negotiated incentives if they are identified as Highly Effective and are employed in a high-poverty/high-minority school or a school in any stage of improvement (see Section (D)(2)(i)).

2. Better recruit and prepare principals and teachers for succeeding and staying in high-poverty and high-minority schools:

It is essential that both principals and teachers are well prepared to succeed and stay in high-poverty and high-minority schools. To expand new preparation routes for principals and create new venues for preparing principals to succeed as leaders of high-needs/high-poverty schools, MSDE will complete the development of a new Maryland Approved Alternative Preparation Program (MAAPP) for principals (as described in Section (D)(1)) — in time to allow new programs to begin serving their first cohorts by the 2011–12 school year. MSDE will provide technical assistance in program development and will monitor implementation and conduct evaluation of the program. As principals prepared through these pathways are assigned to schools, Maryland will collect and analyze data on student achievement and principal effectiveness to assess the impact of the program — whether these programs are successfully preparing candidates to be highly effective leaders of struggling schools — and make any needed adjustments (see Section (C)(2)).

New pipelines for recruiting and training effective and highly effective principals and teachers who possess both the expertise and desire to work in high-minority and high-poverty schools will include:

- Expansion of the existing **New Leaders for New Schools (NLNS)** leadership training model in Baltimore City and Prince George’s County to train highly effective principals to lead 10 additional urban schools;
- Creation of a specialized leadership training program modeled on NLNS (and run by that organization or another vendor) to train principals to lead **rural schools**; and
- Establishment of an innovative **Officers to Principals** preparation program (for those who have had exceptional leadership training through the military) to train 15 principals rated Highly Effective for more than three years for struggling schools; and
- Creation of the **Teach for Maryland Consortium** building on the Professional Development School model.

First, MSDE will expand the existing **New Leaders for New Schools** program in Baltimore City and Prince George’s County school districts starting in fall 2011. Maryland was the first state in the nation to establish the partnership with NLNS as a statewide partnership, rather than as a partnership to support a single district. As part of NLNS’s innovative design for principal preparation, participants are uniquely prepared for the challenges of leading high-needs urban schools. They receive intensive, up-front instruction built around leadership competencies, and they are assigned to a school as resident principals for one year, during which they receive continued professional development and are mentored by the school’s principal for up to four years. Upon successful completion of the residency year, NLNS principals are assigned to their own school, where they serve a minimum of five years. Presently, 62 leaders serving 29,000 students in Baltimore City and Prince George’s County have been trained. NLNS principals now lead 18 percent of the Baltimore City Public Schools, and schools led by NLNS principals posted a one-year combined gain in English language arts and mathematics of 16.6 percent. In addition, NLNS principals led 43 percent of schools that exited School Improvement Status (see Appendix 32).

Next, Maryland intends to establish by fall 2011 a **similar partnership for low-achieving schools and districts in rural areas** that will reflect the NLNS preparation approach (focus on leadership development, residency, and mentoring). Maryland leaders

recognize that rural schools face their own unique challenges attracting effective educators and leaders. MSDE expects this new preparation route will prepare four principals between 2011–14.

In the next four years, NLNS will train an additional 88 school leaders. Therefore, Maryland’s expansion of this model to 14 additional schools in urban and rural districts will result in a total of 164 principals trained with this model leading urban and rural schools by 2014.

By fall 2011, Maryland will expand its existing Troops to Teachers program to include an **Officers to Principals pathway**, an extraordinary opportunity to create a pool of education leaders who have had exceptional leadership training through the military. Many officers retire at a relatively young age with productive years of work ahead. Maryland’s Officers to Principals program will capitalize on officers’ commitment and dedication to public service; furthermore, the cost to the school district to employ an officer/principal could be reduced because he/she would likely come with military benefits. Officers in the armed services generally have leadership, management, and administrative skills; they would need additional training in instructional leadership and pedagogy. Their coursework would be accomplished through a partnership with an institution of higher education and would include seminars facilitated by MSDE staff. LEA leadership would place, supervise, and evaluate officer interns with input from MSDE. Given their demonstrated leadership experiences, participants’ internships would be shorter than for traditional preparation programs.

Maryland is an ideal state to initiate this type of program because of the large number of military bases and an influx of military personnel due to the federal Base Realignment and Closure initiative (see Appendix 33) and the existing MSDE infrastructure supporting the Troops to Teachers program. Maryland has registered 2,045 qualified military veterans in the Troops to Teachers program since the inception of the program in 1994. Because Maryland has a large armed services community, many of those registered return to their home states to teach. To date, 151 Troops to Teachers participants have been hired in Maryland; 60 percent of them have worked in or are working in high-poverty schools, many teaching in the fields of mathematics, science, and special education. Maryland expects that this new leadership-preparation pathway can prepare 15 principals between 2011–14, most of whom will be Highly Effective.

To help address the need to recruit and prepare teachers to be Highly Effective in struggling schools, MSDE will convene the **Teach for Maryland Consortium**. Beginning in 2010 and building on the successful model of Maryland Professional Development Schools (described in Section (D)(4)(ii)), MSDE will facilitate partnerships between teacher- and principal-preparation programs and LEAs to recruit and prepare teachers specifically for high-minority and high-poverty schools as part of the new Consortium. All Maryland institutions of higher education that offer Maryland Approved Programs or Maryland Approved Alternative Preparation Programs for teachers will be eligible to participate in the Consortium. Maryland institutions will build on existing models, such as Loyola University Maryland's Center for Innovation in Urban Education, Towson University's Cherry Hill/Baltimore City Public Schools Project, Johns Hopkins University's Dunbar High School/Johns Hopkins School of Medicine Partnership, and Coppin State University's Academies with Baltimore City Public Schools, as well as distinguished alternative programs already in place, including Teach for America and The New Teacher Project.

MSDE will facilitate the Teach for Maryland Consortium and establish common agreement on program components that will provide a teacher with skills and tools to positively impact student growth and achievement at high-needs schools. MSDE also will coordinate the establishment of new Professional Development Schools in high-minority and high-poverty schools that have demonstrated turnaround success in school reform (Maryland is the only state to require all traditionally prepared teacher candidates to complete their internships in a specifically designed Professional Development School) so that novice teachers can learn first-hand what distinguishes these schools from others. In addition, MSDE will coordinate the specialized training and coaching for teachers for each partnership using research-based state and national resources and facilitate dialogue among Consortium members to share best practices.

Teacher candidates from the Teach for Maryland Consortium will be asked to make a five-year commitment to teach in a high-minority and high-poverty school based on continued effective performance. Graduates who maintain a Highly Effective evaluation will be eligible to receive locally negotiated incentives such as partial tuition forgiveness over their five-year commitment and annual retention incentives. Year One (2010–11), will focus on program development. In Years One and Two (2010–12), five institutions of

higher education will participate and prepare 25 teachers. In Year Three (2012–13), four additional institutions of higher education will participate and prepare 60 total teachers. In Year Four (2013–14), four additional institutions of higher education will participate and prepare 65 teachers. Overall, over the next four years, the Teach for Maryland Consortium will prepare 165 teachers who are adept at handling the unique challenges of high-minority and high-poverty schools and committed to working in these schools. MSDE expects the majority of these graduates to become Highly Effective educators once they begin working in schools.

Meanwhile, beginning in 2010–11, The Breakthrough Center (see Section (E)(2)(ii)) will intensify its efforts to support high-minority and high-poverty schools in Title I and Title I-eligible schools to accelerate student achievement and sustain high levels of performance over time. The Teach for Maryland Consortium and the three new pathways for principals will incorporate the required elements of the Breakthrough Center as well as features of other successful models for preparing educators in high-needs communities (including the Academy for Urban School Leadership in Chicago; the Boston Teacher Residency; and the Benwood Initiative in Chattanooga, Tennessee). Specifically, the Teach for Maryland Consortium program elements will support the high-minority and high-poverty schools through:

- Year-long classroom internship/residency;
- Rigorous, aligned coursework focused on the unique context and needs of learners in high-minority and high-poverty schools;
- Strategic planning for high-minority and high-poverty schools related to their school-improvement plans and district-level Master Plans;
- Development of PreK–12 professional learning communities focused on aligning and sustaining improvement strategies;
- Leadership development for school administrators;
- Comprehensive support to teachers who complete the program, including induction coaching, targeted professional development, and placement in collaborative clusters in schools; and
- Identification and allocation of available resources to support school and district improvement.

To provide continuity for students in underperforming schools, the Teach for Maryland Consortium partnerships and the three new principal pathways will provide statewide data on the performance and retention of their teacher and principal candidates, and they will convene on a regular basis with the Breakthrough Center LEA Support Team to assess State data on performance and retention of teacher and principal candidates and identify program adjustments and improvements.

3. Encourage effective teachers and principals to teach and lead high-minority and high-poverty schools:

To encourage Maryland's best educators to tackle the challenge of teaching in high-minority and high-poverty schools, the Maryland General Assembly provided in the Education Reform Act of 2010 for the establishment of **a new incentive program to support locally negotiated incentives to encourage the best principals and teachers to work at the neediest schools**. The legislation supports locally negotiated incentives for educators rated Highly Effective who accept an assignment and work in a school meeting federal criteria for Improvement, Corrective Action, or Restructuring status. By 2011, the State Board of Education will establish policies for this new program, including defining the range of allowable stipends and incentives and the appropriate amounts. To access these resources for Highly Effective principals and teachers, LEAs will need to apply for the funding, including providing local matching dollars and proposing the incentives they think will be most successful in their communities. The goals of this program are both to encourage Highly Effective educators to accept assignments at low-achieving schools and to help retain Highly Effective Educators already working at these schools. In addition, Maryland is establishing grant programs to support locally negotiated incentives to encourage Highly Effective STEM teachers, teachers of ELLs, and special education teachers who choose to work in low-achieving schools.

Although the new educator evaluation system will not begin operating statewide until the 2012–13 school year, principals and teachers in the seven school districts — including Baltimore City, Baltimore County, and Prince George's County, which serve the majority of low-income and minority students — who are participating in the pilot will be eligible as early as the 2011–12 school year

for locally-negotiated incentives if they are identified as Highly Effective and are employed in a school in any stage of school improvement.

Finally, because research is uncertain about what size incentive would entice successful educators to move to a struggling school (estimates range in the literature from 10–50 percent of salary). Maryland will **experiment with additional creative solutions to challenging working conditions that can ensure these schools become even more attractive** for the State’s best educators. Indeed, Maryland’s Education Reform Act of 2010 specifically encourages the State Board to consider creative incentives that can induce a critical mass of Highly Effective teachers to a struggling school. MSDE will explore promising innovations, such as “Strategic Staffing,” an initiative designed by the Charlotte-Mecklenburg school district in North Carolina to successfully place high-performing employees at low-achieving schools. According to the Aspen Institute, which recently published a case study on the effort, tenets of the Strategic Staffing initiative include:

- **A great leader with a proven track record of success in increasing student achievement is needed for troubled schools.**
- **Also, great teachers will not go to a troubled school without a great leader as principal.** Thus, eligible principals have to show gains in student achievement that surpass a year’s worth of growth in a year’s worth of instruction; teachers also have to show they are successful in increasing student achievement.
- **A team needs to go to the school so a person is not alone in taking on this challenging assignment; there is strength and support in numbers.** Thus, principals asked to take on assignments at challenging schools are able to choose their own teams, including an assistant principal, literacy and/or mathematics facilitator, and up to five teachers with proven success.
- **Staff members who are disruptive and not supportive of reform need to be removed from the school.** Thus, principals are able to choose as many as five teachers to leave the school for reassignment elsewhere in the district.

- **Principals must be given the time and authority to reform the school.** Thus, principals and teachers moving to the school commit to stay for three years. In addition, principals start at their new schools in the spring, allowing them the needed time to adapt to the school, observe and evaluate staff, and formulate a reform strategy.
- **Not all job assignments are equal in difficulty and compensation should be varied to match.** Thus, principals, assistant principals, and literacy and mathematics facilitators receive a 10 percent pay supplement to their base salaries; teachers receive an initial recruitment bonus of \$10,000 plus retention bonuses of \$5,000 in the second and third years, for a total of \$20,000 in bonuses.

Although the Strategic Staffing initiative is designed primarily as a school district's turnaround strategy, MSDE believes it offers lessons worth replicating in Maryland about how principal leadership, staffing flexibility, and incentives can combine in powerful ways to successfully improve the distribution of effective educators. Since the 2008–09 school year, Charlotte-Mecklenburg has used Strategic Staffing in 20 schools — and, reports the Aspen Institute, schools have had significant gains in student achievement and learning gains are exceeding the district average.

4. Retain Highly Effective teachers and principals and remove Ineffective ones at high-poverty/high-minority schools:

LEAs will use information about teacher and principal effectiveness in making decisions about staffing and transfers, and specifically to remove Ineffective educators from high-poverty, high-minority, and persistently low-achieving schools. Participating LEAs — with technical assistance from MSDE as needed — will exercise, once the new evaluation system is in place, this discretion to assign only Effective and Highly Effective teachers and principals to positions at the persistently lowest-achieving schools and to re-assign ineffective educators. Superintendents recognize that assigning too many new teachers to persistently low-achieving schools is problematic, and will, therefore, only assign a reasonable proportion of promising new teachers to such schools. In addition, until the new education evaluation system is used statewide to measure educator effectiveness, participating LEAs will prohibit principals

rated Unsatisfactory for two years in a row and teachers with a second-class certificate – meaning unsatisfactory performance two years in a row -- from filling vacancies in a persistently low-achieving school.

In Maryland, LEA Superintendents already have authority over transfer and assignment decisions, with State law stating they can assign teachers and principals to their positions and “transfer them as the needs of the school require.” (Md. Educ. Code Ann. §6-201 (b)(2)) (see Appendix 34). State Board of Education opinions and court decisions affirm that a transfer of a teacher to a lateral position or a position of lower rank is within the sole discretion of the local Superintendent. Moreover, the State Board has declared that transfer and assignment are not legal topics for collective bargaining. That being said, collective bargaining agreements in Maryland legally can address the process and procedure for transfer and assignment/reassignment. This existing discretion will be better used to ensure more equitable distribution of teachers. Once the new evaluation system is in place, participating LEAs will exercise their authority to assign only Effective and Highly Effective teachers and principals and the most promising new teacher candidates to positions at the persistently lowest-achieving schools, using technical assistance from MSDE as needed. The goal is not to involuntarily transfer teachers and principals *into* a struggling school, but rather to *transfer out* those who are Ineffective in that setting and use incentives and changes in working conditions (e.g., elements of the creative Strategic Staffing initiative described above) to encourage Highly Effective educators to commit to the school. Until the new evaluation system is in place LEAs will not allow vacancies to be filled by a teacher or principal who has been rated Unsatisfactory for two consecutive years.

Superintendents in Maryland have one more powerful tool in State law, which will continue to be used in drastic situations to address egregious inequities in low-achieving schools (see Section (E)(1)). In a process called “zero-basing,” a Superintendent can remove all staff relevant to a school’s failure to meet Adequate Yearly Progress under the requirements of the NCLB. Relevant staff could range from a particular department to the entire faculty. Superintendents can then removed staff to reapply for their positions (COMAR 13A.01.04.07(B)(2)(a) and (c)(3)(b)) (see Appendix 47).

As a complement to the State’s strategies for recruiting, preparing, and compensating Highly Effective teachers and principals — and removing Ineffective educators immediately — MSDE will provide support to districts to maximize and extend the reach of all

Highly Effective teachers in low-achieving schools, helping to ensure these excellent teachers impact as many students as possible. As the policy and research firm Public Impact and others have suggested, reach extension could take several creative forms, such as redesigning jobs of Highly Effective teachers to concentrate time on instruction (and eliminating non-instructional duties), asking them to assume leadership duties for coaching and directing other teachers, or using technology to better leverage their skills across classrooms and schools. Efforts to use Highly Effective teachers in new, more powerful ways also will dovetail with Maryland's interest in helping districts implement new compensation systems that differentiate pay based on responsibilities and performance.

Finally, to make sure high-poverty/high-minority schools are better equipped to retain their own talent pool and grow leaders for the school, Maryland also will train senior leadership across the State on how to implement succession-planning strategies and tools. The State has done groundbreaking work in leadership succession planning. In 2006, MSDE published *The Leadership Succession Planning Guide for Maryland Schools* (see Appendix 35). This comprehensive guide, which may be the only one of its kind in the country, coaches existing principals and LEA executive officers on how to identify high-quality candidates, develop leaders from within, promote candidates, move principals from one school to another, and increase principal retention. The guide also includes several tools: a Leadership Culture Survey that provides valuable feedback to supervisors of principals in determining the level of satisfaction with the support they are receiving; a collaborative assessment tool that the potential leader fills out with his or her supervisor to determine management and instructional training needs; a tool to track the professional development experiences the candidate has had, allowing for decisions to be made about gaps and future needs; and a self-assessment instrument and companion observer assessment to allow the candidate to be introspective and at the same time see what others identify as needs for growth. As part of the more robust professional development effort being targeted to LEA executive officers (see Sections (D)(2)(iii) and (D)(5)(i)), Maryland will train all 58 executive officers and one human resource personnel from each of the 24 local school systems. With succession plans in place, school systems can increase the likelihood that principals will be effective, and they will have a larger pool to draw from to ensure equitable distribution to high-poverty and high-minority schools.

5. Publicly report and monitor progress, and change course as needed to invest in efforts that make a difference:

State and district leaders are committed to transparency as they work to confront the teacher distribution gaps in the State, and they believe more information about persistent gaps can better spotlight the State's problems and galvanize action. Beginning in the 2011–12 school year, each district's Master Plan will set clear human resources/talent development improvement targets and require all LEAs to implement and report updated strategies to their transfers, staffing, retention, compensation, and incentive packages, specifically for low-achieving schools (see Section (A)(2)(i) for role of the Master Plan Updates in Maryland's school reporting and accountability system). These reports will include each district's process for transfer and hiring procedures that do not include seniority as the sole basis for promoting equal distribution, transfer policies that allow only teachers rated Effective or Highly Effective to be transferred or hired into low-achieving schools, and teacher salary budgets that track actual expenditures rather than by position (to underscore the experience level and to identify gaps in low- and high-poverty schools). Data also will be collected to analyze placement rates, assignments, retention rates, and evaluation results of teacher candidates from different preparation programs, including alternative pathway providers (see Appendix 25). Beginning in 2012–13, MSDE also will monitor teacher and principal performance from teacher preparation through career placements, starting in the lowest 5 percent of schools.

Just as important as monitoring and reporting data is acting on data, State leaders are committed to act on the data to target and understand lessons from teachers and leaders who are proven to be Effective and Highly Effective at achieving student growth. As the results of annual teacher and principal evaluations under the State's new system begin to become available in 2011–12, MSDE and others will receive the regular feedback needed to gauge the success of Maryland's various new strategies for distributing effective teachers and principals more equitably. Policymakers and district leaders will be able to identify which efforts are most successful at preparing effective teachers and principals — and at placing and retaining them in the schools where they are needed most — and use the information to make adjustments and corrections.

GOAL I: INCREASE THE EQUITABLE DISTRIBUTION OF TEACHERS AND PRINCIPALS IN HIGH-POVERTY, HIGH-MINORITY, AND HARD-TO-STAFF SCHOOLS. (SECTION (D)(3)(i))		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Authorize incentives for highly effective teachers and principals.	April 2010	Maryland General Assembly
B. Pilot and implement new principal and teacher evaluation system, as described in detail in Section (D)(2).	2011–12 (pilot); 2012–13, ongoing (statewide)	Maryland State Board Education LEAs
C. Expand approach presently being used by New Leaders for New Schools in Baltimore City and Prince George’s County school districts to support principal preparation for 14 additional low-achieving schools in those LEAs and in rural districts.	September 2010– June 2011 (planning)	MSDE Division for Leadership Development New Leaders for New Schools or other partner to be determined Baltimore City and Prince George’s County school districts Rural LEAs to be determined
D. Expand the existing Troops to Teachers program to include an Officers to Principals pathway.	September 2010– July 2011 (planning)	MSDE Division of Certification and Accreditation IHE partner, to be determined LEAs
E. Enroll first cohort in the three new alternative pathways for preparing principals to lead high-poverty/high-minority schools.	August 2011	MSDE Division of Certification and Accreditation IHEs LEAs
F. Develop partnership between MSDE and IHEs to implement the Teach for Maryland Consortium, which will identify skills, provide professional development, and place educators in Maryland’s high-minority, high-poverty, and low-achieving schools, including <ul style="list-style-type: none"> • Secure MOUs from LEAs to develop the Professional 	April 2010–June 2014, including: <ul style="list-style-type: none"> • 2011–12 (Year 1) — three 	MSDE Division of Instruction, Division of Certification and Accreditation MSDE Division of Academic

GOAL I: INCREASE THE EQUITABLE DISTRIBUTION OF TEACHERS AND PRINCIPALS IN HIGH-POVERTY, HIGH-MINORITY, AND HARD-TO-STAFF SCHOOLS. (SECTION (D)(3)(i))		
<p>Development Schools.</p> <ul style="list-style-type: none"> Secure commitments from LEAs to place candidates and offer them retention bonuses and other incentives, subject to local collective bargaining negotiations. 	<p>partnerships;</p> <ul style="list-style-type: none"> 2012–13 (Year 2) — five partnerships; 2013–14 (Year 3) — six partnerships 	<p>Policy LEAs IHE partner to be determined</p>
<p>G. Enroll first cohort of the Teach for Maryland Consortium students.</p>	<p>August 2011</p>	<p>MSDE Division of Certification and Accreditation IHE LEAs</p>
<p>H. Subject to locally negotiated agreements, adopt incentive programs to reward Highly Effective teachers and principals who take assignments at high-minority/high-poverty and/or schools in improvement—including experimenting with creative solutions for combining principal leadership, staffing flexibility, and incentives to improve working conditions in struggling schools and to attract highly effective educators. Develop incentive program for highly effective STEM, special education, and ELL teachers in low-achieving schools. Also subject to locally negotiated agreements provide incentive program for highly effective teachers to transfer to low-achieving schools in Tier I and Tier II.</p>	<p>Spring 2011 for educators in seven pilot LEAs 2012–13 statewide</p>	<p>Maryland State Board of Education MSDE Division of Certification and Accreditation MSDE Division of Academic Policy</p>
<p>I. Collect and analyze data on Effective and Highly Effective teachers in high-minority and high-poverty schools; monitor teacher performance from teacher preparation through career placements starting in lowest 5 percent of schools.</p>	<p>January 2011–July 2012 (planning) July 2012–July</p>	<p>MSDE Division of Assessment and Accountability MSDE Division of Certification and Accreditation</p>

GOAL I: INCREASE THE EQUITABLE DISTRIBUTION OF TEACHERS AND PRINCIPALS IN HIGH-POVERTY, HIGH-MINORITY, AND HARD-TO-STAFF SCHOOLS. (SECTION (D)(3)(i))		
	2013 (collect data)	MSDE Division of Instruction MSDE Division of Academic Policy MSDE Breakthrough Center
J. Prohibit teachers with a second-class certificate (two years of Unsatisfactory performance) and principals rated Unsatisfactory for two consecutive years from filling vacancies in a persistently low-achieving school.	2010–12 (until new evaluation system can make more refined judgments)	22 participating LEAs
K. Train LEA senior leaders, including executive officers and human resource personnel, in the design and implementation of an effective leadership succession plan.	September 2010–June 2013	MSDE Division for Leadership Development
L. Require Master Plan reporting and accountability for LEAs and report on local strategies to promote equitable distribution of teachers in low-achieving schools, moving from highly qualified to Effective and Highly Effective teachers and principals, including: <ul style="list-style-type: none"> • Transfer and hiring practices that do not include seniority as the sole basis for promoting equal distribution; • Provision of compensation and incentives; • Report of teacher salary budgets by school in the Master Plan to identify experience-level gaps; • Development of compensation packages to encourage Effective and Highly Effective teachers into low-achieving schools based on specific criteria; • Development of benchmarks in the application for equitable distribution; • Requirement that an Effective or Highly Effective teacher cannot be transferred out of a low-achieving school unless there 	Beginning 2011–12 school year MSDE Division of Assessment and Accountability MSDE Division of Certification and Accreditation MSDE Division of Instruction, Division of Academic Policy MSDE Division of Student, Family, and School Support MSDE Division for Leadership Development	

GOAL I: INCREASE THE EQUITABLE DISTRIBUTION OF TEACHERS AND PRINCIPALS IN HIGH-POVERTY, HIGH-MINORITY, AND HARD-TO-STAFF SCHOOLS.

(SECTION (D)(3)(i))

is an effective or highly effective teacher to replace him/her.		
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Section (D)(3)(ii): Effective Teachers in Hard-to-Staff Subjects

Maryland declared the following areas as critical shortage areas in its *Teacher Staffing Report 2008–10* (see Appendix 28), which provides data to contributing colleges, universities, and alternative preparation providers to plan program expansions or reductions to meet the needs of Maryland LEAs:

- Career and technology areas (7–12: technology education);
- Computer science (7–12);
- English for speakers of other languages (PreK–12);
- Foreign language areas (7–12: Chinese, German, Italian, Japanese, Latin, and Spanish);
- Mathematics (7–12);
- Science areas (7–12: chemistry, Earth/space science, physical science, and physics); and
- Special education areas (generic: infant/primary [birth–grade 3], elementary/middle school [grades 1–8], secondary/adult [grades 6–adult]; hearing impaired; severely and profoundly disabled; and visually impaired).

Based on these documented needs, Maryland will target programs and incentives to increase the number of teachers in STEM areas; world languages; special education; and English for Speakers of Other Languages (ESOL):

Strategies to increase effective teachers in STEM areas:

In August 2009, the Final Report of the Governor's STEM Task Force — *Investing in STEM to Secure Maryland's Future* (see Appendix 36 and Competitive Priority 2) — called for Maryland to triple the number of teachers in STEM shortage areas who are prepared in Maryland programs to a total of 681; increase the five-year retention rate from an estimated 50 percent to 75 percent; enhance the STEM preparation and aptitudes for elementary and early childhood teachers; and, by 2015, increase the number of STEM college graduates by 40 percent from the present level of 4,400 graduates. A variety of Maryland State agencies and institutions are now moving rapidly to achieve these ambitious goals (see Competitive Priority 2).

Maryland committed to be the first state to develop elementary STEM curriculum and a corresponding Elementary STEM Teacher Certificate. The program design reflects a problem-based approach to teaching an integrated STEM curriculum to elementary students — a pedagogical strategy identified through research to increase student achievement at all levels, but particularly in the middle-level grades. Now, moving from design to implementation of new certification programs, MSDE will engage key stakeholders (including LEA leaders, human resource officers, higher education institutions, and teachers) to develop programs to deliver the elementary STEM certification model through traditional high education and alternative programs. Maryland expects to enroll the first cohort by fall 2012. Maryland's Professional Development School (PDS) Network, consisting of 381 PDSs in 24 local school systems with their 23 higher education partners, will provide an ideal base for piloting field experiences designed to train prospective STEM teachers. STEM instruction in the elementary schools also is the focus of STEM curriculum development work described in Section (B)(3) and in the professional development for school-based STEM coaches and teacher leaders in the Educator Instructional Improvement Academies described in Section (D)(5).

Additionally, Maryland will establish partnerships with the University System of Maryland to design a STEM teacher preparation program based on a proven national model, such as the National Math and Science Initiative's UTeach program. Partner institutions will commit to recruiting college students in their junior years for a specially designed model of instruction co-planned, implemented, and evaluated by the collaborative efforts of both the College of Arts and Sciences and the College of Education.

Commitment to this model requires that all education courses support the teaching of mathematics or science, that content coursework is developed and taught by arts and sciences content instructors, that there are no competing programs for initial certification available on the campus, and that field experience is early and strong. The funded project will prepare 160 highly skilled, certified STEM instructors. More importantly, however, these innovative teacher preparation programs will provide sustainable models for other universities and school systems to emulate as opportunities to share outcome data through colloquia and conferences are planned throughout the four years of funding.

Finally, as part of Maryland's plan to support and encourage LEAs to implement new teacher compensation systems (as described in Section (D)(2)(iv)(b)) — including by providing a model performance compensation plan that could be adopted locally — MSDE will focus particular attention on ways to build in special rewards and incentives for rewarding STEM teachers rated Effective or Highly Effective. MSDE will provide grants to LEAs to support locally negotiated incentives to pay principals and teachers of STEM and other subjects in the seven school districts piloting the new evaluation system between 2010–12 who are rated Highly Effective (see Section (D)(2)(iv)(b)). Other participating LEAs also will negotiate and experiment with incentives for Effective and Highly Effective STEM teachers using their Race to the Top dollars.

Strategies to increase effective teachers in world languages and ESOL:

Maryland has entered into a Memorandum of Understanding (MOU) with Spain, China, and Italy to enhance international education and world language programs. Through these partnerships, Maryland has identified additional pathways for native speakers to demonstrate content expertise when pursuing certification in world languages and ESOL. In addition, the MOUs provide options for LEAs to hire effective international teachers in critical needs/shortage areas through comprehensive visiting teacher programs sponsored, for example, by Spain and China. To address one of the recommendations of the Governor's Task Force on the Preservation of Heritage Languages in Maryland (see Appendix 37), the State has identified gaps in certification pathways for several countries and languages and will propose appropriate policy or regulation changes by July 2011. For example, through extensive

research and development of white papers and policy memos, teacher candidates from Maryland's partner MOU countries may use a bachelor's degree from China, Taiwan, or Italy to verify content knowledge, whereas teachers seeking verification in other languages, such as Arabic and Spanish, do not currently have that option. At its March 2010 meeting, the Maryland Professional Standards and Teacher Education Board directed MSDE staff to draft a proposed regulation to change the Maryland World Language Teacher Certificate from grades 7–12 to PreK–12. The committee charged with this task also will discuss options for candidates to demonstrate content knowledge.

Maryland is committed to establishing PreK–12 world language pipelines. Maryland has new Masters of Arts in Teaching and certification programs for teachers of Chinese at Towson University and the University of Maryland. The need still exists for Maryland Approved Alternative Preparation Programs (MAAPPs) designed for native/heritage speakers to certify the content knowledge of these candidates and address their unique qualifications and needs. The expansion of certification pathways for native/heritage speakers will provide effective language teachers for Maryland's growing world language programs, including 20 new elementary programs proposed in this application (see Section (B)(3)). The Maryland State Board of Education's May 2010 decision to eliminate the need for a review of coursework as one of the gatekeepers for admission to alternative programs will ease the way for more teachers to become certified in world languages. A candidate's content competency will be established through having earned a successful score on the Praxis II or ACTFL Content Test. With world language teachers in very short supply, this policy change should dramatically increase the number of individuals who are eligible to apply to an alternative program and begin to fill those needs.

Several LEAs have collaborated with IHEs to identify required coursework and establish cohorts of effective teachers who are certified in other content areas and seek an endorsement in ESOL. Expansion of these cohorts and existing alternative preparation programs will increase the number of effective teachers in Maryland who have content expertise and training in second language instruction and are available for placement in low-achieving schools. Locally negotiated incentive programs will support content teachers who obtain the ESOL endorsement.

Publicly reporting progress:

To measure the increase in the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas (including mathematics, science, special education, ESOL, and world languages), Maryland will begin collecting data in 2011–12 on preparation programs, candidate and educator demographics, professional development, teacher effectiveness based on evaluation, certificate status, and future employment. Data will be collected to track the effectiveness of hiring, recruitment, retention, and compensation of teachers hired in critical shortage areas by certification area; the effectiveness of teachers from all preparation programs by program, including STEM programs similar to UTeach; implementation of the recommendations in the STEM report; and pathways for ESOL, special education, and world language teachers. Dashboards will be developed to meet these requirements and publish results in easy-to-read formats (see details on dashboards in Section (C)(2)).

GOAL II: INCREASE THE NUMBER AND PERCENTAGE OF EFFECTIVE TEACHERS TEACHING HARD-TO-STAFF SUBJECTS AND SPECIALTY AREAS, INCLUDING MATHEMATICS, SCIENCE, AND SPECIAL EDUCATION; TEACHING IN LANGUAGE INSTRUCTION EDUCATION PROGRAMS (ESOL) AND WORLD LANGUAGES; AND TEACHING IN OTHER HIGH-NEEDS AREAS. (SECTION (D)(3)(II))		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
<p>A. Implement recommendations of the <i>Governor’s STEM Task Force</i>, including:</p> <ul style="list-style-type: none"> • Triple the number of teachers to 681 in STEM shortage areas who are prepared in Maryland programs, increase the five-year retention rate from the present estimated rate of 50 percent to 75 percent, and enhance the STEM preparation and aptitudes for elementary and early childhood teachers. • Ensure that all P–20 mathematics and science teachers have the knowledge and skills to help all students successfully complete the college- and career-ready curriculum. 	<p>April 2010–July 2014</p>	<p>MSDE Division of Certification and Accreditation MSDE Division of Instruction MSDE Division of Academic Policy Maryland Higher Education Commission LEAs</p>

GOAL II: INCREASE THE NUMBER AND PERCENTAGE OF EFFECTIVE TEACHERS TEACHING HARD-TO-STAFF SUBJECTS AND SPECIALTY AREAS, INCLUDING MATHEMATICS, SCIENCE, AND SPECIAL EDUCATION; TEACHING IN LANGUAGE INSTRUCTION EDUCATION PROGRAMS (ESOL) AND WORLD LANGUAGES; AND TEACHING IN OTHER HIGH-NEEDS AREAS. (SECTION (D)(3)(II))		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
<p>B. Implement elementary STEM certification in the elementary schools and develop programs to deliver the STEM certification model in teacher preparation programs, including:</p> <ul style="list-style-type: none"> • Develop elementary STEM curriculum. • Pilot and revise curriculum. • Develop elementary STEM programs. • Provide technical assistance to program implementation and partnering Professional Development Schools. 	April 2010–July 2014 (enrolling first cohort in fall 2012)	<p>MSDE Division of Certification and Accreditation</p> <p>MSDE Division of Instruction</p> <p>MSDE Division of Academic Policy</p> <p>Maryland Higher Education Commission</p>
<p>C. Design and implement a Maryland Secondary STEM teacher preparation program, based on the UTeach model.</p>	April 2010–July 2011	<p>MSDE Division of Certification and Accreditation</p> <p>MSDE Division of Instruction</p> <p>MSDE Division of Academic Policy</p> <p>University System of Maryland; IHE, to be determined</p>
<p>D. Enroll first cohort into new STEM teacher preparation program.</p>	Fall 2011	IHE, to be determined
<p>E. Expand multiple pathways for native/heritage speakers of critical needs languages to become effective language teachers.</p>	April 2010–July 2011	<p>MSDE Division of Instruction</p> <p>MSDE Division of Certification and Accreditation</p>
<p>F. Expand cohorts of effective content teachers in noncritical areas pursuing certification in ESOL and provide incentives.</p>	July 2010–July 2014	<p>MSDE Division of Instruction</p> <p>MSDE Division of Certification</p>

GOAL II: INCREASE THE NUMBER AND PERCENTAGE OF EFFECTIVE TEACHERS TEACHING HARD-TO-STAFF SUBJECTS AND SPECIALTY AREAS, INCLUDING MATHEMATICS, SCIENCE, AND SPECIAL EDUCATION; TEACHING IN LANGUAGE INSTRUCTION EDUCATION PROGRAMS (ESOL) AND WORLD LANGUAGES; AND TEACHING IN OTHER HIGH-NEEDS AREAS. (SECTION (D)(3)(II))		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
		and Accreditation MSDE Division of Academic Policy LEAs
G. Expand the number of alternative preparation programs and methods to demonstrate content expertise in critical needs areas. <ul style="list-style-type: none"> Expand alternative preparation programs as needed through the MAAPP process. Propose policy/regulation changes with options for demonstrating content knowledge. 	April 2010–July 2014	MSDE Division of Instruction MSDE Division of Certification and Accreditation MSDE Division of Academic Policy LEAs
H. Use international partnerships to recruit international visiting teachers in critical needs areas. <ul style="list-style-type: none"> Link LEAs with appropriate international visiting teacher programs. Provide stipends for visas for international teachers in low-achieving schools. 	April 2010–July 2014	MSDE Division of Instruction MSDE Division of Certification and Accreditation MSDE Division of Academic Policy LEAs
I. Subject to locally negotiated agreements, experiment with new compensation systems that reward STEM and world languages teachers rated Effective or Highly Effective.	July 2011–12, ongoing	Performance Compensation Workgroup (described in Section (D)(2)(iv)(b)) MSDE Division of Certification

GOAL II: INCREASE THE NUMBER AND PERCENTAGE OF EFFECTIVE TEACHERS TEACHING HARD-TO-STAFF SUBJECTS AND SPECIALTY AREAS, INCLUDING MATHEMATICS, SCIENCE, AND SPECIAL EDUCATION; TEACHING IN LANGUAGE INSTRUCTION EDUCATION PROGRAMS (ESOL) AND WORLD LANGUAGES; AND TEACHING IN OTHER HIGH-NEEDS AREAS. (SECTION (D)(3)(II))		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
		and Accreditation MSDE Division of Academic Policy LEAs
J. Measure the percentage of effective teachers teaching hard-to-staff subjects and specialty areas (including mathematics, science, special education, ESOL, and world languages), including data on preparation programs, candidate and educator demographics, professional development, effectiveness based on evaluation, certificate status, and future placement.	2011–12 (begin collecting data) 2012–13, ongoing (report)	MSDE Division of Certification and Accreditation MSDE Division of Assessment and Accountability

Performance Measures for Section (D)(3)(i) Note: All information below is requested for participating LEAs.	Actual Data: Baseline (Current school year or most recent)	11 End of SY 2010-	12 End of SY 2011-	13 End of SY 2012-	14 End of SY 2013-
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teachers in schools that are high poverty, high minority, or both (as defined in this notice) who are Highly Effective (as defined in this notice)	N/A	5*	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)	N/A	45*	40*	35*	30*
Percentage of teachers in schools that are high poverty, high minority, or both (as defined in this notice) who are Ineffective	N/A	25*	18*	12*	8
Percentage of teachers in schools that are low poverty, low minority, or both (as defined in this notice) who are Ineffective	N/A	11*	10*	7*	4
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)	N/A	10*	15*	25*	30*
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)	N/A	45*	40*	35*	30*
Percentage of principals leading schools that are high poverty, high minority, or both (as defined in this notice) who are Ineffective	N/A	25*	18*	12*	8
Percentage of principals leading schools that are low poverty, low minority, or both (as defined in this notice) who are Ineffective	N/A	11*	10*	7*	4

<p><i>N/A: As described in the application, Maryland has not had a rigorous, consistent evaluation system in place for teachers and principals; the quality of existing evaluations varies widely by district and is not as rigorous as the new evaluation system being proposed in Section (D)(2). Maryland does not have in place today an evaluation system that would allow districts to accurately identify the percentage of teachers and principal who are effective (as defined in this notice).</i></p> <p><i>**: These percentages represent estimates based on the professional judgment and experiences of MSDE staff and existing data about Highly Qualified Teachers. As such they are designed to indicate Maryland’s best guess of its starting point and the change it aspires to make over the next four years. As Maryland transitions to a new evaluation system, these targets will be updated with a more accurate analysis of baseline data.</i></p>				
General data to be provided at time of application:				
Total number of schools that are high poverty, high minority, or both (as defined in this notice)	489			
Total number of schools that are low poverty, low minority, or both (as defined in this notice)	523			
Total number of teachers in schools that are high poverty, high minority, or both (as defined in this notice)	17,439			
Total number of teachers in schools that are low poverty, low minority, or both (as defined in this notice)	20,340			
Total number of principals leading schools that are high poverty, high minority, or both (as defined in this notice)	476			
Total number of principals leading schools that are low poverty, low minority, or both (as defined in this notice)	495			
[Optional: Enter text here to clarify or explain any of the data]				
Data to be requested of grantees in the future:				
Number of teachers and principals in schools that are high poverty, high minority, or both (as defined in this notice) who were evaluated as Highly Effective (as defined in this notice) in the prior academic year				

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

Performance Measures for Section (D)(3)(ii) Note: All information below is requested for Participating LEAs.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-11	End of SY 2011-12	End of SY 2012-13	End of SY 2013-14
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as Effective or better	N/A	55	60	65	70
Percentage of science teachers who were evaluated as Effective or better	N/A	55	60	65	70
Percentage of special education teachers who were evaluated as Effective or better	N/A	55	60	65	70
Percentage of teachers in language instruction educational programs who were evaluated as Effective or better	N/A	55	60	65	70

<p>[Optional: Enter text here to clarify or explain any of the data] <i>N/A: As described in the application, Maryland has not had a rigorous, consistent evaluation system in place for teachers and principals; the quality of existing evaluations varies widely by district and is not as rigorous as the new evaluation system being proposed in Section (D)(2). Maryland does not have in place today an evaluation system that would allow districts to accurately identify the percentage of teachers and principal who are highly effective (as defined in this notice).</i></p> <p><i>**: These percentages represents estimates based on the professional judgment and experiences of MSDE staff and existing data about Highly Qualified Teachers. As such they are designed to indicate Maryland's best guess of its starting point and the change it aspires to make over the next four years. As Maryland transitions to a new evaluation system, these targets will be updated with a more accurate analysis of baseline data.</i></p>				
General data to be provided at time of application:				
Total number of mathematics teachers	25,080			
Total number of science teachers	24,718			
Total number of special education teachers	9,109			
Total number of teachers in language instruction educational programs	1,209			
[Optional: Enter text here to clarify or explain any of the data]				
Data to be requested of grantees in the future:				
Number of mathematics teachers in participating LEAs who were evaluated as Effective or better in the prior academic year				
Number of science teachers in participating LEAs who were evaluated as Effective or better in the prior academic year				
Number of special education teachers in participating LEAs who were evaluated as Effective or better in the prior academic year				
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as Effective or better in the prior academic year				

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

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

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

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

Recommended maximum response length: One page

Introduction: Effective Teacher and Principal Preparation Programs

Another key part of the State's commitment to narrowing the distribution gap of effective teachers between struggling schools and successful schools is improving teacher and principal preparation programs to ensure that all graduates truly have the skills and knowledge to be Effective or Highly Effective teachers and leaders in Maryland's schools. To this end, Maryland will begin publishing and using effectiveness data for all teacher and principal preparation programs beginning in fall 2013. Maryland's higher education system is small and well coordinated, allowing Maryland to rapidly adjust and improve preparation programs to meet new needs. Maryland teacher preparation institutions include the 11-campus of the University System of Maryland and 12 independent colleges and universities. Fifty percent of all Maryland graduates are hired by local school systems. In addition, 19 alternative teacher preparation programs and additional residency-based principal preparation programs prepare graduates.

Section (D)(4)(i): Programs Linked to Student Growth

Maryland already sets clear and high expectations for its preparation programs, both traditional and alternative pathways, and currently generates regular reports that identify which preparation programs are closed, are on probation, or have faced problems in being reapproved. Through the Maryland program approval and accreditation process, all teacher and principal preparation programs are required to develop and maintain an assessment system based on candidate performance data to inform ongoing program improvement. All assessment systems include performance indicators based on state and national requirements for preparation programs. The State takes its approval role and expectations for quality seriously. The State Superintendent of Schools will approve and accredit programs that are successful and close, or decertify those that fail to produce effective teachers and principals (see Appendix 38). MSDE will provide technical assistance to program providers to align and monitor program revisions with the teacher and principal evaluation system. Over the past 10 years, the State has closed one program completely and placed three on probation for failure to meet State Program Approval requirements and/or comply with Higher Education Act Title II reporting requirements.

The existing Educator Information System (EIS) implemented in 2005, facilitates the determination and issuance of certificates for more than 260,000 educators. Recent federal and state reporting requirements have changed to include data not currently collected in the EIS which is used in the documentation of certification for all teachers and principals in the State. Maryland's next era of reform, with an emphasis on teacher and principal accountability as it relates to student growth, necessitates major changes to EIS in order to facilitate access to these new data to make employment decisions. Now, with the building out of its K-20 Longitudinal Data System (LDS), described in (C)(1), and the coming availability of better measures of educator effectiveness beginning in 2012, Maryland will be able to link teacher and principal Maryland Approved Programs (MAPs) and Maryland Approved Alternative Preparation Programs (MAAPPs) to evaluation data for teachers and principals that will connect certification to effectiveness, recruitment, compensation, professional development and removal among other data.

By fall 2012 Maryland’s K–20 LDS will link with the Educator Information System (EIS) to identify where Maryland teachers and principals are employed, where they received their preparation, and whether they have been rated Effective or Highly Effective, as measured by student growth. Maryland PreK–12 students already receive an identification number upon entry to school, which will continue into higher education and remain with them throughout their careers. An identification number also will be given to anyone entering a MAP or MAAPP teacher/principal preparation program and to teacher/principal preparation programs themselves. These identification numbers will allow the LDS to link to the teacher/principal preparation program, link the teacher/principal with student growth, and provide a means to access and report teacher/principal evaluation data related to tenure, induction, mentoring, coaching, and professional development, as well as career mobility data.

Results detailing the effectiveness of each preparation program — aggregate program performance of teacher and principal graduates rated at least Effective — will be published annually on the State web site. MSDE will convene stakeholders to design the components and presentation format of this new report card, ensuring the report card data is accessible and useful to potential teacher and principal candidates and to policymakers. This report card will include the aggregate performance of program graduates in the identified areas of Maryland’s new educator evaluation system (described in Section (D)(2)). MSDE will facilitate a plan with all MAP and MAAPP providers to identify the process for integrating the report card analysis into the ongoing State program approval process and documentation of program performance.

Beginning in 2013, an annual review of the report card will identify program elements that promote teacher and principal effectiveness and eliminate or restructure ineffective elements.

GOAL I: LINK STUDENT GROWTH TO ALL PREPARATION PROGRAMS, PUBLISH DATA, AND USE DATA IN PROGRAM APPROVAL. (SECTION (D)(4)(i))		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Design and implement a process to enhance the Educator Information System (EIS) to include teacher and principal evaluation and professional development data aligned with the K–20 LDS system to connect student growth with teacher and principal effectiveness.	September 2010–June 2013, results available	MSDE Division of Assessment and Accountability MSDE Division of Certification

GOAL I: LINK STUDENT GROWTH TO ALL PREPARATION PROGRAMS, PUBLISH DATA, AND USE DATA IN PROGRAM APPROVAL. (SECTION (D)(4)(i))		
	beginning 2013	and Accreditation
B. Convene a stakeholder advisory group — composed of teacher and principal leaders, preparation programs, school districts, and advocates — to help design the components and presentation format of a new report card that reports the impact of Maryland teacher- and principal-preparation programs.	2012–13	MSDE Division of Certification and Accreditation
C. Publish aggregate teacher and principal preparation evaluation data by program provider for public access on the State web site.	September 2013, ongoing	MSDE Division of Assessment and Accountability MSDE Division of Certification and Accreditation
D. Use performance data to improve programs and close and/or deny program approval to those with consistently poor track records or weaknesses in preparing effective teachers and principals.	September 2014, ongoing	MSDE Division of Certification and Accreditation Maryland Approved Programs (MAPs) Maryland Approved Alternative Preparation Programs (MAAPPs) State Superintendent

Section (D)(4)(ii): Expansion of Successful Programs

Maryland’s alternative pathway (MAAPPs), described in Section (D)(1), and traditional pathway (MAPs) preparation programs are national models using extended clinical experiences focused on improving student achievement. For national accreditation and State program approval, Maryland teacher and principal preparation programs are already required to have an assessment system that includes a culminating candidate performance assessment within an extended internship. Teacher candidates in traditional preparation programs complete their internships in a specially designed Professional Development School (PDS); Maryland Race to the Top Application – State of Maryland

is the only state in the nation to require a 100-day internship across two consecutive semesters in a PDS that is successfully focused on student achievement. Currently, Maryland has a total of 381 standards-based PDSs, including in 24 LEAs and two in West Virginia (see Appendix 39). Building on the success of the PDS as a vehicle to create a new pipeline of effective and highly effective teachers who possess the expertise and desire to work in high-minority and high-poverty schools, the State will create the Teach for Maryland Consortium (see Section (D)(3)(i)).

Principals describe newly hired PDS graduates as more like second-year teachers. Maryland retention studies conducted by Prince George's County Public Schools and Towson University indicate that teachers who participate in a PDS internship have a retention rate of more than 20 percentage points above the national average. Strong performance and retention data also exist for MAAPPs, with 93 percent of teachers reported by their principals to be as good as or better than other first-year teachers and statewide retention rates of approximately 70 percent.

To strengthen the ability of teacher candidates to be effective in promoting student growth, all MAP and MAAPP preparation program providers will align program components with the State's new teacher and principal evaluation system. MSDE will oversee the integration of these components into the assessment systems of all program providers. Monitoring and analysis — examining the preparation process as well as career placements — will be prioritized to start with educators working in schools whose performance is among the lowest 5 percent statewide. MSDE will provide technical assistance and oversight to all preparation programs in the State.

By fall 2013, all MAPs and MAAPPs will be required to submit program and assessment modifications for coursework and field and clinical experiences that directly align with the teacher and principal evaluation systems. MSDE will provide technical assistance to programs, through direct assistance and network meetings, to insure that development and implementation of the new assessments does occur. By fall 2014, all MAPs and MAAPPs will include data on the performance of candidates who are hired in Maryland schools in the documentation they provide for State program approval/national accreditation. Technical assistance will be a high priority to oversee the infusion of evaluation system components that measure teacher and principal effectiveness.

In addition, Maryland is a partner with 20 states in the development of a performance-based assessment through the Teacher Performance Assessment Consortium (TPAC). The TPAC assessment tool uses the design model of the Performance Assessment for California Teachers (PACT) and the Charlotte Danielson Framework. The model relies on complex assessments of teaching as measured by student test scores through short units of instruction (e.g., lesson plans, a video of instruction, student work samples). Maryland’s involvement in the multistate consortium will inform the technical assistance and professional development to support the modifications to performance assessments for MAPs and MAAPPs.

GOAL II: EXPAND PREPARATION AND CREDENTIALING OPTIONS AND PROGRAMS THAT ARE SUCCESSFUL AT PRODUCING EFFECTIVE TEACHERS AND PRINCIPALS. (SECTION D(4)(ii))		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Revise the assessment systems of all preparation programs to support the domains of the new state evaluation system for teachers and principals, including: <ul style="list-style-type: none"> • Revise and pilot assessment system changes. • Provide technical assistance to MAPs and MAAPPs to modify program elements to include skills directly aligned with the Maryland teacher and principal evaluation systems. 	September 2011– September 2012	MSDE Division of Certification and Accreditation (Program Approval and Assessment Branch) MAPs MAAPPs
B. Review MAPs and MAAPPs report card data to assess the alignment of the teacher and principal evaluation systems; take action to approve, close, or require modifications to programs as needed.	September 2013, ongoing	MSDE Division of Certification and Accreditation

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-11	End of SY 2011-12	End of SY 2012-13	End of SY 2013-14
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students	0	0	0	0	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	0	100
[Optional: Enter text here to clarify or explain any of the data]					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State	23 MAPs (traditional programs) and 19 MAAPPs (alternative programs)				
Total number of principal credentialing programs in the State	13				
Total number of teachers in the State	59,321				
Total number of principals in the State	1,459				
[Optional: Enter text here to clarify or explain any of the data] Public access to data will be 100 percent when LEAs have the information available.					

(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

Introduction: Effective Support for Teachers and Principals

Maryland leaders recognize that the sweep of Maryland’s proposed strategies — raising standards and instruction to world-class levels, ensuring principals and teachers are effective at improving student learning each year, and turning around schools that have persistently failed — will be a staggering challenge. As educators throughout the State set their sights on these new goals, ongoing and high-quality professional development that invests in building their skills, knowledge, and capacities is essential. The goal of all professional development in Maryland is to directly influence what happens in the classroom between students and teachers.

Complicating the issue and making a path forward challenging are the blurred roles among the State, local districts, and higher education institutions in providing support and learning opportunities to educators. The current provision of professional development in every state across the country is almost always diffuse and decentralized. Although there is broad consensus in the field about what type of professional development is most effective at helping teachers and principals learn, adapt, and apply new skills, the unfortunate reality is that these best practices have been almost uniformly ignored in practice.

In crafting their plan to support LEAs in providing professional development, Maryland leaders have considered these challenges explicitly. Maryland's plan will improve the overall quality of professional development in LEAs and at the State level and eliminate the fragmentation, incoherence, and ineffective use of resources. To guide its work and focus its choices and efforts moving forward, Maryland has established six simple principles for providing professional development:

- **Build on and take to scale what already works in Maryland.** Rather than focus on a “shiny new penny” and invest in brand-new professional development routes and opportunities, Maryland is doubling down on existing efforts that have strong infrastructure, the capacity to deliver, and a track record of results. As detailed below, the State will scale proven programs and approaches for training (a) teachers in school-based professional development and new subject-area content; (b) aspiring principals; (c) new principals; and (d) leaders of struggling schools.
- **Leverage Maryland's manageable size.** The greatest challenge to tackle in any large-scale change process is fidelity to the original purpose and plan. Although Maryland is the 19th most populous state in the country, it is one of the smallest geographically (42 among the 50 states); every school and district is easily accessible and the potential for successfully managing change while impacting large numbers of students and educators is huge. Maryland leaders are leveraging this reality to create a high-touch plan that can help ensure all educators understand the goals and plans so that problems can be quickly surfaced and adjustments made. As described below, Maryland will rely on clearly identified conduits — the 3,500 new teachers prepared in Maryland each year, the 58 executive officers in school districts across the State who oversee

principals, and the 1,800 school-based coaches who are already working with teachers in classrooms across the State — to target learning opportunities, make sure all players are on the same page, and identify and resolve any emerging issues.

- **Reinforce the key, complementary roles both principals and teachers play in school improvement.** Research is clear that teachers have the greatest in-school impact on how well students are learning; principals are a close second. The reality is that schools need both. Without a strong principal, great teaching is too often limited to a lucky few classes. Without strong teachers, a principal has no means of moving a school forward. As detailed below, Maryland’s plan recognizes the unique but equally important roles both principals and teachers play, and it invests in professional development activities for both. Just as important, the plan also provides for joint opportunities (through the Educator Instructional Improvement Academies) for principals and teachers, and those who supervise and coach them, to learn and work side by side on plans and strategies for improving practices in their schools.
- **Provide data-informed professional development.** Maryland has long required professional development to be built on data. It is one of the State’s professional development standards, and it is step two of the Maryland Teacher Professional Development Planning Guide. Maryland’s track record for both principal and teacher professional development through the Principal Academies and the Teacher Governor’s Academies is that the content has been designed based on data on student achievement and educator skills.
- **Demand quality control and winnow the supply to proven options.** Maryland’s most critical challenge is not to create additional professional development — there is plenty already — but to be much more disciplined in using data to assess which professional development activities are effective, link effective learning opportunities with educators who would benefit the most from them, and make tough decisions to eliminate ineffective programs. As detailed below, Maryland will begin to monitor the teachers, coaches, and principals who participate in these professional development experiences, determine whether any of their training is transferred to the school level, and analyze participant outcomes and student achievement in those schools. Most important, this new quality review will *de facto* certify the best offerings for principals

and teachers to choose from, and help them choose among offerings that are closely targeted to their individual development needs.

- **Focus especially on the capacity of struggling schools**, where the achievement gap of students and the practice gap of adult educators is widest.

The table below describes the State’s interrelated efforts to strengthen professional development in all schools and more intensive efforts in low-achieving schools.

Strengthening Professional Development

ALL SCHOOLS	Educators Served
Induction Program Academies	24 coordinators, 500 mentors annually
Principal Mentor Certificate Program	The first cohort of principal mentors will begin training in fall 2011 First-year principals and principals in the 200 lowest-achieving schools would be eligible to work with a mentor
New-Teacher Induction Programs (run by LEAs)	7,500 new teachers each year served over a 3-year period
Maryland Principals Academy	115-130 principals per year in the first 5 years of their principalship
Aspiring Principals Academy	135 annually
Executive Officers Network	All 58 EOs (who supervise principals) annually
Educator Instructional Improvement Academies	1,156 principals, 244 assistant principals, 1,400 reading coaches/lead teachers, 1,400 math coaches/lead teachers, 1,400 STEM coaches/lead teachers
LOWEST-ACHIEVING SCHOOLS	
Priority Schools Academy	Principals in 200 lowest-achieving schools
Breakthrough Center	Instructional Leadership Teams from the 16 schools and 20 feeders
New Leaders for New Schools	Expansion of program to produce 7 more new principals in year 1 and 7 more new principals in year 2

Section (D)(5)(i): Data-Driven Professional Development, Coaching, and Induction

Induction and mentoring: Recognizing the importance of helping new teachers successfully transition to the classroom and learn to be effective, Maryland LEAs will provide a comprehensive, high-quality induction program for new teachers in every school district. An effective induction program ensures that a new teacher successfully bridges the novice-professional continuum by building on preparation programs, whether these programs are formal teacher preparation programs found in Maryland institutions of higher education (IHEs), other states' IHEs, or from alternative preparation programs. The State Board of Education approved regulations in April 2010 that establish a comprehensive teacher induction program that includes: (1) an orientation program; (2) support from a mentor; (3) observation and co-teaching opportunities; (4) professional development; (5) formative review of new teacher performance; (6) induction program staff; (7) participation by all new teachers; (8) reduced workload for new teachers and mentors, to the extent practical, given fiscal and staffing concerns; and (9) an evaluation model (see Appendix 30). The regulations are undergoing the final regulatory review process.

Beginning no later than the 2011–12 school year, all new teachers must participate in the program until they achieve tenure, and veteran teachers new to a school district must participate for one year. The purpose of the Teacher Induction Program is to create a comprehensive, coherent program that addresses the critical needs of new teachers, improves instructional quality, and helps inductees succeed in their initial assignments, resulting in higher retention of effective teachers in the profession. MSDE will provide Teacher Induction Academies that train LEA Induction Program Coordinators and new teacher mentors and will procure trainers with partners, such as the New Teacher Center, The New Teacher Project, Teach For America, and/or Maryland IHEs.

In addition, many new principals would benefit greatly from a qualified mentor. However, because Maryland has no qualifying or certifying program for principal mentors, the quality of mentor programs and skills of principal mentors varies greatly across the State. In response, in August 2010, MSDE will present to the State Board a regulation outlining State standards for principal mentor programs. Also, in collaboration with an IHE, Maryland will develop a principal mentor-certificating program based on the leadership standards in the *Maryland Instructional Leadership Framework*. Planning for the certificating program will begin in fall 2010 and

implementation will begin as early as 2011. Maryland also will expand its promising Aspiring Principals’ Institute to serve all regions of the State. Now in its second year as a partnership with the Eastern Shore Superintendents’ Consortium, the Institute is open to potential school leaders nominated by their Superintendents to participate in yearlong research-based professional development opportunities. This experience begins with a two-day session, followed by fall and spring sessions. Outstanding principals with a track record of improving student achievement serve as faculty. This successful Institute is already set to be replicated during summer 2010 in Western Maryland, allowing aspiring principals from three additional counties to have the opportunity for professional development and leadership capacity-building. During summer 2011, Maryland will expand the Institute to two additional regions across the State, thereby creating total statewide coverage, and refine the Institute’s design to focus more directly on best practices and skills for success in low-achieving schools. Currently, 83 individuals have participated in the Institute; the full expansion will train 135 aspiring principals annually.

GOAL I: ENSURE THAT ALL TEACHERS EFFECTIVELY TRANSITION INTO THE PROFESSION THROUGH A HIGH-QUALITY TEACHER-INDUCTION PROGRAM AND THAT ALL NEW PRINCIPALS HAVE ACCESS TO MENTORS WHO CAN IMPROVE THEIR EFFECTIVENESS. (SECTION (D)(5)(i))		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Adopt regulations for a comprehensive teacher-induction program that includes an orientation program, support from a mentor, professional development, etc.	April 2010	Maryland State Board of Education
B. Conduct Induction Program Academies for LEA program Coordinators from the 24 LEAs.	2011-2013	MSDE Division of Instruction
C. Implement a new, more-robust teacher-induction program.	2011–12, ongoing	LEAs
D. Adopt regulations for new State standards in principal mentoring; develop principal mentor certificate program.	August 2010, with new program starting in fall 2011, ongoing	Maryland State Board of Education MSDE Division for Leadership Development Partner higher-education

GOAL I: ENSURE THAT ALL TEACHERS EFFECTIVELY TRANSITION INTO THE PROFESSION THROUGH A HIGH-QUALITY TEACHER-INDUCTION PROGRAM AND THAT ALL NEW PRINCIPALS HAVE ACCESS TO MENTORS WHO CAN IMPROVE THEIR EFFECTIVENESS. (SECTION (D)(5)(i))		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
E. Expand yearlong regional Aspiring Principals’ Institutes from two (Eastern Shore and Western Maryland) to four (Southern, Central, Eastern Shore, and Western Maryland).	July 2010 (two regions) July 2011, ongoing (four regions)	institution to be determined MSDE Division for Leadership Development

Give all teachers and principals the opportunity to become Effective or Highly Effective educators: A thorough examination of reports produced by the Maryland Teacher Professional Development Advisory Council between 2003 and 2009 provides a clear picture that, although myriad professional development opportunities exist in Maryland, they do not meet the State’s definition of quality.

Maryland’s *Professional Development Planning Guide* (see Appendix 40) and *Evaluation Guide* (see Appendix 41) offers a high bar for quality, but the impact has been limited because monitoring has focused only on inputs and not on actual participant outcomes or student-achievement gains. However, when the new educator evaluation system is used statewide (see Section (D)(2)) and the planned Online Instructional Toolkit comes online (see Sections (B)(3) and (C)(3)), these disruptive innovations will radically change and improve professional development over time. As described earlier in Section (B)(3), the Online Instructional Toolkit — the heart of Maryland’s instructional reform — will be the Educator’s Portal, offering a multifaceted professional development face to the State’s technology infrastructure. Educators will be able to review their own individual evaluations, professional development plans, and student growth data, and then locate appropriate professional development through a comprehensive database of self-paced

online modules, approved courses, best-practice videos, upcoming and archived webinars, recorded lectures for streaming, and links to additional resources.

As teachers and principals begin to use the system, MSDE will be able to use individual educator state ID numbers to track which teachers and principals are using which professional development opportunities, and, most important, which programs are having the greatest impact on student achievement. With this information, MSDE will be able to use data from the tracking to exert true quality control over professional development opportunities, enforce a high standard, and close ineffective programs.

Over the next four years, Maryland will help educators navigate these tools and access high-quality and appropriate professional development in two ways:

- **Recognize the essential leadership role of principals and build the capabilities of executive officers charged with supervising principals.** Executive officers (those who supervise principals) are often the neglected leaders in a school system when it comes to professional development. These executive officers currently sit in on the professional development sessions that MSDE provides so that they can receive the same content as their principals. MSDE created the Executive Officers' Network in 2003 with the purpose of bringing these 58 system leaders together to strengthen their skills in supervising, promoting, and evaluating principals. Race to the Top will allow the State to customize training and resources for executive officers so that they are effective in (a) evaluating principals using the new principal evaluation system; (b) implementing effective leadership development plans for principals; and (c) implementing system succession plans; and (d) successfully coaching principals themselves to be better evaluators of school faculty. In addition, executive officers will target support to the estimated 20 percent of those principals rated Ineffective. By 2013, all executive officers will have been fully trained using this new curriculum. This initiative will be sustained through partnerships between MSDE's Division for Leadership staff and already trained executive officers in LEAs.

- **Influence, support, and expand the 1,800 school-based coaches working with teachers across the State.** Data show a major investment in school-based professional development staff (1,800 school-based coaches reported in 2007–08; *PDAC Report of March 2008*) and an evolution from traditional district workshops into more effective school-based and classroom-focused support (see Appendix 42). To support the State’s transition to higher standards and expectations for teachers, Maryland will help LEAs and school-based professional developers become more effective by inviting teams (one coach or teacher leader in each content area of reading/English language arts, mathematics, and STEM) from each of the 1,400 schools to participate in Educator Instructional Improvement Academies. Principals will receive similar but differentiated training. This three-year investment (five days of training in the summer and two days during the school year for each of three years from 2011–13) will ensure that the school teams have the skills and materials to support teachers in their schools. Content in these Academies will focus on using (1) effective strategies for implementing curriculum based on the Common Core Standards; (2) the new formative, interim, and summative assessments; (3) the Instructional Improvement System and Online Instructional Toolkit (all described more fully in Section (B)(3)); and (4) using data to improve instructional decisions. LEA Central Office Instructional and Professional Development Staff and representatives from the Maryland State Education Association and the Baltimore Teachers Union also will be invited to participate in these Academies. The total number of participants engaged in this critical professional development will grow from 500 teachers today to 5,800 teachers, administrators, and teacher association representatives.

The efforts described above represent Maryland’s plans for providing high-quality professional development and coaching to every educator in every school. But, recognizing the acute dilemma that educators in low-achieving schools often face in accessing and implementing effective teaching strategies, Maryland is committing additional targeted resources to support professional learning and growth — and, ultimately, educator effectiveness — in these challenged schools, including:

- **Establishing an additional Maryland Principals' Academy** specifically designed for the principals of the 200 schools in school improvement, corrective action, or restructuring. This new academy, the Priority Schools Academy, will complement and build on the success of the existing Maryland Principals' Academy. For the past 10 years, LEA Superintendents across the State have nominated novice principals to participate in the Maryland Principals' Academy. This research-based content and statewide networking opportunity has involved approximately 120 principals each year, or a total of more than 1,000 principals since its inception, with impressive results: On average, schools that have had an Academy principal for three or more years have outperformed other schools in their LEAs across the State in reading and mathematics as measured by State assessments (see Appendix 43). The Academy provides a yearlong experience that includes a summer residential institute and two follow-up sessions during the year. The Academy's content is based on the *Maryland Instructional Leadership Framework* and is focused on building the instructional capacity of principals, particularly in monitoring the alignment of curriculum, instruction, and assessment. Principals with between one and five years of experience work together to examine and synthesize instructional leadership theories, research, practical tools, and strategies to help them lead their schools. Going forward, MSDE staff, former outstanding principals, Johns Hopkins University, and other higher-education institutions will develop and implement the curriculum for the new Priority Schools Academy — using what works with the existing model but tailoring and focusing it for the challenges of leading high-poverty/high-minority schools. The content will focus on best practices in improving student achievement in low-achieving schools; data analysis and data-driven decision making will be core components of the curriculum. Highly Effective principals who demonstrated success in turning around low-achieving schools will provide practical applications of the theories. The Priority Schools Academy will begin operating in summer 2011.
- **Targeting professional development for teachers in low-achieving schools through its Breakthrough Center** (see Section (E)(2)(ii)) focused on content determined by data on student achievement and teacher effectiveness. Instead of professional development that is disconnected from student achievement, the more targeted instruction will be driven by the needs of each teacher, based on areas where his/her students need the most help. Educator professional development will increase to include

job-embedded and in-the-classroom instruction and training, professional collaboration, on-site and online graduate-level courses, and many other opportunities for blended and online professional development.

The table below provides an overview of Maryland’s comprehensive professional development plan to impact every educator in every school in the State.

Professional Development (PD) Initiatives

PD initiative	Participants (# and job role)	Content/ Participant Outcomes	Design (# days, regional/follow up, etc.)	Resources
Professional Development for Executive Officers	58 Executive Officers (LEA staff who supervise principals)	How to: <ul style="list-style-type: none"> • revise and align LEA evaluation systems to state standards • evaluate principals and establish individual professional-development plans • use data to inform promotion, compensation, transfer, and removal of principals and teachers • support principals in using the teacher-evaluation system and set individual development goals • implement effective succession plans 	5 days of training in regional settings with the coach providing individualized follow up in each LEA	State Education Agency Race to the Top funds — \$1,261,376 Pays for three MSDE contractual staff members, travel, equipment, supplies, and contracted services
Maryland Principals’ Academy	115–130 principals annually in their first five years	The Maryland Instructional Leadership Framework: <ul style="list-style-type: none"> • vision, mission, and culture • alignment of curriculum, instruction, and assessment 	<ul style="list-style-type: none"> • two-day summer institute • two follow-up days • site visits • yearlong projects 	Regular State funds — \$30,000

		<ul style="list-style-type: none"> • use of Instructional Leadership Team • differentiation of instruction 		
Priority Schools Academy	200 principals from schools in improvement, corrective action, or restructuring	Same content as the Maryland Principals' Academy with a focus on best practices for success in low-achieving schools	<ul style="list-style-type: none"> • two-day summer institute • two follow-up days • site visits • yearlong projects 	State Education Agency Race to the Top funds — \$124,000
Aspiring Principals Institute	135 aspiring principals annually	The Maryland Instructional Leadership Framework: <ul style="list-style-type: none"> • Teacher observation • Data-driven decision making • School culture 	<ul style="list-style-type: none"> • two-day summer institute • two follow-up days • yearlong projects 	LEA funds
Building Leadership Capacity in low-achieving urban and rural school districts	7 principals, Year 1 7 principals, Year 2	<ul style="list-style-type: none"> • Data-driven decision making • Building high-functioning learning communities • School culture (diversity and communications) • Aligning professional development with staff needs • The Maryland Instructional Leadership Framework 	<ul style="list-style-type: none"> • six-week summer session • Year 1: residential placement with ongoing PD and coaching • Year 2: placement with ongoing mentoring 	State Education Agency Race to the Top funds — \$5,000,000 Contracting with an outside entity
Educator Instructional Improvement Academies	<ul style="list-style-type: none"> • 1,156 Principals* • 244 Assistant Principals • 1,400 reading coaches/lead teachers • 1,400 mathematics 	Differentiated by role group: <ul style="list-style-type: none"> • State Curriculum: changes based on Common Core State Standards (Section (B)(3)) • State Assessment: changes anticipated with multistate consortium (Section (B)(3)) • Instruction Improvement System (Section (C)(3)) 	<ul style="list-style-type: none"> • 1400 schools divided into groups of 200 for seven regional academies • seven days per year for each of three years with <i>same</i> participants • five-day summer academy with two days of follow-up during school year 	State Education Agency Race to the Top funding — \$14,178,850 Pays for Academy teaching staff, meals, participant stipends/substitutes for follow-up days

	<p>coaches/ lead teachers</p> <ul style="list-style-type: none"> • 1,400 STEM coaches/ lead teachers • 200 LEA and Teacher Association staff <p>*Principals involved in the Principals’ Academy, the Priority Schools Academy, and Building Leadership Capacity (n=244) will not attend the Educator Instructional Improvement Academies. Those schools will have an assistant principal attend as the administrator lead.</p>	<ul style="list-style-type: none"> • Online Instructional Toolkit (Section (B)(3)) 	<ul style="list-style-type: none"> • for the coaches <p><i>Principals and aspiring principals:</i> Grouped by ES/MS/HS levels and content to include observing for curriculum, using assessment data for teacher evaluations and student learning, using the Instructional Improvement System and Online Instructional Toolkit</p> <p><i>Coaches:</i> Organized by content and grade level in groups of 25 as follows: Elementary reading/ELA Elementary mathematics Elementary STEM Middle school reading/ELA Middle school mathematics Middle school STEM High school reading/ELA High school mathematics High School STEM</p> <p><i>LEA and teacher association staff:</i> Learning the academy content to support teachers and principals in the LEA</p>	
<p>Induction Program Academies</p>	<p>24 Induction Program Coordinators</p>	<p><i>Coordinators:</i> Design and coordination of induction program components</p>	<ul style="list-style-type: none"> • Week-long Summer Institute with two days of follow-up training during the school 	<p>State Education Agency Race to the Top funding — \$1,946,096</p>

	500 mentors for new teachers	<p><i>Mentors:</i></p> <ul style="list-style-type: none"> • Adult learning theory • Peer coaching techniques • Teacher evaluation system • Maryland teaching standards 	<p>year for each of three consecutive years</p> <ul style="list-style-type: none"> • Online community collaboration/networking provided and facilitated • The same participants will attend all three years 	Project to be procured through qualified providers, such as MD IHE, The New Teacher Center, or The New Teacher Project
The Breakthrough Center services to 26 low-achieving schools and their feeder schools	Instructional Leadership Team, which consists of principals, assistant principals, reading and mathematics coaches (as the schools have identified coaches), classroom teachers, ELL and special education teachers (depending on data analysis, the grade levels and teachers identified as participants will vary by schools)	<ul style="list-style-type: none"> • Content focuses on State Common Core State Curriculum (reading or mathematics, depending on individual school data analysis), appropriate instructional strategies, and assessments • Principals will be supported with training and coaching on conducting classroom observations, building schedules, building effective instructional leadership teams (distributed leadership) 	School-based job embedded. Breakthrough Center staff work with LEA and school staff to ensure that schedules include collaborative planning time to plan the lessons and then debrief following lesson plan implementation.	State Education Agency Race to the Top funding — \$4,450,232

GOAL II: GIVE ALL TEACHERS AND PRINCIPALS THE OPPORTUNITY TO BECOME EFFECTIVE OR HIGHLY EFFECTIVE EDUCATORS. SECTION (D)(5)(i)		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Create Educators' Portal to provide educators with one-stop access to curriculum; student data; and a correlated, comprehensive professional database with links to course information, other professional development resources, registration, and credentialing.	Beginning 2010–11, with all content available 2014	MSDE Information Technology staff Chief Information Officer for Software Applications
B. Catalog and meta-tag current professional development offerings by MSDE, LEAs, and IHEs for inclusion in the Online Instructional Toolkit. This will ensure quality control on aligning to the Common Core State curriculum and Maryland teacher professional development standards.	Beginning 2010–11, with all content available 2014	MSDE Division of Instruction
C. Provide professional development and support to all executive officers and principals, as appropriate, to: <ul style="list-style-type: none"> • Revise and align LEA evaluation systems according to statewide standards. • Evaluate principals using the principal evaluation system and use data to assist principals in establishing professional-development plans and identifying learning needs. • Use data to inform promotion, compensation, transfer, and removal of principals and teachers. • Support principals in using the teacher evaluation system and using data to assist teachers in establishing development goals and identifying learning needs. • Implement effective succession plans. 	January 2011–13, ongoing	MSDE Division for Leadership Development
D. Provide Educator Instructional Improvement Academies to 5,800 school-based coaches, teacher leaders, principals, administrators, and teacher association representatives to: <ul style="list-style-type: none"> • Review Common Core State Curriculum. 	2011–13 (face-to-face) 2014 (online)	MSDE Division of Instruction

GOAL II: GIVE ALL TEACHERS AND PRINCIPALS THE OPPORTUNITY TO BECOME EFFECTIVE OR HIGHLY EFFECTIVE EDUCATORS. SECTION (D)(5)(i)		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
<ul style="list-style-type: none"> • Learn item construction type and rigor of new Common Core Assessments. • Learn technology infrastructure and use of Instructional Improvement System. • Learn materials and resources in Online Instructional Toolkit. • Develop annual plan for engaging their school-based colleagues to apply these four professional-development outcomes in their classrooms. 		
E. Establish Priority Schools Academy for principals in Maryland’s 200 lowest-achieving schools.	Summer 2011, ongoing	MSDE Division for Leadership Development Johns Hopkins University and other IHEs
F. Target professional development for teachers in low-achieving schools focused on content determined by student achievement data and teacher-effectiveness data.	2011–12, ongoing	MSDE Breakthrough Center
G. Conduct Induction Program Academies for LEA program Coordinators and mentors from 24 LEAs.	2011-2013	MSDE Division of Instruction

Section (D)(5)(ii): Evaluation and Continuous Improvement of Professional Development

Maryland already has high standards for professional development quality. The Maryland Teacher Professional Development Standards (see Appendix 44), *Planning Guide* (see Appendix 40), and *Evaluation Guide* (see Appendix 41) require all professional development activities in Maryland to answer three key questions:

- *What did you do?* Did the professional development take place as planned?

- *How well did you do it?* What were the participants' perceptions of the usefulness and relevance of the professional development?
- *What difference did it make?* What evidence is collected to measure teacher participants' mastery of the outcomes and indicators?

Indeed, the National Staff Development Council published the Maryland guide as a model in March 2010 — taking Maryland's lessons to a national scale.

Building on and strengthening this foundation, Maryland — in creating its Online Instructional Toolkit — will unleash the power of the marketplace to inform, shape, evaluate, and referee the quality of the myriad professional development opportunities that teachers can access. Not only will the toolkit deliver real-time, targeted support to teachers, but its online professional development modules will provide equitable access to targeted quality professional development for all of Maryland's 59,321 teachers and all of Maryland's 1,459 principals. The Maryland RTTT evaluation will identify who is accessing the portal and using its resources, generate follow-up surveys three and six months later for educators and their school-based professional development coaches, and compile evaluation summaries for use by key stakeholders and policymakers. With the Educator's Portal of the technology infrastructure in place (see Section (C)(2)), Maryland also will be able to follow the teachers, coaches, and principals who participate in these professional development experiences — to better determine whether any training is transferred to the school level and to analyze participant outcomes and student achievement in those schools. These data sources will provide essential information to guide professional development quality control, revisions, and updates, and to help winnow choices and control quality at the front end.

To better assess its overall plans and activities at a macro level, MSDE will hire an evaluator with experience in assessing large-scale professional development programs to evaluate the professional development initiatives described above, as well as other projects in this application. The evaluation will include regular reports of implementation outcomes to allow real-time adjustments in design of these initiatives and a final impact analysis. The evaluator will provide reports to the Deputy Superintendent of Academic

Reform and Innovation, ensuring findings (beginning with the quarterly implementation reports) influence planning and program design. The evaluator will support the process and analysis for using data from the online portal to assess the quality of professional development offerings.

Finally, MSDE, partnering with LEAs and IHEs, will develop a review rubric and protocol to evaluate the quality of professional development programs and activities offered by colleges and universities, Maryland Public Television, the Maryland Business Roundtable STEM Innovation Network, LEAs, and MSDE. These tools will be developed during the 2011–12 school year. A cross-stakeholder group will use the review rubric and protocol to gauge the quality of professional development programs and activities. This group will post only the professional development that meets agreed-upon standards in the Online Instructional Toolkit.

GOAL II: EXPAND SUCCESSFUL PREPARATION AND IN-SERVICE PROGRAMS. (SECTION (D)(5)(ii))		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Design evaluation of key state-sponsored professional development activities and initiatives proposed as part of the Race to the Top Plan; evaluation design must address participant outcomes and links to student achievement.	January 2011	MSDE Division of Instruction MSDE Division for Leadership Development University System of Maryland
B. Produce evaluation reports and incorporate findings into State planning and program design.	Annual per Evaluation Plan (See Section (A)(2))	MSDE Division of Instruction MSDE Division for Leadership Development
C. Develop a review rubric and protocol to evaluate the effectiveness of all other professional development programs and activities offered by colleges and universities, Maryland Public Television, the Maryland	2011–12	MSDE Division of Assessment and Accountability

GOAL II: EXPAND SUCCESSFUL PREPARATION AND IN-SERVICE PROGRAMS. (SECTION (D)(5)(ii))		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
Business Roundtable STEM Innovation Network, school districts, and MSDE.		MSDE Division of Instruction MSDE Division for Leadership Development LEAs IHEs
D. Link professional development resources in the portal to the State Curriculum, student assessment data systems, and the new teacher evaluation and principal evaluation systems.	2012–13, ongoing	MSDE Division of Assessment and Accountability MSDE Division of Instruction MSDE Division for Leadership Development

(E) Turning Around the Lowest-Achieving Schools (50 total points)**(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)**

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

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

Evidence for (E)(1):

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

Recommended maximum response length: One page

Section (E)(1): Intervention Authority in Lowest-Achieving Districts and Schools

The Maryland State Board of Education and the State Superintendent of Schools use the powers given to them by statute to supervise and administer the public school system in Maryland -- Md. Educ. Code Ann. §§ 2-103 (see Appendix 45); 2-205(b) & (g) (see Appendix 46). They do so, in part, by promulgating a comprehensive set of regulations governing schools in improvement, corrective action, and restructuring. -- COMAR 13A.01.04.07-.08 (see Appendix 47). The regulations mandate direct interventions at each stage of improvement. The State derives its district- and school-level intervention authority from these two regulations.

Schools in Restructuring: Maryland has identified the 16 persistently lowest-achieving schools to be improved in this reform effort; all of them are in restructuring. Direct intervention by the Maryland State Department of Education (MSDE) in schools in restructuring is authorized by State regulations that mandate that the school implement an alternative governance arrangement --

COMAR 13A.01.04.07 (C)(3) (see Appendix 47). Each school in restructuring develops a Restructuring Plan. Each Restructuring Plan must include an alternative governance structure like the ones required for the Title I School Improvement Grant Funds under §1003g of the Elementary and Secondary Education Act. Specifically, State regulations (COMAR 13A.01.04.07(C)(3) (see Appendix 47) state:

“One of the following alternative governance arrangements shall be implemented consistent with State law and as approved by the State Superintendent of Schools and the State Board:

- (a) Reopening the school as a public charter school consistent with the requirements of State law and regulations;
- (b) Replacing all or most of the school staff, including the principal, who are relevant to the failure to make AYP;
- (c) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school; or
- (d) Any other major restructuring of the school’s governance arrangement that makes fundamental reform, such as significant changes in the school’s staffing and governance to improve academic achievement in the school and that has substantial promise of enabling the school to make AYP.”

Maryland requires review and approval of all Restructuring Plans by the State Board of Education.

Schools in Corrective Action: When a school is in corrective action, State regulations direct the local school system to intervene in several ways -- COMAR13A.01.04.07(B)(3) (see Appendix 47). If the State Board determines that the local school system has failed to fulfill its responsibilities, the State Board can impose corrective action, including redirecting State and federal funding to address the areas identified in the corrective action plan. COMAR 13A.01.04.07(D)(8) (see Appendix 47).

Schools in Improvement: When a school is identified for improvement, State regulations direct the school system to intervene

and develop an improvement plan with that particular school -- COMAR 13A.01.04.07(A)(3) (see Appendix 47). If the State Board determines that the local school system has failed to fulfill its responsibilities, the State Board can impose corrective action, including redirecting state and federal funding to address the areas in need of improvement -- COMAR 13A.01.04.07(D)(8) (see Appendix 47).

School Systems in Corrective Action: For LEAs that are in Corrective Action, State regulations permit MSDE to choose from several options, ranging from reduction of State funds, removing schools from a district's control, or ordering a district reorganization and new governance structure. This intervention is found in COMAR 13A.01.04.08.

Counsel to the Maryland State Department of Education (MSDE) has determined that the foregoing regulations provide the necessary legal authority to the MSDE and to the State Board of Education to intervene in low-performing schools. (see Appendix 48).

(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

Section (E)(2)(i): Identification of Persistently Lowest-Achieving Schools

Maryland’s Definition of Persistently Lowest-Achieving Schools

In total, Maryland has identified the 16 persistently lowest-achieving schools. These 16 schools include 5 in Tier I and 11 in Tier II. The Tier III schools are the remaining Title I schools in any phase of school improvement.

Tier I — Persistently Lowest-Achieving Schools

Maryland defines “persistently lowest-achieving Tier I schools” as those Title I schools (elementary school grade levels PreK–5, middle school grade levels 6–8, and combination schools PreK–8 at the LEA’s discretion) that are the lowest 5 percent of all Title I schools in improvement, corrective action, or restructuring in the State. Maryland identified 71 schools in this status based on the 2009 spring administration of the Maryland School Assessment. There are no Title I schools with grades 9–12 or combination PreK–12 in Maryland. The five identified Title I schools below have not met performance standards in combined reading and mathematics in the “All Students” subgroup for the full academic year 2008–09. The following are the five Tier I persistently lowest-achieving schools (see Appendix 49).

Baltimore City Public Schools NCES#2400090

1. Booker T. Washington Middle
2. Calverton Elementary Middle
3. Garrison Middle
4. William C. March Middle
5. Chinquapin Middle (Title I Waivered School)

Tier II — Persistently Lowest-Achieving Schools

Maryland defines “persistently lowest-achieving Tier II schools” as those Title I–eligible secondary schools (middle school grade levels 6–8, combination school grade levels PreK–8 at the LEA’s discretion, and high school grades 9–12) that are the lowest 5 percent of all secondary Title I-eligible schools in the State. Maryland identified 11 Title I-eligible secondary schools in improvement, corrective action, or restructuring operating in school year 2009–10 for Tier II designation based on performance on the Maryland School Assessment in mathematics/algebra/data analysis and reading/English language arts combined.

Maryland also identified Title I-eligible high schools that have a graduation rate of less than 60 percent over three years. Two schools meet this definition during the 2009–10 school year; however, they were already identified as persistently lowest-achieving schools. Maryland will exercise the option to apply for a waiver to include three Title I combination schools as Tier II schools because these schools fall lower in performance than some of the identified Tier II secondary schools. The identified Tier II schools have not met performance standards in the “All Students” subgroup for the full academic year 2008–09. The following are the eleven Tier II persistently lowest-achieving schools (see Appendix 49).

Baltimore City Public Schools NCES #2400090

6. Francis M. Wood Alternative High
7. Frederick Douglass High
8. Augusta Fells Savage Institute of Visual Arts High
9. Institute of Business and Entrepreneurship High
10. Cherry Hill Elementary/Middle (Title I waived school)
11. Commodore John Rogers Elementary/Middle (Title I waived school)
12. Masonville Cove Academy (Title I waived school)

Prince George’s County Public Schools NCES #2400510

13. G. James Gholson Middle
14. Benjamin Stoddert Middle
15. Drew Freeman Middle
16. Thurgood Marshall Middle

Tier III — Persistently Lowest-Achieving Schools

Maryland defines a Tier III school as a Title I school in improvement, corrective action, or restructuring that is not identified as a persistently lowest-achieving school in Tier I. The Elementary and Secondary Education Act (ESEA) designations correspond to Maryland’s Differentiated Accountability Pilot designations, whereby Tier III schools must be in the Comprehensive Needs Pathway or the Focused Needs Pathway to qualify as eligible schools. See Appendix 50 for a summary of Maryland’s Differentiated Accountability Pilot. Tier III schools will be prioritized according to Differentiated Accountability designations as described in Appendix 50. The list of Tier III schools can be found in Appendix 49.

Section (E)(2)(ii): Maryland’s Breakthrough Approach to School and District Turnaround

Maryland is no stranger to aggressive State action in low-achieving schools and districts. The State has a history of State-led assistance efforts that have encompassed a range of turnaround activities. With a mix of gubernatorial, legislative, and State Board of Education leadership, the State has provided resources to support improvement plans or specific proven practices; developed audit tools to assess teacher capacity and general school-improvement priorities; and required wholesale restructuring efforts that must be reviewed and approved by the State Board of Education. These measures have been implemented in more than 500 schools in the past 15 years. MSDE’s approach is to build upon the established, collegial relationships formed through regular, monthly meetings of the State Superintendent with all 24 local Superintendents to make needed progress in low-achieving schools.

Although Maryland has a history of demonstrated action to improve performance for persistently low-achieving schools and students, that action has not yet met the State's expectations for effective and sustained change. Maryland is not and will not be satisfied with the number of low-achieving schools and the level of student performance across the State.

To that end, Maryland has shown a willingness to learn from its experiences and adopt new approaches. Two years ago, unsatisfied with this track record in turnaround, MSDE worked with the National Governors Association, MassInsight, Education and Research Institute, The Education Alliance at Brown University, and the American Youth Policy Forum to overhaul its approach to low-achieving schools. The result was the creation of the Breakthrough Center at MSDE and a more coherent strategy for leveraging and coordinating MSDE's services to build the capacity of schools and school districts to lead and sustain gains.

To date, MSDE has worked in 17 schools in two school districts to implement and test the Breakthrough Center approach. What the State has learned from this recent strategy and nearly two decades of work in turnaround has informed the following top priorities for strong action by MSDE:

- **Resolute focus on teachers and leaders:** Put simply, the core work of turnaround is getting the most-effective educators with the children who need them. Although *Education Week* recognized Maryland as the Number 1 school system in the nation, Maryland's track record for placing highly qualified teachers in high-poverty schools is one of the worst in the nation. Low-achieving schools cannot be turned around unless effective teaching is available to students. Maryland needs new pipelines to deliver effective teachers to the State's neediest children and the State must make it unacceptable for any teacher who leaves one of the Tier I or Tier II schools to be replaced with anything short of an Effective educator.
- **Targeted and coordinated resources:** Many resources are currently available in schools but are not coordinated for the most effective use. Often, different groups plan and administer well-intentioned services but have diluted the impact through lack of coordination. Some schools have programs that sprang from multiple initiatives and, in fact, work at cross purposes. Low-achieving schools do not have expertise in many, if any, of the areas identified as priority needs.

- **Root causes and customized support:** One-size-fits-all strategies and spending plans fare poorly in the dynamic of turnaround efforts. Understanding the specific challenges and causes of persistent low-performance and working to address identified needs ensures that the needs of children and educators — not program administration — are the top turnaround priority.
- **Non-academic challenges:** The non-academic issues of behavior, safety, and health become academic issues when they undermine a child's ability to learn. Maryland knows that positive engagement of parents and a school's community is an important factor in the turnaround process. Community organizations, parents and parent organizations, and health and mental health providers can offer important services for students when coordinated for individual and schoolwide needs.
- **Support of feeder schools:** Most of Maryland's identified Tier I and Tier II schools are middle and high schools. Maryland knows that many patterns of low achievement begin before students reach the secondary level. More proactive approaches are needed to deliver support to feeder schools that, themselves, exhibit low levels of performance.
- **Flexibility for district leadership:** For some schools, new resources and assistance are needed to deliver new results. In others, it is not financial resources or programs, but instead largely personnel and work policies that stymie effective improvement efforts. When schools reach chronic levels of low-performance, district leadership needs tools and flexibility to make the most effective choices and decisions for schools and students.

Maryland's proposal for Race to the Top represents the State's ambition to build upon its historic commitment to school turnaround, learn from its experiences, and improve further its capacity to enhance performance in persistently low-achieving schools. Maryland is shifting its framework to take aggressive action in the bottom 5 percent of low-achieving schools (16 schools) and their feeder schools (20 schools) — based on lessons the State has learned from two decades of efforts.

Alignment with the Federal School Improvement Grant (SIG)

Before detailing the Maryland approach below, it is important to state that the Breakthrough approach for turnaround will work in conjunction with and build upon the State's Title I School Improvement Grant (SIG) funding under Section 1003(g) of the current Elementary and Secondary Education Act. Maryland was one of the first seven states to receive approval bringing \$47 million dollars to the State to address persistent low achievement in some of Maryland's schools. Under this grant, the lowest-achieving schools described in Section (E)(2)(i) will implement one of four intervention models (Turnaround, Restart, Closure, and Transformation) that are meant to build upon the four assurances that run throughout this application, State Fiscal Stabilization Funding, and the SIG. MSDE staff, in collaboration with LEA and school staffs, will support the changes necessary to implement each chosen intervention with fidelity.

Maryland's proposal for turnaround will support and demand real, meaningful, and sustainable change. With lessons learned, strong assets in place, and proven resolve, Maryland is positioned to deliver a model that can be a pacesetter for the nation and deliver results for children. Maryland's model includes two integrated approaches: leveraging and aligning State policies, programs, and practices through the Breakthrough Center and enabling policy and resource flexibility for the State's persistently lowest-achieving schools through the Breakthrough Zone.

Coordinating Aggressive State Action: The Breakthrough Center

In 2008, the State Superintendent of Schools took bold and culture-changing action to address long-standing internal challenges that limited MSDE's ability to deliver effective and successful support to low-achieving schools. Challenges included the pervasive lack of (1) coordination in services provided by MSDE offices and external partners; (2) clarity or prioritization around which schools are required to participate in which services; (3) breakthrough vision, standards, and services to address the needs of low-achieving schools; and (4) a cohesive portfolio of turnaround services.

To address these challenges — and increase the urgency for improved performance in persistently low-achieving schools —

MSDE launched a major organizational and operational shift with the creation of the Breakthrough Center (the Center), which is the leading edge of Maryland’s school turnaround work. The Center gives high visibility and high priority to the provision of integrated public and private services to support reform in underperforming districts and schools. It serves as *the* interface among MSDE, LEAs, and identified chronically underperforming schools adopting one of the four intervention models — Turnaround, Restart, Closure, and Transformation — and places strong emphasis on building capacity in these districts and schools so that turnaround is not just achieved, but sustained.

The mission of the Center is to ensure that the right services are delivered to the right districts and schools at the right time to accelerate school performance and cultivate people by improving the capacity of individuals through Breakthrough Leading and Teaching. The core work of the Center’s operation is instruction. Every effort, every expectation, and every consequence leads to the same result: *improved teaching, improved school leadership, and improved learning*.

The Center establishes personal and customized relationships with district and school leaders and instructional staff. These solid, candid partnerships give way to authentic assessment of need and capacity for change, as well as clarity regarding the expectations and consequences when performance falls short. To solidify the expected outcomes and deliverables of these relationships, an MOU is developed between the LEA and the Breakthrough Center. The outcome, coupled with a mutual drive to turnaround low school performance, informs a tight *and focused* path to achievement. The newly achieved coordination at the State level makes it easier for districts and schools to navigate the turnaround process and gain access to supports and services that will make a difference. The Center is structured to operate on two tracks: basic and deep support.

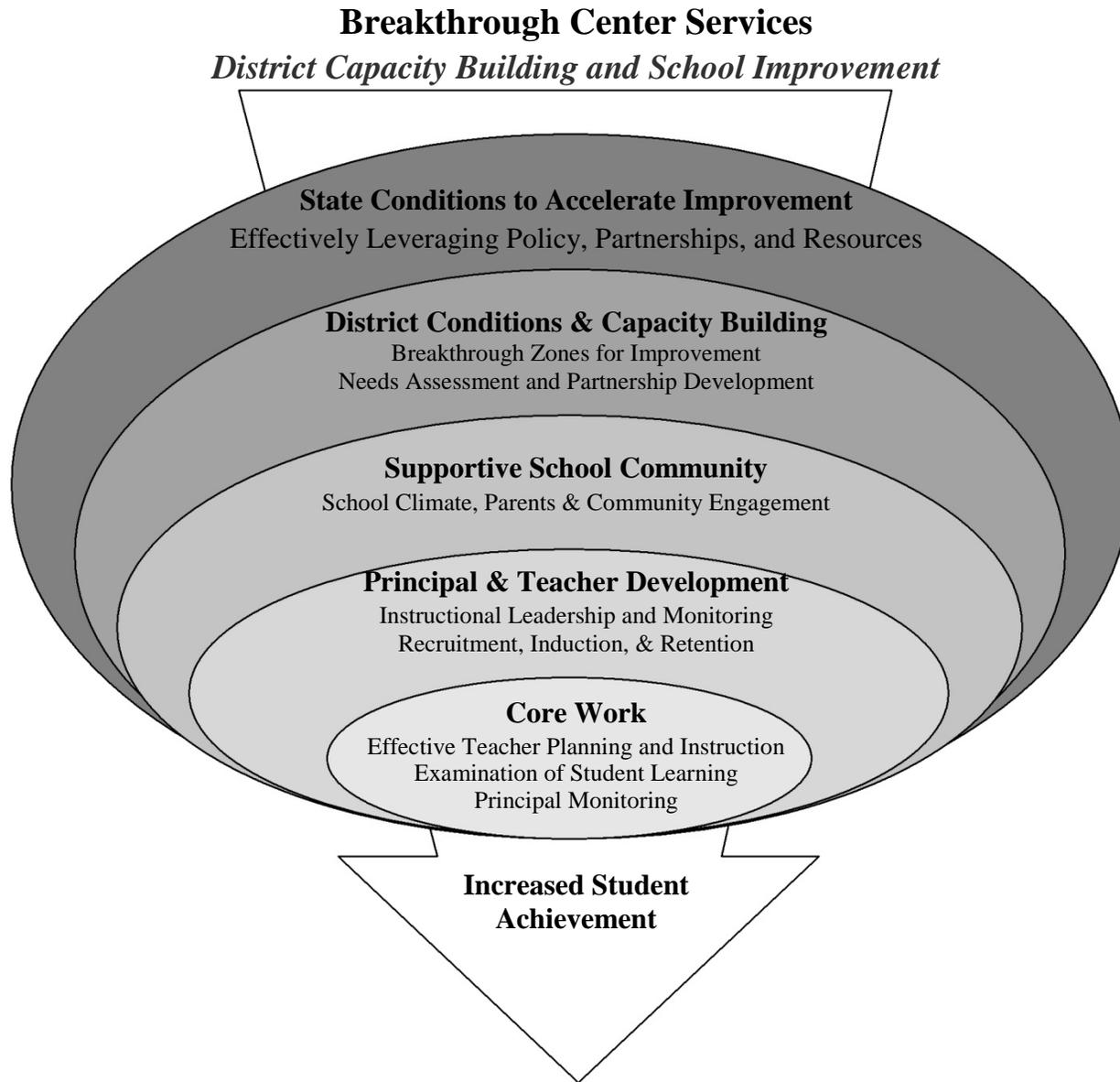
Basic support: At its most basic level, the Center supports districts and schools at risk of moving deeper into improvement status. Often, it is the result of one or two subgroups in these districts and schools failing to meet performance targets. The needs are isolated, but they require focused and immediate intervention. In these cases, the Center currently works with districts and schools to:

- Assess their comprehensive capacity to improve;
- Streamline and differentiate the services and supports consistent with capacity and need;

- Collaborate in the development and execution of structures and strategies to build and sustain the capacity to improve; and
- Spearhead the identification of policies and conditions that will enable them to successfully turnaround their patterns of underperformance.

Deep support: At its most intense level, the Center will work with persistently low-achieving districts and schools — those in the bottom 5 percent, plus their feeder schools — to provide the above basic support activities as well to:

- Collaborate with partner districts in conjunction with SIG monitors on the adoption of one of the four school intervention models and the development of a detailed and sound plan for implementing the model;
- Drive the passage and adoption of policy-changing conditions in cooperation with the partner districts that will grant access to monetary and human supports, teachers specially trained and skilled to work in low-achieving schools, and specially trained and/or Highly Effective principals;
- Deliver access to real-time data through an integrated State and district data system that will allow teams to make instructional decisions using integrated, comprehensive, and accurate formative and summative performance and behavioral data;
- Provide targeted and intensive principal leadership development and teacher professional development;
- Ensure local curriculum alignment with the Maryland State Curriculum and assessments; and
- Engage students, families, and the community in improvement efforts.



The Breakthrough Center's Track Record of Success

The pilot phase for the Center included a cluster of schools in one district, which is among the largest in Maryland (with 104,000 students and 172 schools), and a second district that is the smallest (with 2,200 students and eight schools). In the short time that the Breakthrough Center has intervened in these districts, there has been dramatic improvement in the districts' capacity to organize and achieve success.

- The high school in the larger school district cluster was entering Restructuring Planning when the Breakthrough Center became involved. In one year, with exceptional principal leadership, zero-based staffing, and intensive instructional core work, this school made Adequate Yearly Progress (AYP). One more successful year and it will exit restructuring altogether.
- In the smaller district, three of the five schools were in some state of improvement with the high school at risk of moving into Restructuring Planning. In 2009, all schools in the district made AYP, making it one of only four *districts* in Maryland to make AYP. The high school did not move into restructuring status and is positioned to exit from improvement altogether if the trend continues in 2010.

Plan of Action Moving Forward

The Center is unique for many reasons: its strategic identification and allocation of resources (human, material, fiscal), its integrative approach, its knowledge-management repository, and its cross-district sharing of best practices. Moving forward, the Center will:

- **Scale the MSDE's Breakthrough Center services to provide coordinated turnaround services to the bottom 5 percent of schools.** This will focus on 16 low-achieving schools and 20 feeder schools in the Baltimore City Schools and the Prince George's County schools in years 1 and 2 of the grant period.

- **Establish a Breakthrough Zone that provides resources, assistance, flexibility, and authority.** Schools and districts identified for inclusion in the Breakthrough Zone will have access to policy, monetary, and assistance resources to support the implementation of one of the four intervention models and promote rapid and sustained student achievement. In addition, MSDE will work with district leaders in the Zone to negotiate policy flexibility to ensure that district and school leaders have the authority they need to take strong action to reverse low performance and succeed with turnaround efforts. The State Superintendent currently meets with the superintendents from Prince George’s County and Baltimore City Public Schools biweekly to maximize current flexibility for Breakthrough Zone schools.
- **Drive turnaround with five strategic priorities:**
 1. Robust school needs assessments to determine priorities for district action and State assistance;
 2. Focus on teacher and principal effectiveness, including negotiating policy flexibility, building new pipelines for effective educators, increasing effectiveness of existing teachers, and supporting chosen intervention models;
 3. Breakthrough networks for persistently lowest-achieving schools and districts to strengthen their capacity;
 4. Technology as an accelerator to transform Breakthrough Zone school performance; and
 5. Improved school culture, climate, and student support to increase performance.

The Next Step on School Turnaround: The Maryland Breakthrough Zone

To fully leverage the coordinating and brokering capacity of the Breakthrough Center, Maryland is instituting a **Breakthrough Zone**. Schools and districts identified for inclusion in the Breakthrough Zone will have access to policy, monetary, and assistance resources to support the implementation of one of the four intervention models and promote rapid and sustained student achievement.

Maryland has identified five Tier I and eleven Tier II schools, as well as feeder schools, to be part of the Breakthrough Zone. With Race to the Top funding, the Center will expand its work to include the Tier I and Tier II schools in Baltimore City and Prince George’s County school systems (16 schools identified in the 1003(g) Title I School Improvement Grant as well as 20 additional

schools, which are low-achieving feeder schools for the Tier I and Tier II schools). Key features of the Zone include the following:

- Schools and districts in the Breakthrough Zone will receive a five-year commitment of assistance from MSDE, coordinated by the State’s Breakthrough Center.
- Support for the implementation of the four intervention models will be given to districts through high-priority access to resources, regulatory flexibility, and assistance that can help LEAs and schools successfully turn around their patterns of underperformance.
- MSDE will help LEAs in the Zone explore innovative organizational structures, such as flexible teacher schedules, course scheduling, collaborative planning, changes to length of day and year for teachers, incentive pay and benefits, and alternative uses of the school facility to foster community engagement.
- MSDE will work with district leaders in the Zone to negotiate policy flexibility to ensure that district and school leaders have the authority they need to take strong action to reverse low performance and succeed with turnaround efforts.

For schools and districts in the Breakthrough Zone, the process of engagement will be as follows:

- **Initial entry.** The State Superintendent of Schools makes initial contact with the district. The Executive Director of the Breakthrough Center and the district Superintendent engage in a follow-up discussion to formulate intervention details and composition of the District Support Team (DST) and to identify potential external partners in the effort. This information sets in motion the details of a formal Partnership Agreement.
- **Collaborative assessment of needs and establishment of priorities.** The DST and the MSDE Cross-Functional Leadership Team conduct a collaborative analysis of school and district performance indicators and establish priority needs. School, district, and MSDE leaders reach agreement on findings and an intervention model (as applicable), articulate specific performance targets, and recommend strategies and interventions for significant school and district performance. Recommendations are integrated into formal district and school improvement plans.

- **Identification and brokerage of applicable resources and partners.** A thorough analysis of existing and potential availability of resources is conducted at all levels: MSDE, district, school, federal, and core partners (consultants and organizations).
- **Formalize implementation and coordination of intervention activities.** The Partnership Agreement is finalized with built-in mechanisms for building district capacity, with a focus on school-based improvement.
- **Monitor and assess implementation of intervention activities and their cross-level impact (classroom, school, district, State, partnerships).** Ongoing analysis of results is conducted, with a formal annual evaluation against established benchmarks.

Five Core Strategic Priorities in Breakthrough Zone Schools

The Breakthrough Center will work with Breakthrough Zone schools and districts in five key strategic areas to drive school turnaround and build district and school capacity to sustain student-achievement gains.

Goal I: Robust school-needs assessments to determine priorities for district action and State assistance

Maryland is using a comprehensive school-needs assessment approach to clearly define and focus the priorities for improvement in Breakthrough Zone schools and LEAs. These assessments, conducted with the support of the Breakthrough Center, will provide data to support implementation of the intervention model chosen for each school. The comprehensive needs assessment includes the following instruments:

- **Restructuring Implementation Technical Assistance protocol (RITA):** RITA, designed by MSDE, establishes teams of highly skilled and experienced educators to conduct on-site school audits in low-achieving schools to analyze all facets of the school's programs and operations. RITA teams use an evidence-based process guided by standards and indicators to provide constructive feedback in a timely manner to schools and districts with a clear focus on improving teaching, learning, and school leadership.

- **Teacher Capacity Needs Assessment (TCNA):** The MSDE-developed process will be conducted by Tier I and Tier II schools, with support from the Breakthrough Center, to understand the root causes underlying school performance related to instruction, such as the need for differentiated instruction, understanding and interpreting data to inform instruction, adjusting school day schedules to make effective collaborative planning time available to all teachers, and planning for instructional modifications to meet student needs.
- **School Culture and Climate:** Each school will be required to administer a school climate survey that involves administration, staff, students, parents, and community members. Data will be used to identify and analyze areas of concern and develop goals, objectives, and strategies for improvement.

Taken together, Maryland's comprehensive needs assessments will determine the priority approaches for the Breakthrough Center's support of Breakthrough Zone schools and LEAs. This support will focus on effective teachers and leaders, LEA and school capacity for innovation and improvement, and systems to extend student learning and improve school climate to effectively implement intervention models in persistently low-achieving schools and deliver dramatic gains in student performance.

Goal II: New pipelines and support for teacher and principal effectiveness in Breakthrough Zone Schools

Maryland understands that to move the needle appreciably on performance in low-achieving schools, highly effective teachers and leaders must be working in them. To that end, Maryland will launch the following initiatives to (1) construct a truly robust pipeline for bringing great teachers and leaders to Breakthrough Zone schools, (2) increase the effectiveness of educators working in these schools, and (3) support the implementation of the chosen intervention models.

Building a Robust Pipeline:

Maryland leaders have established a comprehensive plan for recruiting and preparing a new generation of teachers and principals for successfully leading high-poverty and high minority schools. These plans are described in detail in Section (D)(3)(i) and summarized below, as they are an essential part of the State's strategy for building capacity to successfully turn around persistently low-achieving schools.

- **Teach for Maryland -- Preparing Turnaround Teachers:** To support the development of a pipeline of Effective and Highly Effective teachers in Maryland who possess the skills and knowledge for work in hard-to-staff subjects and low-achieving schools, Maryland is instituting the Teach for Maryland Consortium, a partnership between MSDE and one or more Maryland institutions of higher education to train and place educators in Maryland's low-achieving schools with the specific skill set needed to produce positive results for students (also described in Section (D)(3)(i)). Developed with support from Maryland corporations and foundations, the Teach for Maryland Consortium will prepare 165 educators over the next four years with a variety of research-based, effective instructional strategies, including data analysis, Common Core State Curriculum and assessments, differentiation, strategies to engage and excite students about learning, communication with families and students who live in poverty, infusion of reading and study skills, and the effective use of technology.
- **Preparing Great Leaders -- New partnerships to train turnaround principals:** Maryland has the nation's first statewide partnership with **New Leaders for New Schools** (NLNS). Since 2005, 62 leaders have been trained, impacting 29,000 students in Baltimore City and Prince George's County — the two lowest-achieving urban school districts in Maryland. There have been significant gains in student achievement in schools led by NLNS-trained principals. For example, NLNS-led schools recently posted a one-year combined gain in English language arts and mathematics of 16.6 percent on the Maryland School Assessment, and NLNS principals led 43 percent of schools that exited School Improvement Status. To provide robust principal preparation to other low-achieving schools and districts in these two districts and also to rural areas in other parts of

the State, Maryland will expand these efforts in deeper partnership with NLNS or similar entity to prepare 90 or more principals in both urban and rural schools by 2014.

In addition, Maryland will institute an **Officers to Principals** program that will create a pool of education leaders from retired military officers who already have exceptional military leadership training, experience, and proven skills. This diverse pool of effective leaders will move directly into high-poverty and high-minority schools and fill a significant leadership vacuum. Preparation for instructional leadership and other issues specific to the principalship will be accomplished through a partnership with a Maryland institution of higher education and MSDE. Once trained, LEA leadership will place, supervise, and evaluate officer interns with input from MSDE. In addition to serving Maryland's high-poverty and high-minority students, this model has the potential for replication around the country. The Officers to Principals structure could mirror the national Troops to Teachers program already in place. With a large number of military bases and the influx of large numbers of military personnel due to the Base Realignment and Closure Act, Maryland is well positioned for such a program.

- **New incentives to encourage the best teachers and principals to work in the neediest schools:** To encourage Maryland's best educators to tackle the challenge of teaching in high-minority and high-poverty schools, the Education Reform Act of 2010 provides for the establishment of a new incentive program to support locally negotiated incentives to encourage the best principals and teachers to work at the neediest schools. The legislation directs incentives go to educators rated Highly Effective who accept an assignment and work in a school meeting federal criteria for Improvement, Corrective Action, or Restructuring status. By 2011, the State Board of Education will establish policies for this new program, including defining the range of allowable stipends and incentives and the appropriate amounts. To access these resources for Highly Effective principals and teachers, LEAs will need to apply for the funding, including providing local matching dollars and proposing the incentives they think will be most successful in their communities. The goals of this program are both to encourage Highly Effective educators to accept assignments at low-achieving schools and to help retain Highly Effective Educators already working at these schools. In addition, Maryland is establishing grant programs to support locally negotiated incentives to encourage

Highly Effective STEM teachers and teachers of E language learners and students with disabilities who choose to work in low-achieving schools.

- **Improving human capital management:** With Race to the Top funds, Maryland will provide targeted management and capacity support in the human resources area to improve teacher hiring practices and placement strategies. The support will address the management and training needs to hire and place highly qualified and effective teachers. This approach is modeled after Maryland’s successful Intensive Management and Capacity Improvement Team, implemented in 2005, which resulted in the end (March 2010) of a 26-year special education lawsuit in Baltimore City. Accountability will be measured through data collected on the recruitment, hiring, certification, and placement of effective and highly effective teachers and principals in Baltimore City Public Schools and Prince George’s County Public Schools (see also Section (D)(3)(i)).
- **State review of LEA teacher and principal hiring and transfers:** As part of the Master Plan process, LEAs in the Breakthrough Zone will report on their transfer procedures, staffing for low-achieving schools, and compensation and incentive packages. This report will include the process for transfer and hiring that does not include seniority as the sole basis. The LEA also must include efforts to promote equal distribution of highly effective teachers through transfer policies that provide that, once the new evaluation system goes into effect, only effective or highly effective teachers and principals or the most promising new teacher candidates can be transferred or hired into Breakthrough Zone schools. Teacher salary budgets by actual expenditures rather than by position must be reported (see Section (D)(3)(i)).

To measure the equitable distribution of highly effective Maryland principals in low-achieving schools, data will be collected similarly to how data are collected for teachers: preparation program; the assignment of the principal; professional development provided based on evaluation; and certificate status. Dashboards, data-retrieval systems that can be easily accessed by school and system personnel to disaggregate data for school-improvement analysis, will be developed to meet these requirements. See Section (C)(2) for technology infrastructure to support data collection, analysis, and use. Also see

Maryland’s plan for evaluation of these efforts as part of a comprehensive evaluation of all Race to the Top reforms in Section (A)(2).

Effective Support for Existing Educators: Maryland will provide additional tools to ensure educators can focus on instruction, not operations, and that all new teacher induction programs and professional development programs are of high quality. STEM curricular approaches will provide new relevance to students and staff. Perhaps most importantly, once the new evaluation system is operational, the State will prohibit educators who have been rated Ineffective for two consecutive years from working in the persistently-lowest achieving schools.

- **Ensure strong administrative support in the Breakthrough Zone:** Maryland will recommend that the Breakthrough Zone schools be assigned school Administrative Managers. These Administrative Managers will assume school operation functions, such as facilities, maintenance, finances, and other routine non-instructional administrative tasks. This position frees the school principal to be a dedicated instructional leader. Depending on the needs of the school and principal, Administrative Managers may be assigned full-time to one school or may be shared between two smaller schools. The recommendation for the position of Administrative Manager, or Building Manager, was first proposed in the MSDE publication *Maryland Task Force on the Principalship* (August 2000). Talbot County has been successful in implementing this leadership support model.
- **Remove ineffective staff members:** In Maryland, Superintendents already have authority over transfer and assignment decisions (see Appendix 34), with State law stating LEA Superintendents can assign teachers and principals to their positions and “transfer them as the needs of the school require.” Until the State Board enacts new policies guiding the removal of Ineffective teachers and principals early next year and the new evaluation system goes statewide in 2012, participating LEAs in the interim will prohibit principals who are rated Unsatisfactory for two consecutive years and teachers with a second-class certificate — meaning their performance has been Unsatisfactory for two consecutive years — from filling vacancies in persistently low-achieving schools. Once the new evaluation system is in place, no teacher or principal rated “Ineffective” for two years in a row will be employed in a persistently low-achieving school.

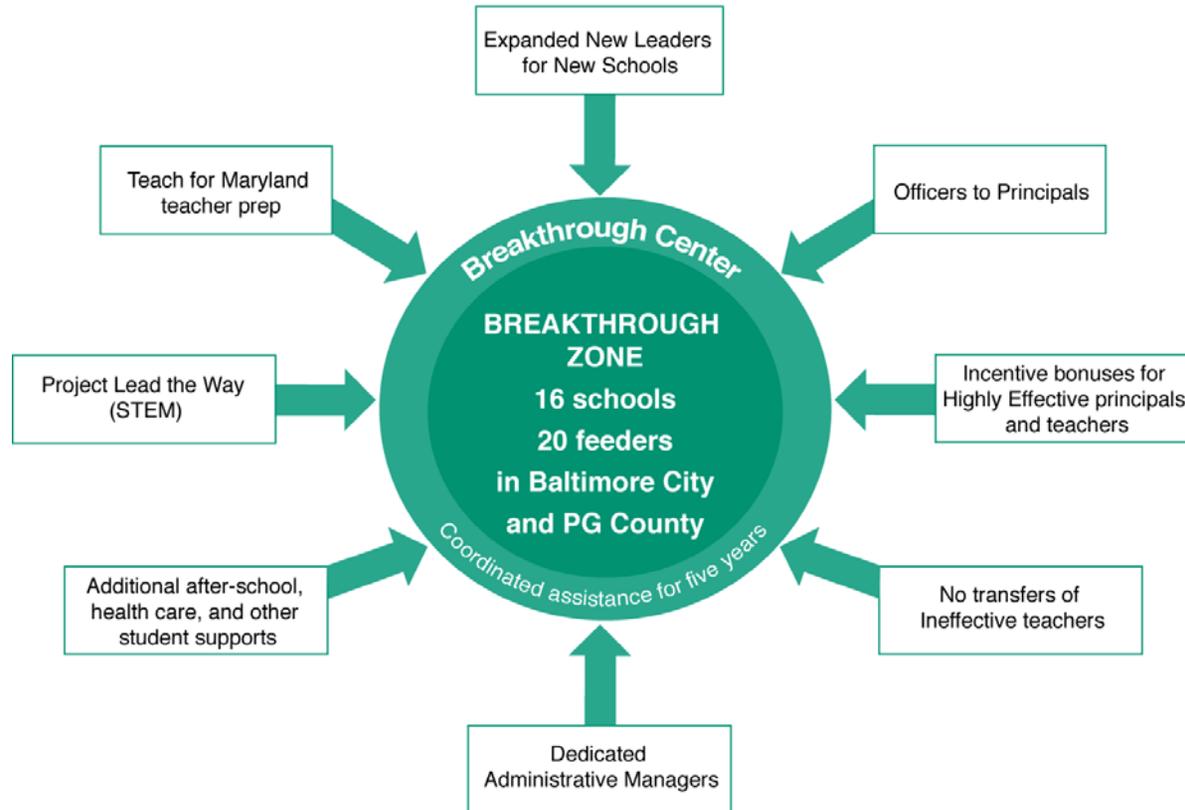
- **New teacher mentoring and support:** Under Maryland’s Education Reform act of 2010 and the new Teacher Induction Program regulations progressing through the final regulatory process, LEAs must provide extensive mentoring and co-teaching support to novice teachers and other teachers struggling to meet expectations. This support is offered by the district and partner colleges and universities and designed to develop teachers’ capacity to accelerate schoolwide growth. Based on school audit findings, it may be necessary to reduce the teacher-mentor ratio in the Breakthrough Zone. Tier I and II schools are to provide additional teacher mentors so that each mentor is assigned no more than five teachers in need of assistance. Support for each teacher would be differentiated to meet mutually identified needs and goals for successfully meeting expectations for student progress.
- **Professional development aligned with needs assessment:** Professional development will be brokered and provided directly by MSDE staff in the core content areas, leadership development, technology, and student support services as determined by the comprehensive needs assessment. Maryland will use the Maryland Teacher Professional Development Standards for planning, implementing, and evaluating all professional development activities in Breakthrough Zone Schools to ensure accountability. Educator professional development will include job-embedded and in-the-classroom instruction and training, professional collaboration, on-site and online graduate-level courses, and many other opportunities for blended and online professional development. All instructional staff in each Breakthrough Zone school will be included by the end of year 2. Additionally, the College Board has committed direct services to these identified schools to use Springboard (a pre-AP curriculum in English and mathematics) PSAT/NMSQT (a pre-SAT diagnostic program), and training on vertical teaming for grades 6-12.
- **Science, Technology, Engineering, and Mathematics (STEM):** Maryland will implement Project Lead The Way’s Gateway to Technology integrated mathematics, science, and technology modules in 10 low-achieving secondary schools, and will provide professional development to teachers in cooperation with the national Project Lead The Way and the University of Maryland at Baltimore County (UMBC). The Project Lead The Way middle school program, Gateway To Technology, is an

activities-oriented program designed to help students in grades 6–8 see the connections among mathematics, science, and technology through hands-on projects. It gives students the foundational knowledge and skills needed to be successful in the high school Project Lead The Way Engineering program. Gateway to Technology consists of six independent units: Design and Modeling, Automation and Robotics, the Magic of Electrons, the Science of Technology, Flight and Space, and Energy and the Environment, which is currently under development.

In the identified low-achieving elementary schools, Maryland will implement the Primary Talent Development model, a science-based expert-thinking curriculum that provides data about students; it is a reliable predictor of what students can achieve in the real world. The need for *every* child with high potential to gain access to high-level learning has never been greater. By 2011, Maryland will have acquired 60,000 highly specialized jobs through the Base Realignment and Closure initiative. Yet, low-income, African-American, Hispanic, and special-needs students are underrepresented in advanced programs. Too often, these students do not find school science programs engaging and are not choosing careers in science; their futures are at risk. The Primary Talent Development Early Learning Program empowers teachers to be facilitators of talent development throughout the early learning years.

As described in the illustration below, Maryland has an integrated strategy for providing intensive and coordinated support to the State's lowest-achieving schools.

Intensive Support for Lowest-Achieving Schools



Goal III: Building Breakthrough Networks for Districts and Schools

The Center will support district capacity to turnaround schools by establishing networks that focus on access to (1) existing and emerging knowledge about proven practices in turnaround, and (2) high-quality turnaround partners.

- **School-improvement knowledge-management system.** The knowledge and skills of how to turn around low-achieving schools and sustain improvements over time is an emerging field of study — the “turnaround” discipline. Maryland recognizes a need to identify effective district and school improvement practices in low-achieving schools and replicate them. The creation of a new school improvement knowledge-management system will allow highly effective school improvement practices to be shared efficiently among districts and schools to address similar challenges. This activity has been identified as a high priority for the two critical school districts with which MSDE will work closely (Baltimore City and Prince George’s County). The online practice-sharing portal will serve as a repository for exemplary practices, such as teacher evaluation processes, new-teacher induction programs, student intervention programs, and other proven practices for school intervention. The Breakthrough Center will establish online e-communities for teachers and administrators to share effective practices and provide them access to resources from organizations, content centers, universities, and so on that relate to the turnaround discipline.
- **Cultivating and connecting intervention partners:** This work will cultivate, recruit, and evaluate potential partners in the initial phases for Baltimore City and Prince George’s County — districts that want access to potential intervention partners who can work in supportive or management roles to turnaround schools. As one service, beginning in 2011–12, the Breakthrough Center will implement a statewide RFP process to identify and choose school turnaround partners. Contracts with partners must be ultimately agreed to and signed by local LEAs, but Maryland will help support their capacity to engage with these partners through the RFP process. This will alleviate districts of the administrative burden of this process and aggregate the demand in the State to cultivate more high-quality partners looking for more than a single school opportunity.

Goal IV: Using technology as an accelerator to transform Breakthrough Zone school performance

Maryland recognizes that technology must be leveraged to make rapid and sustained gains possible for students in Breakthrough Zone schools. Based on an analysis of a school’s technology environment, the Breakthrough Center (in collaboration

with MSDE's Office of Instructional Technology and School Library Media) will provide and broker assistance and, where appropriate, direct resources to:

- Access and use instructional technology to create challenging, engaging, relevant, and personalized learning experiences for students that are infused across all disciplines and for research and high-level thinking, communication, and problem solving;
- Provide teachers with technology equipment and professional development to support its use in instruction;
- Manage and analyze student data that inform instructional planning and practice; and
- Use formative technology assessments to monitor student growth of learning.

The Breakthrough Center will identify potential community and business partners to help assess technology needs and find financial resources to improve technology infrastructure and instructional resources. Schools receiving focused services through Maryland's Breakthrough Center will serve as pilot sites for initial implementation of the State's Instructional Improvement System for face-to-face and online professional development. Teachers in these schools will engage in intensive, ongoing professional development. In districts where the Center does this work, assistance and resources will be provided in conjunction with district personnel.

Goal V: Extend student learning and improve school culture, climate, and student support

Maryland will equip the persistently lowest-achieving schools and districts to identify, coordinate, and leverage school, family, and community resources to support their chosen intervention models. Maryland's proposal recognizes that these lowest-achieving schools are situated in communities challenged by many adverse factors, such as poverty, crime, illiteracy, illegal substance use, and dysfunction in family structure. Maryland will seek support from other child-serving agencies; businesses; and community, health, and

faith-based organizations. Primary to success in these schools is the analysis of the root causes of issues affecting performance. The comprehensive needs assessments conducted to identify priorities for intervention also will include a focus on the need for (1) extended student-learning opportunities; (2) improved school culture and climate; and (3) improved student support.

Extend Student-Learning Opportunities: Where dictated by needs assessments, Maryland will require LEAs with Tier I and Tier II Breakthrough Zone schools and their feeder pattern/cluster schools to apply for 21st Century Community Learning Centers (CCLC) awards to fund after-school and summer programs as described below. If the LEA and school are not awarded a 21st Century grant due to a lack of funding, they will implement these programs using Race to the Top funds based on priority need. The Community Learning Centers will feature:

- Rigorous and creative before- and/or after-school programs that provide academic instruction/tutoring, healthy lifestyle activities, family and child engagement opportunities, peer-to-peer mentoring, adult mentoring, opportunities for credit recovery and credit acceleration, grade-level transition opportunities, and physical and mental enrichment opportunities, along with nutritious meals and snacks. Extended learning opportunities will be required to have service-learning and character education interwoven in their programs and curricula. Technical support to eliminate barriers and foster community partnerships will be brokered and/or provided directly to the LEA and schools.
- Extended-year (summer) learning opportunities will focus on career and college opportunities, academics and enrichment, and grade-level transition through bridge programs specifically designed for students entering grades 1, 6, and 9 that convene two weeks before the start of school.

Improve School Climate and Culture

Based on the initial needs assessments in Breakthrough Zone schools, the Breakthrough Center will work with LEAs and schools where necessary on making rapid and dramatic improvements in the following areas:

- **Culture and climate surveys and positive behavior support:** Based on the results of a school climate survey that involves administration, staff, students, parents, and community members, the Breakthrough Center will help schools and their LEAs identify and analyze areas of concern and include goals, objectives, and strategies for improvement. Where appropriate, Tier I and Tier II Breakthrough Zone schools will implement the Positive Behavior Interventions and Supports (PBIS) initiative. Research reveals that schools that implement PBIS with fidelity show a decrease in office referrals and suspensions, and a time analysis reveals that principals and assistant principals are freed up to spend more time on instructional leadership. Based on the assessed needs of each school, the Breakthrough Center will offer professional development in such areas as classroom management, anger management, de-escalation skills, and cooperative discipline. Behavior-management training for families will be essential to the success of these efforts. Professional development and technical assistance will be both brokered and provided directly through the State's PBIS partnership, which includes MSDE, Johns Hopkins University, Sheppard Pratt Health System, and Maryland's 24 LEAs.
- **Coordinated Student Services:** In conjunction with the central office staff, MSDE will audit the existence and level of functioning of coordinated student services teams in each school to identify needs. Audits will examine who is on the team (administrator, social worker, school psychologist, school counselor, nurse, and others); how often the team meets and the types of agendas and notes that are maintained; the referral process; the system of case management, including follow-up activities; the team's connection to the school improvement team; and the team's work in identifying schoolwide issues and solutions. This audit will focus on the schools' teams and the type of support needed from the central office, whether the central office has the capacity to provide support, and what training and support is needed for the central office and school staff.

Improve Student Support

If identified in the needs assessment, the Breakthrough Center will offer technical assistance and, with the LEA portion of Race to the Top funding, resources to support LEA and school efforts in the following areas of student support.

- **School Health Services:** Certain health factors (e.g., vision, hearing, asthma, inattention, and hyperactivity) may cause education disparities among students in low-achieving schools. An effective school health-services program in such schools can limit the effects of those health factors on student learning. Assigning a registered school nurse (RN) in each low-achieving school will ensure that vision and hearing screenings are completed and that follow up occurs for students who failed the test. Students with asthma will benefit from the daily presence of an RN who will coordinate asthma management to maximize student attendance in school and classes. Medication management and assessment of medication effectiveness by the school nurse provide an important link in decreasing health barriers to student learning. School nurses will provide a vital health and wellness focus on student-services teams. School systems and school nurses will receive training on how to communicate and provide outreach to families as it relates to health services.
- **School Liaisons and Family Engagement:** The Breakthrough Center will help LEAs and schools evaluate (1) the need for and duties of an individual dedicated to bringing resources together from the school, school system, other child-serving agencies, faith-based communities, and community-based organizations; and (2) the need for a more strategic plan to support meaningful engagement of families in their students' academic success.

The Endgame: Breakthrough performance and sustained gains for students and schools in Maryland's Breakthrough Zone

Maryland's Breakthrough Plan for school and district turnaround is built on lessons from past State action, recent innovations to support struggling schools, and a resolute belief that its efforts have not yet matched the State's ambitions for its school and students. It is the intent of the Breakthrough approach that each of the 16 schools in the initial phase and their 20 low-achieving feeder

schools will move out of low-achieving status and that the proficiency gains of their students will play a significant role in helping the State meet the performance goals for raising student performance, increasing graduation rates, and closing achievement gaps set out in this proposal.

Maryland is not satisfied with the number of schools and students it finds with persistent low performance. That said, the State is satisfied that it has learned lessons, has identified the critical drivers for turnaround, and is ready for the tough battles ahead to ensure that students in low-achieving schools and districts have the opportunities they need and deserve to be prepared for college, work, and life.

ESTABLISH THE BREAKTHROUGH ZONE AND IDENTIFIED SCHOOLS (SECTION (E)(2)(ii))		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Identify schools and districts in the Breakthrough Zone and initial entry. The State Superintendent of Schools makes initial contact with the district. The Executive Director of the Breakthrough Center and the district Superintendent engage in a follow-up discussion to formulate intervention details and composition of the District Support Team and to identify potential external partners in the effort. This information sets in motion the details of a formal Partnership Agreement.	January and February 2010, and annually in years 1–4	Office of the State Superintendent and the Breakthrough Center
B. Collaborative assessment of needs and establishment of priorities. The District Support Team and the MSDE Cross-Functional Leadership Team conduct a collaborative analysis of school and district performance indicators and establish priority needs. School, district, and MSDE leaders reach agreement on findings and an intervention model (as applicable), articulate specific performance targets, and recommend strategies and interventions for significant school and district performance. Recommendations are integrated	March–June 2010, and annually in years 1–4	Breakthrough Center, with support from MSDE Title I Office

ESTABLISH THE BREAKTHROUGH ZONE AND IDENTIFIED SCHOOLS (SECTION (E)(2)(ii))		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
into formal district- and school-improvement plans.		
C. Need for flexibility and authority. Based on Partnership Agreement, identify areas of State and federal regulatory flexibility and local policy flexibility and authority for potential renegotiation.	March–June 2010, and annually in years 1–4	State Superintendent with Breakthrough Center
D. Identification and brokerage of applicable resources and partners. A thorough analysis of existing and potential availability of resources is conducted at all levels: MSDE, district, school, federal, core partners (consultants and organizations).	March–June 2010, and annually according to needs	Breakthrough Center
E. Formalize implementation and coordination of intervention activities. The Partnership Agreement is finalized with built-in mechanisms for building district capacity, with a focus on school-based improvement.	March–June 2010, and annually according to needs	Breakthrough Center
F. Monitor and assess implementation of intervention activities and their cross-level impact (classroom, school, district, State, partnerships). Ongoing analysis of results is conducted, with a formal annual evaluation against established benchmarks.	October 2010, March 2011, June 2011, and ongoing annually	Breakthrough Center

GOAL I: ROBUST NEEDS ASSESSMENTS TO DETERMINE PRIORITIES FOR DISTRICT ACTION AND STATE ASSISTANCE (SECTION (E)(2)(ii))		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Establish LEA/MSDE District Turnaround Teams. Develop MOU (partnership agreement) established between LEAs and Breakthrough Center with agreed deliverables based on needs assessment.	March–June 2010, and annually upon identification of new low-achieving	Breakthrough Center with support from MSDE Title I Office MSDE/LEA District Support

GOAL I: ROBUST NEEDS ASSESSMENTS TO DETERMINE PRIORITIES FOR DISTRICT ACTION AND STATE ASSISTANCE SECTION (E)(2)(ii)		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
	schools	Teams
B. Monitor and assess the implementation of improvement strategies and determine impact at all levels: classroom, school, district, MSDE, and partners.	October 2010, March 2011, June 2011, and ongoing annually	Breakthrough Center with support from MSDE/LEA District Support Teams and MSDE Title I Office
C. Restructuring Implementation Technical Assistance (RITA) Teams will conduct school audits for Tier I and Tier II feeder schools. Audits will provide feedback to the school and district with a focus on building the capacity of the district and school to meet needs. Recommendations will be used to modify improvement strategies. The Breakthrough Center and MSDE will: <ol style="list-style-type: none"> 1. Provide and broker services and set fiscal priorities; 2. Identify funding streams for sustainability of improvement activities; 3. Monitor and refine implementation of intervention model and adjust strategies based on analysis of performance indicators; 4. Continue to use a variety of strategies to monitor progress, including the use of RITA audits, school walkthroughs, climate surveys, etc.; and 5. Provide/facilitate professional development to district leaders, school staff, and parents on building capacity for schools and families. 	March 2011 for 10 feeder schools; March 2012 for 10 additional feeder schools	Breakthrough Center with support from MSDE Title I Office, MSDE RITA team, MSDE/LEA District Support Teams, MSDE Title I Family Involvement Staff, LEA Family Involvement staff, and LEA/school staff

GOAL I: ROBUST NEEDS ASSESSMENTS TO DETERMINE PRIORITIES FOR DISTRICT ACTION AND STATE ASSISTANCE SECTION (E)(2)(ii)		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
<p>D. Teacher Capacity Needs Assessment: The MSDE-developed process will be conducted by Tier I and Tier II schools to understand the root causes underlying school performance related to instruction, such as the need for differentiated instruction, understanding and interpreting data to inform instruction, adjusting school day schedules to make effective collaborative planning time available to all teachers, and planning for instructional modifications to meet student needs.</p>	<p>March 2011, and re-assess annually</p>	<p>Breakthrough Center, with support from MSDE Title I Office</p>
<p>E. School Culture and Climate Survey: Each school will be required to administer a school climate survey that involves administration, staff, students, parents, and community members. Data will be used to identify and analyze areas of concern and develop goals, objectives, and strategies for improvement.</p>	<p>March 2011, and re-assess annually; annual administration based on LEA timelines</p>	<p>Breakthrough Center, with support from MSDE Title I Office</p>
<p>F. Schools and districts will:</p> <ol style="list-style-type: none"> 1. Continue implementation of intervention model and adjust strategies based on analysis of performance indicators; 2. Revise and incorporate improvement strategies into district’s master plan and individual school-improvement plans; and 3. Determine district capacity to sustain improvement efforts and provide support from MSDE as appropriate. 	<p>May–August annually.</p>	<p>LEAs</p> <p>Breakthrough Center, will support from MSDE Title I Office</p>

GOAL II: NEW PIPELINES AND SUPPORT FOR TEACHER AND PRINCIPAL EFFECTIVENESS IN BREAKTHROUGH ZONE SCHOOLS SECTION (E)(2)(ii)		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Implement <i>Teach for Maryland</i> : Preparing Turnaround Teachers.	August 2011 (enroll first cohort of Teacher For Maryland Consortium students)	MSDE in conjunction with University System of Maryland
B. Implement Preparing Great Leaders partnerships to train turnaround principals.	August 2011 (Enroll first cohort in the three new alternative pathways for preparing principals to lead high-poverty/high-minority schools)	MSDE Division of Certification and Accreditation in conjunction with NLNS or other partner, IHE, LEA,
C. Implement Officers to Principals program that will create a pool of education leaders from retired military officers.	September 2010– July 2011 (planning)	MSDE Division of Certification and Accreditation in conjunction with University System of Maryland
D. Implement locally negotiated incentive program for teachers and principals.	Spring 2011 for educators in seven pilot LEAs 2012–13 statewide	Maryland State Board of Education LEAs MSDE Division of Certification and Accreditation MSDE Division of Academic Policy
E. Provide targeted technical assistance in the human resources area to	September 2010–	Breakthrough Center, with

GOAL II: NEW PIPELINES AND SUPPORT FOR TEACHER AND PRINCIPAL EFFECTIVENESS IN BREAKTHROUGH ZONE SCHOOLS SECTION (E)(2)(ii)		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
ensure that appropriate teacher hiring practices and placement strategies are being implemented.	June 2013	support from Division of Leadership Development
F. Implement process for LEA report on transfer procedures, staffing for low-achieving schools, and compensation and incentive packages.	Beginning 2011–2012 school year	MSDE Division of Assessment and Accountability MSDE Division of Certification and Accreditation MSDE Division of Instruction, Division of Academic Policy MSDE Division of Student, Family, and School Support MSDE Division for Leadership Development
G. Implement process for potential assignment of school Administrative Managers.	August 2010	Breakthrough Center, with support from LEAs
H. Implement process to determine if additional teacher mentors should be deployed.	August 2011	Breakthrough Center with LEAs
I. Implement Project Lead The Way’s Gateway to Technology integrated mathematics, science, and technology modules in 10 low-achieving secondary schools and Primary Talent development in elementary feeder schools.	August 2011	MSDE Division for Career and College Readiness in conjunction with Project Lead The Way and the University of Maryland at Baltimore County MSDE Division of Instruction

GOAL III: BUILDING BREAKTHROUGH NETWORKS FOR DISTRICTS AND SCHOOLS		
SECTION (E)(2)(ii)		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Implement school improvement knowledge-management system, an online practice-sharing portal that will serve as a repository for exemplary practices, such as teacher evaluation processes, new-teacher induction programs, student intervention programs, and other proven practices for school intervention.	October 2010	Breakthrough Center in conjunction with the Division of Instruction
B. Cultivate and connect intervention partners, including a statewide RFP process to identify and choose school turnaround partners.	October 2010 and finalize by February 2011; review annually	Breakthrough Center, with support from the Division of Instruction and Title I Office

GOAL IV: USE TECHNOLOGY AS AN ACCELERATOR TO TRANSFORM BREAKTHROUGH ZONE SCHOOL PERFORMANCE		
SECTION (E)(2)(ii)		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Ensure that all Breakthrough Center schools are early adopters of the Instructional Improvement System (IIS), that teachers in these schools receive intensive professional development, and that feedback from these pilot experiences frames future IIS development and implementation, including a site within the Online Instructional Toolkit where teachers can form learning communities.	August 2011, and ongoing	Breakthrough Center, with support from the Division of Instruction and the Interagency Advisory Council

GOAL V: EXTEND STUDENT LEARNING AND IMPROVE SCHOOL CULTURE, CLIMATE, AND STUDENT SUPPORT		
SECTION (E)(2)(ii)		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Where dictated by needs assessments, require LEAs with Tier I and Tier II Breakthrough Zone schools and their feeder pattern/cluster schools to apply for 21 st Century Community Learning Centers (CCLC) awards to fund after-school and summer programs.	February 2011 and annually	Breakthrough Center, with support from the Division of Student, Family, and School Support
B. If the LEA and school are not awarded a 21 st CCLC grant due to a lack of available funding, implement these programs using Race to the Top funds based on priority need.	July 2011 and begin implementing August 2011	Breakthrough Center, with support from the Division of Student, Family, and School Support
C. Where appropriate based on the results of a school climate survey, Tier I and Tier II Breakthrough Zone schools will implement the Positive Behavior Interventions and Supports (PBIS) initiative and professional development in such areas as classroom management, anger management, de-escalation skills, and cooperative discipline.	July 2011 and annually	Breakthrough Center in conjunction with State's PBIS partnership (MSDE, Johns Hopkins University, Sheppard Pratt Health System)
D. Audit the existence and level of functioning of coordinated student services teams in each school to identify support needs.	August 2010 and annually	Breakthrough Center, with support from Division of Student, Family, and School Support
E. Based on needs assessment, offer technical assistance and, with Race to the Top funding, resources to support LEA and school efforts to implement school nurses and health services.	August 2010 and ongoing	Breakthrough Center, with support from Division of Student, Family, and School Support
F. Based on needs assessment, offer technical assistance and, with Race to the Top funding, resources to support LEA and school efforts to implement school liaisons and family-engagement strategies.	August 2010 and annually	Breakthrough Center, with support from Division of Student, Family, and School Support

The following table describes Maryland's historical performance in school turnaround and lessons learned.

Approach Used	# of Schools Since School Year (SY) 2004–05	Results and Lessons Learned																								
<p><i># 1 No Child Left Behind — Alternative Governance Options</i></p> <p>Schools in Restructuring Planning must prepare and present to the State Board of Education a two-year School Improvement Plan with Alternative Governance.</p>	<p>Number of Restructuring Implementation Schools in:</p> <p>SY 05 = 46 SY 06 = 63 SY 07 = 69 SY 08 = 64 SY 09 = 85</p>	<p><i>Restructuring Planning Results</i></p> <ul style="list-style-type: none"> Over the past four years, 59 schools have entered their fourth year (restructuring planning) of school improvement under NCLB. As a result of intervention strategies implemented under Corrective Action and Restructuring Planning, 19 of these schools exited improvement based on student performance on the State’s assessment. <table border="1" data-bbox="724 568 2005 901"> <thead> <tr> <th><i>Grade Level</i></th> <th><i>Reading Proficiency</i></th> <th><i>Mathematics Proficiency</i></th> <th><i>Attendance</i></th> <th><i>Classes not taught By HQ teachers</i></th> <th><i>Graduation</i></th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>56.5 to 92.9%</td> <td>44.7 to 79.5%</td> <td>94.1 to 95.4%</td> <td>6.7 to 0%</td> <td></td> </tr> <tr> <td>Middle</td> <td>54 to 86%</td> <td>35.3 to 74.3%</td> <td>94 to 94.8%</td> <td>11.6 to 6%</td> <td></td> </tr> <tr> <td>High</td> <td>66.6 to 85.2%</td> <td>58 to 92%</td> <td>90 to 91%</td> <td>20.2 to 13.5%</td> <td>73.3 to 81%</td> </tr> </tbody> </table> <p><i>Restructuring Implementation Results</i></p> <ul style="list-style-type: none"> As a result of the implementation of School Improvement plans with Alternative Governance, 19 restructuring implementation schools exited school improvement based on student performance on the State’s assessment. 	<i>Grade Level</i>	<i>Reading Proficiency</i>	<i>Mathematics Proficiency</i>	<i>Attendance</i>	<i>Classes not taught By HQ teachers</i>	<i>Graduation</i>	Elementary	56.5 to 92.9%	44.7 to 79.5%	94.1 to 95.4%	6.7 to 0%		Middle	54 to 86%	35.3 to 74.3%	94 to 94.8%	11.6 to 6%		High	66.6 to 85.2%	58 to 92%	90 to 91%	20.2 to 13.5%	73.3 to 81%
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Student performance data on randomly selected RI schools indicate that student proficiency significantly increased for the following schools between three years prior to and exiting school improvement in 2009.

<i>Grade Level</i>	<i>Reading Proficiency</i>	<i>Mathematics Proficiency</i>	<i>Attendance</i>	<i>Classes not taught by HQ teachers</i>	<i>Graduation</i>
Elementary	42.4 to 69.2%	36.4 to 68.9%	90.0 to 96.2%	55.2 to 25%	
Elementary–Middle	41.8 to 83.7%	24.4 to 86.3%	90.5 to 93.7%	61.4 to 23.3%	
High	40.4 to 76.2%	34.5 to 66.2%	92.7 to 92.2%	45.8 to 17%	95.4 to 94.8%

Lessons Learned

As a state, Maryland has learned the value of working closely and collaboratively with State counterparts at the LEA level, and in doing so, Maryland has learned the following lessons:

1. Focus schools on the issues for which they are being held accountable.
2. Work with local oversight boards whose representatives have the authority and resources to respond quickly to school needs.
3. Help schools develop an understanding of the root causes underlying nonperformance and select appropriate strategies to address identified issues.
4. Work on a continuous improvement model by debriefing every summer with LEAs on State school-improvement requirements, reviewing what worked and what didn't, and making adjustments to State guidelines accordingly.
5. Living by the saying, "What gets monitored gets done," schools are required to report back to MSDE on what evidence supports the implementation of their plans, the successes and challenges experienced, the lessons learned, and the adjustments made.
6. Engage and ensure political support.
7. Expect change to be messy and expect it to take time.

		8. Leaders must have courage, be vigilant, and remain steady and strong.
<p><i># 2 Increasing Proficiency for All Students (I-PAS) Schools Initiative</i></p> <p>State funds were granted over a 15-year period through the School Improvement Research Project.</p>	<p>27 middle schools from 2004–07</p>	<p><i>Result</i></p> <p>Funds were used to support additional staffing to reduce class size, bring technology into the classroom, provide staff development and supplemental instructional materials based on school needs, increase community engagement, and extend the school day and year.</p> <ul style="list-style-type: none"> • Attendance increased from an average of 93.57 percent in 2004 to 94.72 percent in 2007 (0.95 percent more than the State average). • I-PAS schools gained 5.24 percent more in <i>mathematics</i> over the same time period, as compared to a 5.11 percent increase statewide. • <i>Reading</i> proficiency increased by 2.62 percent, as compared to the State increase of 1.74 percent. <p><i>Lessons Learned</i></p> <ol style="list-style-type: none"> 1. Staff should focus their energies on a small number of areas. 2. Faculty must develop a deep understanding of their strengths and weaknesses in the areas where the school did not make AYP. 3. Staff must adopt a clear vision/design to guide their improvement work. 4. Parent and community support is paramount.
<p><i># 3 State School Improvement Grant</i></p> <p>Special allocation from the Maryland General Assembly</p>	<p>225 average each year</p>	<p><i>Results</i></p> <p>\$40+ million dollars has been awarded to 225 schools +/- each year to support school-improvement initiatives. LEAs had the flexibility to fund by school and across schools to ensure efficiencies and collaboration. Funds were spent in the following ways:</p> <ul style="list-style-type: none"> • Extended day (31%) • Staffing (19%) • Staff development, consultants (12%) • Technology (11%) • Instruction (16%) <p><i>Of the 257 schools that received SSIG funds for the 2008–09 school year, 106 schools (41%) made AYP on the 2009 State Assessments. Since 2005, Lessons Learned</i></p>

		<ol style="list-style-type: none"> 1. Keep schools focused on their priority areas of need. 2. Remain flexible to respond to changing needs. 3. Hold schools accountable for their spending. 4. Encourage the purchase of technology for inclusion in instruction.
<p>#4 Teacher Capacity Needs Assessment (TCNA)</p>	<p>164</p>	<p><i>Results</i> Schools use this MSDE-developed process to understand the root causes underlying school performance. Root causes have included the lack of differentiated instruction, need for understanding and interpreting data to inform instruction, adjustment of school day schedules to make collaborative planning time available to all teachers, and plans for instructional modifications. TCNA results inform the schools’ development of their School Improvement Plan with Alternative Governance.</p> <p><i>Schools identified strategies to address the root causes that were discovered through the TCNA process. The top four action steps identified and addressed included the following: attendance, data analysis, differentiating instruction, and alignment of local instruction with the State curriculum.</i></p> <p><i>To address attendance,</i></p> <ul style="list-style-type: none"> • electronic calling systems were installed; • attendance monitors were hired; and • recordkeeping systems were enhanced. <p><i>To address data analysis,</i></p> <ul style="list-style-type: none"> • professional development was provided; • collaborative planning time was scheduled; • computerized reporting systems were installed; and • data coaches were hired. <p><i>To address differentiation,</i></p> <ul style="list-style-type: none"> • professional development was provided; • administrative walkthroughs were held; and • co-planning and co-teaching took place.

		<p><i>To address curriculum alignment,</i></p> <ul style="list-style-type: none"> • LEA curriculum was realigned with the State curriculum; • lessons plans were monitored; • informal and formal walkthroughs took place; and • short cycle and benchmark assessments were given. <p><i>Lessons Learned</i></p> <ol style="list-style-type: none"> 1. Continuously review and update the Teacher Capacity Needs Assessment guidelines based on school experiences. 2. Keep the focus of analysis on the key areas on which the school is held accountable. 3. Involve all school-level instruction staff in the root cause analysis to engender their support and provide them with the opportunity to propose solutions and suggestions for how they would like to be held accountable. 4. Work with central office staff to ensure alignment with LEA priorities and resources.
<p><i># 5 Restructuring Implementation Technical Assistance (RITA) Initiative as part of the Title I School Improvement (SIG)1003(g) Grant in SY 2008–09</i></p> <p>RITA established school support teams of skilled and experienced educators to provide struggling schools with practical, applicable technical assistance to increase student achievement. RITA Team members were charged with reviewing and analyzing all facets of the school’s operation to design, implement, and monitor the school improvement plan; monitoring implementation of the plan; and providing recommendations to the district and the school about the</p>	<p>17 persistently lowest-achieving Title I schools (SY 2008–09)</p>	<p><i>Results</i></p> <ul style="list-style-type: none"> • SIG funds were provided to schools to implement professional development activities based on the RITA Teams’ recommendations. • Seven out of the 17 schools achieved AYP on the 2009 Maryland State Assessment. • District capacity to support effectively its low-achieving schools was determined to be lacking. • The principal’s role was lacking in guiding a school’s vision, mission, and values for all stakeholders. • The alignment of curriculum, instruction, and assessment was lacking in the school district with appropriate benchmark assessments. • Technology to support instruction and library media opportunities were lacking in the schools. <p><i>Lessons Learned</i></p> <ul style="list-style-type: none"> • In addition to the nine RITA standards and accompanying indicators, MSDE determined that school district standards with indicators must be developed as part of future RITA protocol. • A Leadership Development Needs Assessment needs to be part of the RITA protocol. • The school district is responsible for ensuring the alignment of curriculum, instruction, and

effectiveness of the entire school program. SIG funds were provided to schools to implement professional development opportunities based on the RITA Teams' recommendations.		assessment with accompanying benchmark assessments.
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Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-11	End of SY 2011-12	End of SY 2012-13	End of SY 2013-14
<p>The number of schools for which one of the four school intervention models (described in Appendix XYZ) will be initiated each year</p>	<p>16 Tier I and Tier II schools will select one of the four intervention models for implementation beginning in School Year 2010-11.</p>	<p>16 schools will implement one of the four intervention models using 1003(g) School Improvement Grant funds.</p>	<p>16 schools will implement one of the four intervention models.</p>	<p>16 schools will implement one of the four intervention models.</p>	<p>16 schools will maintain implementation of one of the four intervention models.</p>
<p>[Optional: Enter text here to clarify or explain any of the data]</p> <p>On March 25, 2010, the U.S. Department of Education announced that MSDE was awarded the Title I 1003(g) School Improvement Grant. Sixteen Tier I and Tier II schools were identified as persistently low-achieving in Maryland. With the submission of approved LEA plans to MSDE by June 30, 2010, the LEA will begin implementation of the selected intervention models in each of the Tier I and Tier II schools. To extend the number of served schools, feeder schools linked to these 16 identified schools will be assessed to determine their need for support using funds from the Race to the Top grant to ensure every student is successful, safe, healthy, and college and career ready.</p>					

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

Section (F)(1)(i): Recent Funding Increases

Maryland has a robust and solid history of support to public education. This commitment was demonstrated most directly through the passage of the Bridge to Excellence in Public Schools Act of 2002, landmark legislation that overhauled the finance structure of elementary and secondary education and provided unprecedented increases in state aid to local school systems. Annual State support increased by approximately \$1.3 billion over a six-year phase-in period.¹

Even in the recent economic downturn that has caused the State to make spending cuts, the State has maintained the relative share of funds that support elementary, secondary, and public higher education. Full funding of K–12 education aid consistently has been a high-priority budget item. Maryland’s Governor O’Malley has held public education aid harmless in multiple rounds of budget cuts, noting the critical role of education in the State’s economic infrastructure and the need to invest in Maryland’s schools despite difficult times.²

As shown in the following State appropriations for fiscal years 2008 and 2009,³ education allocations for public K–12 and higher education demonstrate a consistent — in fact, slightly higher — level of support:

	Education	Total	% of Total
Fiscal Year 2008	\$6.98 billion	\$14.59 billion	47.8%
Fiscal Year 2009	\$7.23 billion	\$15.08 billion	47.9%

As noted above, this level of support is even more remarkable given the large influx of State support provided in the six-year implementation of the Bridge to Excellence funding structure (fiscal year 2003–fiscal year 2008). State appropriations for public K–12

1. Bridge to Excellence in Public Schools Act (SB856-2002 Legislative Session).

2. Office of Governor Martin O’Malley, Press Release, November 18, 2009.

3. Fiscal Digest of the State of Maryland (Fiscal Year 2008 and Fiscal Year 2009). General Fund (State) Appropriation for elementary and secondary education and higher education.

and higher education in fiscal year 2003 represented approximately 43 percent of total revenues.⁴ State support for education funding has increased approximately five percentage points as a share of the overall State appropriations.

Section (F)(1)(ii): Equitable Funding Policies

Maryland's education funding structure staunchly supports equitable funding for high-need LEAs and high-poverty schools. The Bridge to Excellence in Public Schools Act was based upon the findings of the Commission on Education Finance, Equity, and Excellence (commonly referred to as the Thornton Commission), which identified four guiding principles for providing equitable funding to high-poverty schools and high-need school systems:⁵

1. **Adequacy:** Establish a link between what is expected of school systems to meet State standards and the funding they receive, including the additional costs associated with providing necessary services to students with special needs (high poverty, special education, and English language learners).
2. **Equity:** To the extent practicable, funding for education should be wealth-equalized so that per-pupil State aid in less-wealthy jurisdictions is greater than per-pupil State aid in wealthier jurisdictions.
3. **Simplicity:** The State's school finance system should be simplified, and the vast majority of State aid should be funneled through a foundation formula and one aid formula for each of the three special-needs populations.
4. **Flexibility:** Provide most State aid in the form of flexible grants, because local boards of education and Superintendents are generally in the best position to make decisions about the types of resources needed in their communities.

Support to High-Needs LEAs and High-Poverty Schools:

In addition to the base level of support, the Thornton Commission identified economically disadvantaged children as one special-needs group. Maryland's separate Compensatory Education grant provides additional State funding to school systems based on the

4. Fiscal Digest of the State of Maryland (Fiscal Year 2003). General Fund (State) Appropriation for elementary and secondary education and higher education.

5. Commission on Education Finance, Equity, and Excellence, Final Report, January 2002.

count of students eligible for free and reduced meals. The amount per pupil used in this formula was determined by the Thornton Commission using a professional-judgment approach, which established the effective weight associated with the additional support necessary to meet the needs of these students.

The flexibility principle noted above allows systems to allocate funding where it is needed most. State aid provided under Bridge to Excellence is intentionally flexible at the local level to empower systems to target the funding to schools most in need. To ensure accountability for State funding, school systems are responsible for student performance outcomes and are required to submit annual comprehensive master plans detailing how programmatic and funding strategies will be combined to address the needs of these students and schools.

The equity principle noted above also directly impacts high-needs LEAs and high-poverty schools. More than 90 percent of the Bridge to Excellence funding is wealth-equalized: State aid per pupil is higher in low-wealth jurisdictions and vice versa. Given the correlation between low-wealth districts and high-poverty schools, this establishes available State funding for high-poverty schools within LEAs.

Using the definition in the application, four of Maryland's 24 school systems (Baltimore City, Baltimore County, Prince George's County, and Somerset County) are considered high-needs LEAs. In fiscal year 2009, more than 60 percent of State aid (\$552 million) under the Compensatory Education Program was distributed to these four systems, whose combined student population represents 37 percent of the State's total enrollment. Furthermore, in fiscal year 2009, more than half of the overall State funding under Bridge to Excellence (\$2.2 billion of \$4.5 billion) went to these four systems.⁶ In ranking of overall per-pupil spending, all four of these systems are in the upper half of Maryland's school systems;⁷ three of the four (Baltimore City, Somerset County, and Prince George's County) rank in the top quartile.

Maryland has a strong commitment to education funding and to the core principles of its education finance methodology — providing equitable funding for high-needs LEAs and high-poverty schools. Even at times of immense fiscal challenges, the State has

6. Final State Aid — Bridge to Excellence funding, Fiscal Year 2009.

7. Selected Financial Data, Pt 3, Table 2 — Cost Per Pupil Belonging for Current Expenses, 2007–2008.

largely shielded public schools from reductions in State aid in an effort to maintain quality public education for its children.

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

The extent to which—

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

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

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

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

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

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

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

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

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

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

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

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

Recommended maximum response length: Six pages

Section (F)(2)(i): Charter School Expansion

Charter schools are an integral part of Maryland’s public education landscape. The State’s charter schools have often served at the forefront of innovation and have represented much-needed choices for families who previously had few or no options for their children. As the charter movement grows in Maryland, the State will focus its efforts on ensuring not only the quantity of its charter schools but also their quality. Maryland will use Race to the Top funds to help advance the crucial goals of (1) making sure that only

high-quality charter schools exist and thrive across the State; (2) creating incentives for charter schools to be used as a school turnaround strategy; and (3) improving the transparency and consistency of the charter school approval process.

Maryland enacted its charter school law — Maryland Education Code, Article 9 §101, et. seq. — in 2003. It establishes charter schools as alternative means within public school systems to provide innovative learning opportunities and creative approaches to improve students’ education. Maryland has no charter school cap, nor does the State restrict student enrollment, and the State encourages and supports the expansion of charter schools every year.

Forty-two schools are currently serving 11,832 students in six LEAs. The following list documents the annual increase of charter schools in Maryland since the charter school law passed in 2003.

Year	Number of Charter Schools Opened	Types of Charter Schools — Non-LEAs (County Boards serve as Authorizers)
2005	16	9 new — 7 conversions
2006	7	5 new — 2 conversions
2007	9	6 new — 3 conversions
2008	4	3 new — 1 conversion
2009	9	3 new — 6 conversions
Total	45 (three closed; please see Section (F)(2)(ii) for details)	26 new — 19 conversions

In 2010, four new charter schools will open their doors, bringing the total number of educational options for Maryland families to 46. This represents 3 percent of all public schools in the State.

As the table below demonstrates, charter school growth in Maryland has risen since the law passed in 2003 at an average rate of six schools annually. Maryland’s growth rate exceeds that of some of the states identified in 2010 by the National Alliance for Public Charter Schools as having the strongest policy environments for charter schools, including the District of Columbia,

Massachusetts, and Georgia. If Maryland continues on this track, which is expected, the State will have as many or more charter schools in the next 10 years as some comparable states have had at similar points in their histories.

Charter School Law Ranking	States	Year Law Adopted	Number of Charter Schools
1	Minnesota	1991 (19 yrs)	168
2	District of Columbia	1995 (15 yrs)	83
3	California	1992 (18 yrs)	750
4	Georgia	1993 (17 yrs)	62
5	Colorado	1993 (17 yrs)	133
6	Massachusetts	1993 (17 yrs)	61
7	Utah	1998 (12 yrs)	51
8	New York	1998 (12 yrs)	94
9	Louisiana	1995 (15 yrs)	66
10	Arizona	1994 (16 yrs)	464
30	Maryland	2003 (7 yrs)	42

This growth rate demonstrates Maryland's commitment to charter school expansion and its support in offering high-quality education options to Maryland's families. The State fully recognizes that Maryland is still in an early developmental stage in the

evolution of its charter school law, and that increasing Maryland’s current rate of charter school growth will require continuous efforts to encourage improvements and changes.

School systems in Maryland are beginning to recognize the benefits that charter schools can create for their students, families, and school communities. Although charter schools are still a relatively new concept in Maryland, many districts have begun to embrace charter schools as a launching pad for reform. For example, Prince George’s County Public Schools created the “Portfolio of School Choices,” a request for proposals (RFP)–driven initiative that invites charter school proposals and contract school proposals (designed similar to charter schools) that address district and community needs. Baltimore City and Anne Arundel County have put similar initiatives in place.

Maryland’s emphasis on and action toward charter/transformation school expansion and excellence using Race to the Top funds, outlined in Section (F)(2)(ii), brings the State even closer to *realizing* the possibilities of high-quality charter schools. Although much work remains to be done to create a culture in which charter schools can be valued widely as change agents for educational systems — and as models for transforming schools into more innovative, autonomous, and accountable choice options for families — there can be no doubt of the benefits to Maryland families brought by the charter school law. Now, as Maryland prepares for even greater expansion, the State proposes using Race to the Top funds to enact a new policy that will strengthen adherence to the Maryland charter school law by creating more transparency in the charter approval process, offering incentives to use charter schools in turnaround efforts, and ensuring that charter schools operate with as much flexibility as the law currently allows.

Section (F)(2)(ii): Charter School Accountability

Maryland’s charter school law identifies the responsibilities of public charter schools and authorizers, which in Maryland are the local boards of education. Following are highlights of the law; the full statute is included as Appendix 51.

Accountability

(§9-102) “A public charter school operates under the supervision of the public chartering authority from which its charter is granted and in accordance with its charter, and except as provided in §9-106 of this title, the provisions of law and regulation governing other public schools.”

(§9-104) “The county board of education (as the primary authorizer) shall review the application and render a decision within 120 days of receipt of the application.”

(§9-106-c) “A waiver may not be granted from provisions of law or regulation relating to: audit requirements, the measurement of student achievement, including all assessments required for other public schools, and the health, safety, or civil rights of a student or an employee of the charter school.”

(§9-107) “Responsibilities of public chartering authority: granting charters, authorizing process and application, ensure that operators of the charter school are informed of the human, fiscal and organizational capacity needed to fulfill the school’s responsibilities.”

(§9-110) “Each county board shall develop a public charter school policy and submit it to the State Board which shall include guidelines and procedures regarding: evaluation of public charter schools, revocation of a charter, reporting requirements and financial, programmatic, or compliance audits of public charter schools”

Since the inception of the charter school law, Maryland has provided technical assistance to charter school developers, operators, and authorizers to support the implementation of accountability measures and related policies through the Office of School Innovation at the Maryland State Department of Education (MSDE).

The State has written several publications to assist stakeholders in the development of charter schools in Maryland, as follows. These publications serve as models for each authorizing LEA to adopt for its own community.

- ***Maryland Charter School Model Policy and Resource Guide:*** This guide provides information regarding the implementation of the Maryland charter school law and provides authorizers guidance in developing charter school policies and related procedures. This includes information about the development of the charter school application, the charter school agreement, flow charts that help explain the steps needed to have a successful and smooth charter school approval process, and questions and answers to assist authorizers in answering the questions of charter school applicants. The model application includes a section titled “Student Performance Accountability” that requires developers to state clearly how they will assess and report student performance progress and how they will ensure that they are meeting performance standards.
- ***Maryland Model Charter School Application Guidelines:*** This manual expands on the charter school application, includes details and forms that can be used for a template for charter school developers to prepare their application, and provides a framework for authorizing LEAs to use in the development of their application process. This model application also includes a document titled “The Accountability Plan,” which contains sections on the development of the school’s goals and performance objectives; indicators of performance, promotion, and graduation standards and processes; targets; assessment tools; processes to measure and report performance and progress; and ways to identify performance gaps and use the school-improvement planning process.
- ***Maryland Charter School Founder’s Manual:*** This manual provides charter school developers or founders a wealth of information needed to start and successfully launch a charter school in Maryland. It provides a framework for

developers, beginning with understanding the capacity needed to start a charter school, and guides them through a strategic planning process that results in the integration of many accountability elements and a “to do” approach for school implementation.

- ***Special Education in Charter Schools: A Resource Primer for the State of Maryland:*** This resource guide provides charter school stakeholders with an understanding of the laws and requirements related to providing educational services to students with disabilities and to assist in the conceptual alignment of the school’s goals and structure with special education services. Accountability measures related to Individuals with Disabilities Education Act compliance are included as an integral part in the successful implementation of the charter school program.
- ***Maryland Model Performance Contract:*** This document provides a template for authorizers to use in developing an open, comprehensive, clear, and transparent process through which charter schools can be successful in planning and operating a high-quality charter school. The manual includes many toolkits that can be used to increase the successful implementation of oversight, monitoring, reporting, intervention, and renewal/revocation processes needed to ensure accountability.
- ***Charter School Closure: The Authorizer’s Role in Ensuring an Orderly Dissolution:*** This publication provides the guidance needed to organize school closure in the event of a contract revocation of a charter school.

Maryland believes that these documents have laid a strong foundation for charter school authorization, accountability, and renewal. As the table below explains, in the past five school years, three charter schools have closed and 45 applications have been denied for incompleteness and lack of quality (approximately half of those that applied). The three charter schools closed due to issues not directly related to student achievement:

- The first school to close did so at the end of its first year of operation in 2006. The authorizer’s main concern regarding this school was its lack of financial accountability.
- The second school closed after two years of operation in 2007 because of facility issues.

- The most recent closing of a charter school (in 2009) stemmed from the concern that the school was not meeting its stated mission to serve as an educational alternative program for troubled youth.

Since the closing of these charter schools, Maryland has delivered additional technical assistance opportunities to assist charter developers and operators to implement measures to ensure effective and efficient charter school management.

The following table describes the history of charter schools in Maryland.

School Year	# of Applications	# of Approvals	# of Denials and Reason	# of Withdrawals	# Closed and Reason
2002–03	1	1	0	0	1 (reason: established before Maryland charter school law)
2003–04 *	0	0	0	0	0
2004–05	15	15	0	0	0
2005–06	8	7	1 (reason: lack of quality)		0
2006–07	9	9	0	0	2 (reasons: governance and management concerns; lack of adequate facilities)
2007–08	26	5	20 (reasons: incomplete applications and lack of quality)	2	0
2008–09	22	9	13 (reasons: incomplete applications and lack of quality)	0	1 (reason: inability to fulfill mission)
2009–10	15	4	11 (reasons: incomplete applications and lack of quality)	0	0
Total	96	50	45	2	3

*Maryland charter school law passed.

Although Maryland is committed to increasing the number of charter schools, it also is deeply invested in the development of charter school quality to ensure that only academically and fiscally sound charter schools exist across its 24 LEAs. The State realizes that providing model applications, performance contracts, and other resources may not be enough. For example, external groups have noted that Maryland's charter authorization and renewal process is not always transparent and that the State must do more to ensure that authorizers are incorporating effective processes to support the establishment and continuation of high-quality charter schools. As a result, Maryland has developed a policy to increase transparency in all chartering processes. The State Board of Education is scheduled to adopt the overall policy during the June 22, 2010, board meeting. The policy draft is included in Appendix 52.

Race to the Top funds give the State additional opportunities to carry out the intent of the new policy so that charter schools are true partners in Maryland's education reform strategy. This is particularly relevant when it comes to the State's persistently lowest-achieving schools. As described below, charter schools have a role in the turnaround strategy both as one of the options allowed in the Race to the Top guidelines and as a way to enable LEAs to develop portfolios of schools with innovative approaches.

Using the Race to the Top funds, Maryland proposes to implement the following strategies and tactics upon receipt of Race to the Top funds and continuing for the four-year grant:

- The State will partner with two school systems that have the greatest number of low-achieving schools and provide an incentive for these systems to convert two of each LEAs schools in restructuring to charter schools. The school systems will be able to secure charter school operators with proven success to reopen the schools as public charter schools by 2012–13 after thoughtful planning with the operator, the LEA, the Breakthrough Center (described in Section (E)(2)), and the school community.
- Maryland also will develop a partnership initiative between these four schools in restructuring, which will be selected to convert to four “fresh start” charter schools and four existing high-performing charter schools. This partnership is intended

to help develop capacity for improvement by providing opportunities for demonstration of best practice, coaching, mentoring, and joint learning.

- Maryland will coordinate this effort through the Office of School Innovation as well as the Breakthrough Center (described in Section (E)) as part of the State’s strategy to turn around its persistently lowest-achieving schools.
- The State will design Maryland’s Charter School Quality Standards and implement related learning experiences that will be shared with all charter schools and authorizers. These standards will serve as the foundation of an assessment framework that will be specially designed to enable charter schools to conduct self-assessments (similar to the regional accreditation process) every three years to help guide the schools’ improvement and strategic development efforts. Maryland will work with the charter school community and LEA authorizers to develop these standards as the backbone of charter school development, application, and renewal processes.
- Maryland will share these standards, learning experiences, and self-assessment frameworks with LEAs, with the goal of serving as a vehicle for learning and possible replication.
- Maryland will strengthen the charter school authorizing processes:
 - The State will link the Charter School Quality Standards to the model application, performance contract, and renewal processes.
 - The State will work closely to with LEAs to implement the new State Charter School Policy, which will provide specific guidance to help authorizers accomplish the following:
 - Post application, review process, and assessment rubric online to ensure an open and transparent charter school approval process.
 - Modify charter school applications and performance contracts to contain explanations of how the school will achieve academic growth for all students, as well as signed statements by the charter developer and the authorizer committing to certain flexibilities from district regulations in exchange for charter accountability.

- Provide required flexibilities of school system procedures and include these flexibilities in the performance contract and in its overall charter school policy, which speaks to the willingness of the school system to negotiate flexibilities in collective bargaining agreements that could affect the implementation of charter school innovations.
 - Create performance contracts that clearly spell out roles and responsibilities for the authorizer and the charter school operator, the evaluation and renewal process, and any reporting requirements.
 - The State will hold annual statewide training sessions for authorizers and developers on how to use the Charter School Quality Standards to approve high-quality applications, develop performance contracts, and implement effective renewal processes.

These strategies have been summarized into three key goals to guide implementation efforts.

GOAL I: THE OFFICE OF SCHOOL INNOVATION (OSI) ALONG WITH THE TITLE I OFFICE AND THE BREAKTHROUGH CENTER, WILL DEVELOP A PARTNERSHIP WITH TWO SCHOOL SYSTEMS WITH THE HIGHEST NUMBER OF LOW-ACHIEVING SCHOOLS TO CONVERT SCHOOLS IN RESTRUCTURING TO CHARTER SCHOOLS.		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Form partnership with two school systems to implement an alternative governance model using charter schools as an option for four schools in restructuring.	Partnership formed and schools selected in 2010–11	OSI, Title I Office, and Breakthrough Center
B. School systems use incentive funds to support improvement activities, including the recruitment and contracting of charter operators and the planning of the conversion of these schools to charters, and to assist with needed transition activities to inform and involve stakeholders.	2010–11	OSI, Title I Office, Breakthrough Center, and LEAs
C. Four high-performing charter schools are selected and initiate their	2010–11	OSI, Breakthrough Center, LEAs,

GOAL I: THE OFFICE OF SCHOOL INNOVATION (OSI) ALONG WITH THE TITLE I OFFICE AND THE BREAKTHROUGH CENTER, WILL DEVELOP A PARTNERSHIP WITH TWO SCHOOL SYSTEMS WITH THE HIGHEST NUMBER OF LOW-ACHIEVING SCHOOLS TO CONVERT SCHOOLS IN RESTRUCTURING TO CHARTER SCHOOLS.

ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
partnership with the four schools in restructuring.		and schools
D. Four schools in restructuring begin planning year with charter school operator, LEA, MSDE, and school community.	2011–12	OSI, Title I Office, Breakthrough Center, and LEAs
E. Four schools reopen as “fresh start” charter schools.	2012–13	OSI, Title I Office, Breakthrough Center, and LEAs

GOAL II: THE OFFICE OF SCHOOL INNOVATION WILL ADVANCE THE WORK OF DESIGNING MARYLAND’S CHARTER SCHOOL QUALITY STANDARDS TO DEVELOP A FRAMEWORK FOR CHARTER SCHOOLS TO CONDUCT SELF-ASSESSMENT EVERY THREE YEARS FOR IMPROVEMENT AND DEVELOPMENT EFFORTS.

ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. Design quality standards for charter schools in Maryland with feedback and participation from Maryland’s charter school community as well as national experts (by January 2011).	2010–11	OSI with consultants and charter school Stakeholders
B. Design, publish, and distribute an implementation guide to all charter schools and LEA charter school offices.	2011–12	OSI with consultants
C. Provide training to charter schools on the implementation of the quality standards, and to LEA charter school liaisons.	2011–14	OSI
D. Develop the evaluation model for this project.	2010–11	External project evaluation
E. Design the self-assessment process and implement a piloting incentive.	2010–11	External project evaluation
F. Work to align charter school accountability process with charter school quality standards (see table for Goal III below).	2010–11	OSI
G. Provide training to all charter schools on conducting the self-assessment process so that it can be implemented statewide.	2012–14	OSI
H. Develop teams that will help support the implementation process.	2012–13	OSI and selected schools
I. Assess how charter schools have used the quality standards.	2013–14	External project evaluation

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ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
J. Develop and disseminate publication of the self-assessment process.	2013–14	OSI with consultants

GOAL III: STRENGTHEN THE CHARTER SCHOOL AUTHORIZING PROCESSES		
ACTIVITIES	TIMELINE	RESPONSIBLE PERSON
A. State Board of Education passes new policy to ensure transparency and openness in charter school authorization and renewal processes.	June 2010	OSI, MSDE staff, and State Board
B. Provide statewide training on the implementation of the new policy.	Fall 2010	OSI, LEA charter school liaisons, County Boards, Superintendents, charter school operators and leaders
C. Align new State Charter School policy with charter school publications and resources.	2010–11	OSI
D. Charter schools opening in 2011–12 and those having their contract renewal in 2011–12 will be the first to implement the new performance contracts and renewal documents.	2011–12	OSI, charter school liaisons
E. Hold annual statewide training sessions for authorizers, current charter schools, and developers.	2011–14	OSI
F. Develop evaluation to determine how the new State policy has been implemented statewide.	2013–14	External project evaluator

The new Charter School Quality Standards will be embedded in every LEA’s application, performance contract with the charter schools, and renewal documents to provide a more uniform and coherent way to ensure charter school quality throughout the State.

Maryland’s new charter school policy will provide guidance to all charter schools and LEAs to ensure an unprecedented level of consistency and openness in the charter school approval and renewal processes — addressing a key deficiency that may have unintentionally led to uncertainty in the charter school process. With the assistance of Race to the Top funds in these endeavors, the State will ensure that the charter school movement continues to grow and thrive in Maryland, and that the quality of Maryland’s innovative charter schools is just as important as quantity.

Section (F)(2)(iii): Equitable Funding for Charter Schools

Maryland’s charter school law requires that charter schools receive commensurate funding (Education Code 9-§109, Disbursement of Funds; see Appendix 51). The Maryland State Board of Education has established a definition for commensurate funding. This definition has resulted in the establishment of a funding formula for charter schools so that charter school students receive the same amount of per-pupil funding as their peers in non-charter schools in the same school district. State and federal program funding also is guaranteed to charter schools as authorizers, and charter school operators are reminded of this requirement every fall. Maryland State offices administering such programs ensure that appropriate funding is available to charter schools based on the school’s eligibility for such programs.

Section (F)(2)(iv): Facilities Funding for Charter Schools

Maryland currently provides several statewide facility supports to charter schools. For example, charter schools housed in LEA-owned properties are eligible for State Public School Construction Program capital funding (COMAR 13A.01.02.03) (see Appendix 53). State operating dollars provided to charter schools may be used for facilities expenses, and the State does not impose

any facility-related requirements on charter schools that are stricter than those applied to traditional public schools. In addition, the State Department of Education provides technical support to charter school operators regarding facilities as requested. The State Superintendent of Schools reviews and approves construction plans for charter schools as required for traditional public schools (see Appendix 53). Maryland recognizes that charter schools face different facilities burdens than non-charter schools, and the State is committed to seeking and supporting opportunities for legislative changes that will increase facility supports to charter schools directly.

Section (F)(2)(v): Innovative, Autonomous Schools

MSDE has a proven record of expanding innovative initiatives, creating tailored educational programs, and making decisions that promote new and exciting school innovations that improve public education in Maryland. The State's national recognition confirms these successes.

For example, the Maryland State Board of Education voted unanimously to support Senate Bill 714, Education — Residential Boarding Education Program-At-Risk Youth. This bill established a Maryland boarding school under the supervision of MSDE. The SEED School opened its doors in August 2008 to serve Maryland students who are determined to be at risk and disadvantaged. It had 80 students in the 6th grade in 2008–09 and 160 students in 6th and 7th grades in 2009–10. The program's governing board reports annually to MSDE and has demonstrated success in established accountability areas, such as academic standards, fiscal issues, and program growth. Please see Section (F)(3) for a description of the statute that created and governs the school.

The opportunity created by this type of program serves as an advantage to at-risk students from across the State of Maryland to begin to realize their potential as college-bound students. This school also offers disadvantaged students an opportunity to access a range of support services and opportunities to help ensure academic and social success. Such a school adds to Maryland's national reputation for innovation and creativity in public education. In fact, the SEED School was featured recently on CBS News' *60 Minutes* program.

Race to the Top Application – State of Maryland

In addition, LEAs have wide latitude to open schools in such areas as dropout prevention, recovery of dropouts, and academically disadvantaged students. LEAs operate a variety of alternative schools that have various paradigms. One such school, the Baltimore Leadership School for Young Women, opened in 2009 in Baltimore City to serve approximately 600 young women in grades 6–12 when it becomes fully enrolled. The school uses a single-gender approach to customize the education program to better serve the interests and needs of students, using a holistic model to guide their development in several areas: academic, social-emotional, and physical.

Maryland's 24 LEAs also experiment with innovative school models. For example, Baltimore City Public Schools began experimenting with innovation schools in 2001 to redesign, transform, and revitalize neighborhood high schools chosen for this effort. Each school is operated by a nonprofit governing board with the authority to oversee the implementation of the reform efforts in the schools. The model has to be approved, and there is no entrance requirement. Students are admitted through a lottery process.

Baltimore City also has transformation schools, with specific themes and a unique curriculum designed for college readiness or alternative programs. Operated by experienced, independent education entities, these schools provide students and parents with additional choices for their grades 6–12 education. Presently, there are 12 transformation schools in Baltimore City, and the expectation is for 24 more to open in the next four years. Students are admitted through a lottery process. Principals of all Baltimore City schools are provided the following autonomies, regardless of the type of school: budget, personnel, day-to-day operations, and professional development from outside entities.

Maryland believes that a portfolio approach to school design will allow innovation to flourish; state support for the types of schools described above is robust.

(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

Section (F)(3): Laws, Regulations, and Policies Creating Conditions for Education Reform

Improving Teacher and Principal Effectiveness: In the 2010 legislative session, the Maryland General Assembly passed the Education Reform Act of 2010 (see Appendix 4), which enacted specific statutory directives demonstrating Maryland's commitment to improving teacher and principal effectiveness. Governor O'Malley signed the bill on May 4, 2010.

First, the statute increased the time period before a teacher can gain tenure to three years. In tandem with the three-year tenure requirement, the statute calls for school systems to assign a mentor and provide additional professional development if a teacher is not on track to qualify for tenure. In addition, the statute authorizes the State Board of Education to adopt regulations to establish standards for effective mentoring. The State Board will do so building on the comprehensive New Teacher Induction Program regulations, which the State Board has already proposed (See Appendix 30). Those regulations, progressing through the regulatory

process, establish the framework within which the 24 school systems in Maryland must establish effective mentoring programs and professional development specifically for new teachers.

Second, the Education Reform Act of 2010, as well as another set of regulations recently proposed by the State Board, change the rules for evaluating teachers and principals in Maryland. The statute calls for data on student growth to be a significant component of the evaluation. The State Board has passed proposed regulations that define “significant component” to mean that 50 percent of the evaluation must be based on student growth (see Appendix 5). Much like the Race to the Top definition of student growth, the statute and regulations define student growth to mean “student progress assessed by multiple measures and from a clearly articulated baseline to one or more points in time.” The regulations also establish that all teachers will be evaluated annually and that the rating scale will be, at a minimum, Highly Effective, Effective, or Ineffective (see Appendix 5). These regulations are progressing through the regulatory process. The first evaluations to be conducted under the new regulations will take place in the 2012–13 school year.

Third, the statute authorizes the State Board to establish a program to support locally negotiated incentives including “financial incentives, leadership changes, or other incentives” so that highly effective teachers will be attracted to the lowest-performing schools.

In addition to its most recent legislative and regulatory reform effort, Maryland has been at the forefront of developing effective leadership in low-achieving schools. Specifically, in 2005, the Maryland General Assembly established in law the Principal Fellowship and Leadership Program (Md. Educ. Code Ann. § 6-116) (see Appendix 54). The purpose of the program is to give local school Superintendents an additional governance option for schools entering the restructuring phase of school improvement according to No Child Left Behind guidelines. MSDE initiates the process of identifying a pool of candidates for consideration to be a Maryland Distinguished Principal in an elementary, middle, or high school entering restructuring. Fellowships can be awarded to sitting principals who have recent experience as a Maryland principal, exhibit evidence of instructional leadership, and have shown student progress in a school where they were the principal for at least three years. A Maryland Distinguished Principal then becomes the instructional leader of the low-achieving school and begins the process of moving that school toward excellence.

Systemic Reform: In 2002, the Maryland General Assembly passed groundbreaking legislation entitled “The Bridge to Excellence Act,” as described in Section (F)(1). The law revamped education funding in Maryland, creating an equitable funding system and increasing funding to Maryland public schools by more than \$1 billion. (Md. Educ. Code Ann. § 5-201, *et seq*) (see Appendix 55). In addition to increased funding, the law contained a powerful tool for reform designed to ensure that funding increases were dedicated to improving student achievement. The law mandated that each of Maryland’s 24 school systems submit a comprehensive Master Plan and annual updates to the State Board for review and approval by the State Superintendent of Schools (Md. Educ. Code Ann. § 5-401) (see Appendix 56). The Master Plan must include strategies to address any disparities in achievement identified for any segment of the student population (see Appendix 56). The Master Plan also must include a description of the alignment of the county board’s budget with strategies for improving student achievement (see Appendix 56). The Bridge to Excellence Act led to substantial increases in student achievement and decreases in achievement gaps, as outlined in Section (A)(3).

In Maryland, Master Plans are not make-work projects. By law, the State Superintendent reviews and reports to the State Board on the content and approvability of every Master Plan and update (see Appendix 56). The Superintendent’s review includes how each county board’s current year approved budget and actual prior year budget align with the Master Plan. The State Superintendent annually reports the results of the review to the Governor, the county governing bodies, and the General Assembly (see Appendix 56).

Establishing Innovative Schools: In 2006, the Maryland General Assembly passed a law creating a residential public boarding school for at-risk youth, as described in Section (F)(2)(v). Students must meet two or more of the following criteria: (1) in poverty; (2) chronically absent or discipline problems; (3) not proficient in reading or mathematics; (4) have a disability; (5) come from a single-parent home; or (6) have a family member in prison (Md. Educ. Code Ann. § 8-701) (see Appendix 57). The purpose of the statute is to create a safe environment — separate from neighborhood, family, or home school problems — to allow the students to achieve their highest potential. Thus, the SEED School of Maryland was born. It is only the second such public residential school in the country.

The State of Maryland appropriates approximately \$2 million per year for every 80 students in the school (Md. Educ. Code Ann. § 8-710) (see Appendix 58). In addition, each local school system that sends a student to the school pays an amount equal to 85 percent of the cost per pupil for each student (Md. Educ. Code Ann. § 8-709) (see Appendix 59). The SEED School currently serves 160 students from 14 of 24 school systems in Maryland. Because there are many more applications than spaces available, the students are chosen by lottery. In its first two years of existence, the SEED School has shown evidence of increasing student achievement and narrowing achievement gaps:

- Based on reading assessments conducted internally in September 2008 and June 2009, the number of students reading at or above grade rose from 33 percent to 75 percent. Fifty-four percent of SEED students gained 1.5 to two grade levels over the year, and 40 percent gained two grade levels or more.
- The average increase in reading level for special education students was 1.6 years; for low-income students, it was 1.3 years.
- Seventy-six percent of 6th-graders were below grade level in mathematics in September 2008. At the close of the first school year, students had progressed to the point that 26 percent of the school's first class took algebra in the fall of 2009 (7th grade), and 46 percent took pre-algebra. The school is working to prepare all of these students for algebra by their 8th-grade year (fall 2010).

Early Childhood Education: In 2005, the Maryland General Assembly transferred to the Maryland State Department of Education the authority to regulate childcare providers (2005 Md. Laws 585 §7B) (see Appendix 60). The Department not only accepted that regulatory responsibility, but also used it as an opportunity to create a strong education program for pre-schoolers who are in childcare so that each child would have the best chance of entering kindergarten ready to learn. The results of this program have been extraordinary and are described in Priority 3: Innovations for Improving Early Learning Outcomes.

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

Priority 2: Science, Technology, Engineering, and Mathematics (STEM)

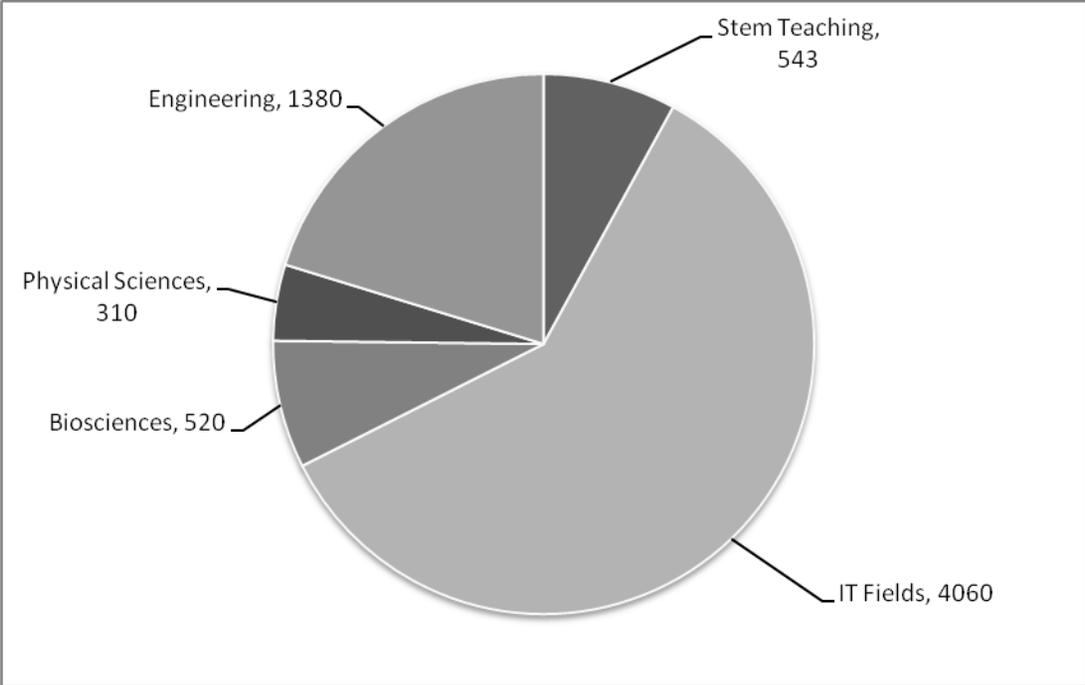
A STEM revolution is under way in Maryland. Although Maryland has always enjoyed a high percentage of professional and technical workers — and ranks number one nationwide in research and development per capita, and third in the total volume of research — the State’s STEM assets are growing even more. In the coming years, Maryland anticipates gaining 45,000 jobs — more than any other state in the country — due to the Base Realignment and Closure initiative. The majority of these jobs — 94 percent, or 15,300 direct jobs and 27,000 indirect and induced jobs — is expected to be located within an eight-county area. About 83 percent of the jobs will require a bachelor’s degree or beyond. The greatest number of the jobs will be STEM-related professional, scientific, medical, and technical positions.

It is clear that Maryland’s economy is and will be driven by innovation; for the innovation economy to thrive, it must be supported by an educated workforce with deep knowledge and strong skills in the disciplines grounded in STEM and with the ability

to create, design, and think critically to solve complex problems. For all of Maryland’s residents to benefit from Maryland’s innovation economy, this STEM-ready workforce must reflect the ethnic, cultural, and gender makeup of the State.

Yet Maryland currently has a shortage of highly qualified STEM employees. To meet the need for 6,000 annual STEM job openings, Maryland produces just 4,000 STEM graduates per year, one of the largest STEM workforce gaps among Maryland’s competitor states. Although Maryland has topped the nation in the number of students enrolled and succeeding in Advanced Placement (AP) courses, just one-third of Maryland high school graduates in 2008 completed all minimum mathematics and science course requirements needed to enroll in college-level STEM courses.

Annual STEM Job Openings in Maryland



Overview of Maryland’s STEM plan: Through a more strategic use of existing local, State, and federal funds, and with support from this proposal, Maryland will improve coordination of existing STEM assets and address the shortages of well-prepared students and workers. Since 2007, Governor O’Malley has provided \$2 million annually in funding for local grants to enable each LEA to develop a focused STEM initiative. This early capacity building resulted in school leaders leveraging other federal, State, local, and private dollars to expand STEM efforts to scale at the elementary, middle, and high school levels. For example, the Battelle National Biodefense Institute donated \$100,000 to Frederick County Public Schools to help middle-schoolers develop an interest in science through lessons based on weather and forecasting and engineering challenges. The Mid-Atlantic Regional Education Laboratory has independently reviewed the State’s investments and the results are being used to strengthen future work (see Appendix 61).

In August 2009, Governor O’Malley convened a task force co-chaired by Dr. William E. (Brit) Kirwan, Chancellor of the University System of Maryland, and Ms. June Streckfus, Executive Director of the Maryland Business Roundtable for Education (MBRT), which included State Superintendent Nancy Grasmick and other distinguished corporate leaders, educators, and innovators. The panel presented a comprehensive series of recommendations to secure Maryland’s future as a state where innovation thrives (see Appendix 36). As the report begins, “The problem in Maryland is that, although we now have enviable prosperity and a strong knowledge-based economy, competing states significantly out-produce us in terms of science, technology, engineering, and mathematics (STEM) graduates, STEM workforce development, and STEM-based economic development. If present trends continue, our competitors will overtake us. For Maryland, standing still is falling behind.”

The report includes seven comprehensive recommendations, with action steps for K–12 public education, higher education, workforce development, economic development, research and development, and others with a vested interest in securing Maryland’s future and in giving *all* of Maryland’s young people an equal shot at earning postsecondary credentials in a STEM-related field (especially youth of color and low-income youth who typically are left out of STEM opportunities).

1. Align P–12 STEM curriculum with college requirements and workplace expectations to prepare all students for postsecondary success.
2. Triple the number of teachers in STEM shortage areas who are prepared in Maryland programs; increase their five-year retention rate from an estimated 50 percent to 75 percent; and enhance the STEM preparation and aptitudes for elementary and early childhood teachers.
3. Ensure that all P–20 mathematics and science teachers have the knowledge and skills to help all students successfully complete the college- and career-ready curriculum.
4. Provide STEM internships, co-ops, or lab experiences for all interested high school and college students to jump-start their successful transition to the workplace.
5. Increase the number of STEM college graduates by 40 percent, from the present level of 4,400 graduates, by 2015.
6. Boost Maryland’s global competitiveness by supporting research and entrepreneurship.
7. Create Maryland’s STEM Innovation Network to make STEM resources available to all.

Recommendations 1, 2, 3, 4, 5 and 7 align directly with the three Race to the Top competitive preference priority requirements for STEM: (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 under-represented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The Maryland STEM Innovation Network: To address the Governor’s Task Force’s seventh and overarching recommendation, MSDE and MBRT will be the lead partners in the Maryland STEM Innovation Network. Once implemented, the

Maryland STEM Innovation Network will be a comprehensive, physical, and virtual network to support communications, convey knowledge, and share valuable resources among all of Maryland’s STEM stakeholders: PreK–12 teachers, higher education faculty, business and community leaders, economic development officers, researchers, and policymakers. The intent is to connect Maryland’s STEM stakeholders to each other and to regional and national networks of innovation and policy for the purpose of developing and implementing a sustainable and successful STEM education-workforce-research-economic development strategy for the State. The goals of the Network are to:

- Identify, evaluate, and **leverage existing resources** so that they have greater impact;
- Secure and target resources to disseminate effective models to **benefit and serve all students, and particularly low-income students and students of color**, as well as to generate knowledge where innovation is needed to drive transformative change;
- Expand the current **statewide STEM network** of practitioners, policymakers, and researchers with a shared vision and commitment to dramatically improve STEM instruction;
- Assess the quality and impact of Maryland STEM grant programs, policies, and interventions to support **a learning network that uses evidence** to guide its actions and communications;
- Create and use state-of-the-art information and data-gathering networks to proactively **facilitate knowledge sharing** among schools, districts, colleges, universities, and policy agencies, and to serve as a conduit to disseminate best practices from the national arena; and
- Advocate for **improved policies and practices** at the state and national levels, especially those that will improve the achievement of groups historically underrepresented in STEM.

The Network’s activities will leverage MBRT’s and MSDE’s existing technology investments (most notably, www.mdk12.org and www.BeWhatIWantToBe.com) and will support the creation of new technology and learning networks that facilitate

communication and collaboration among partners; one-click teacher and student access to Maryland’s rich inventory of STEM resources; and delivery of online programs, services, and support to principals, teachers, parents, and students through the Online Instructional Toolkit.

Among the Network’s planned activities are the following:

- A coordinated online STEM presence that provides universal access to STEM information, resources, and opportunities allows partners to communicate and collaborate and houses a vast repository of information and resources to support teacher enrichment and student learning in STEM fields. MBRT already has received funding from CitiFinancial and AT&T to launch the development of the initial hub of the Network. Called STEM Teachers Count, this hub will service and support the core foundation of Maryland’s effort to improve student STEM achievement — its P–12 STEM teachers. The STEM Teachers Count hub is envisioned as a one-stop shop for STEM teachers that will offer valuable resources, assistance, and opportunities in support of their efforts to strengthen P–12 STEM teaching and learning across the State. The hub, as part of the Online Instructional Toolkit (see Section (B)(3)), will include a repository of instructional resources tagged to the Common Core State Curriculum, as requested by more than 30 biology, chemistry, physics, and mathematics high school teachers from districts across the State — Baltimore, Baltimore City, Carroll, Harford, and Howard counties — in an initial focus group convened by MBRT in March 2010.
- An electronic system will provide services and support to principals and teachers in the development and delivery of STEM instruction, including industry expertise/assistance, internships for students, and externships for teachers. Preparing today’s students for tomorrow’s jobs is a complex task and a tremendous responsibility that will require the greatest resources the State can muster. Teachers, no matter how competent, cannot do it alone. Students and teachers must have access to — and benefit from — the best information and the brightest minds. These resources exist in the workplace, in higher education, in government agencies, and in the community. Finding and deploying them is the challenge. There must be a centralized, online place for educators and knowledge practitioners to connect; a way for them to find each other; and

a system that enables them to work together with students on relevant, rigorous learning “moments” in the classroom, in the workplace, and online. MBRT has a system in place already making these connections, bringing 3,000 volunteers into classrooms across Maryland and engaging 85,000 students each year. With thoughtful analysis and redesign, the current system will be transformed to allow entirely new sets of classroom-workplace connections and experiences that deliver incredibly challenging and diverse exchanges around learning and the opportunity for students to participate in real-world applications of their learning. In 2010–11, MBRT and MSDE will conduct a capacity study, design a prototype, and pilot a system that will bring much-needed instructional support and resources to students and teachers that can be implemented in 2011–12 and beyond.

- A new digital campaign for students using technology systems/design will enable students virtually to explore STEM careers, understand the relevance of instructional concepts, participate in experiences that will inspire them to choose STEM education and careers, and be motivated to solve problems as part of a team. The campaign will include web, mobile, social media, games, and simulation elements; the campaign will evolve from the MBRT-led www.BeWhatIWantToBe.com, now in its sixth year, from a single website to a full-scale online campaign. Some 200,000 students are using it, completing tens of thousands of activities (e.g., polls, quizzes, essays, challenges, goal setting, life planning, and contests) related to career and college success in Maryland. The campaign will increase student engagement with new hubs in social media, video, mobile, and virtual simulation. Mobile is where teens communicate and share most, so the BeWhatIWantToBe mobile hub will roll out in the 2010–11 school year. The initial strategy will center on three main areas: encouraging students to complete a rigorous high school curriculum; asking students to state their career, postsecondary education, and life goals; and providing incentives for students to take actions toward those goals.

Additional Planned STEM Investments and Activities: The initiatives described below indicate how Maryland’s STEM activities correspond with the Governor’s Task Force report and where in this application they are located.

1. Align P–12 STEM curriculum with college requirements and workplace expectations in order to prepare all students for postsecondary success.

- Sections (A)(2)(i) and (B)(3): Launch the Maryland STEM Innovation Network to coordinate and leverage STEM assets statewide (March 2010–ongoing).
- Sections (A)(1)(iii)(c) and (B)(3): Revise graduation requirements to align with college expectations. For example, beginning with the 9th-grade class of 2011, require four mathematics credits both for high school graduation and public university admission. (The State already requires three credits in science.)
- Section (B)(1): State content experts review the Common Core State Standards to determine a plan of action for developing STEM curricula (March 2010–June 2010).
- Section (B)(1): State Board of Education adopts the Common Core Standards (June 2010).
- Section (B)(3): MSDE, district, and higher education institutions develop PreK–12 curriculum and resources in STEM to address all Common Core State Standards (July 2010–July 2011).
- Section (B)(3): Create exemplar cross-disciplinary project-based lessons to include in the Online Instructional Toolkit. Review higher education, museum, and commercial STEM products for possible inclusion in the Toolkit (July 2010–July 2012).
- Section (B)(3): Maryland’s competitive edge also depends on producing graduates who can function in the new global environment; recommendations of the Governor’s Task Force on the Preservation of Heritage Languages in Maryland include the establishment of world language pipelines. The State will establish five new K–5 programs each year in Arabic, Chinese, and Hindi, and dual-language Spanish/English. Teachers in these programs will teach both the language and the STEM content.
- Sections (B)(2) and (B)(3): MSDE, district, higher-education, and interstate consortia determine summative end-of-course assessments that are indicative of readiness for the first credit-bearing course in English and mathematics. Work with Maryland higher education institutions to develop STEM-ready high school exit criteria.

- Section (E): Provide grants to 10 low-achieving middle schools to implement the Project Lead the Way Middle School STEM Gateway to Technology Program.

1. Triple the number of teachers in STEM shortage areas who are prepared in Maryland programs, increase their five-year retention rate from an estimated 50 percent to 75 percent, and enhance the STEM preparation and aptitudes for elementary and early childhood teachers.

- Section (A)(2)(i): Launch the Maryland STEM Innovation Network to coordinate and leverage STEM assets statewide (March 2010–ongoing).
- Section (D)(3)(ii): Increase enrollment and completion of under-represented groups in the Maryland UTeach to prepare students to become STEM teachers.
- Section (D)(3)(ii): Provide compensation incentives in STEM shortage areas.
- Section (D)(3)(ii): Establish STEM-based programs modeled after the successful UTeach national initiative (partners include National Mathematics and Science Initiative and Maryland higher-education institutions).

2. Ensure that all P–20 mathematics and science teachers have the knowledge and skills to help all students successfully complete the college- and career-ready curriculum.

- Section (B)(3): Participate in the Southern Regional Education Board’s multistate consortium to develop curricula, assessments, instructional materials, and teacher professional development to provide more students with relevant and challenging career/technical/STEM programs of study.
- Section (D)(5)(i): Design, implement, and evaluate Educator Common Core Academies with a STEM strand for elementary, middle, and high school teachers.

3. **Provide STEM internships, co-ops, or lab experiences for all interested high school and college students to jump-start their successful transition to the workplace.**
 - Section (A)(2)(i): Launch the Maryland STEM Innovation Network to coordinate and leverage STEM assets statewide (March 2010–ongoing).
 - Section (B)(3): Provide internships for students in under-represented groups.

4. **Increase the number of STEM college graduates by 40 percent, from the present level of 4,400 graduates, by 2015.**
 - Section (B)(3): Develop interdisciplinary STEM curriculum for PreK–12 to engage and motivate students early in their educational experiences.
 - Section (E)(2): Expand the use of the Primary Talent Development Science Curriculum to identify talented children early in all low-achieving schools.
 - Section (E)(2)(i): Target students in low-achieving schools for participation in summer enrichment programs.

5. **Boost Maryland’s global competitiveness by supporting research and entrepreneurship.**
 - This recommendation of the Task Force is not explicitly within MSDE’s purview. However, Dr. Grasmick will work with other state agencies that are more focused on this recommendation to link their work back to Maryland public education wherever necessary.

6. **Create Maryland’s STEM Innovation Network to make STEM resources available to all.**
 - Section (A)(2)(ii): Launch the Maryland STEM Innovation Network to coordinate and leverage STEM assets statewide (March 2010–ongoing).
 - Sections (B)(3) and (D)(5): Expand STEM online courses for teachers and students.

With political will, the road map of the Task Force, and Race to the Top funds, Maryland is poised to meet and exceed the STEM expectations of the 21st century.

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

Priority 3: Early Learning Outcomes

Maryland’s ultimate goal is for every child in the State to enter kindergarten with the readiness skills to engage successfully in kindergarten work. Since 2001, all kindergarten teachers in Maryland have evaluated their incoming cohorts of kindergarteners on 30 essential indicators of learning to inform their instruction. Their assessments have also been submitted to the Maryland State Department of Education (MSDE) for analysis.

The statewide trend has shown a 29 percent increase in the proficiency skills of kindergarteners from 49 percent to 78 percent, indicating that the most recent cohort of kindergarten students is considerably better prepared for kindergarten than the cohort in 2001 (see APPENDIX 62). In fact, incoming kindergarteners’ performance on the kindergarten assessment predict mathematics and reading performance at grades 3, 4, and 5 for the whole population as well as for all subgroups.

As a major step in addressing improved coordination and performance of the early childhood system, Maryland’s General Assembly — with the support of the Governor — passed legislation in 2005 to transfer all early childhood functions (including childcare and child care subsidy) to MSDE and establish an executive-level division within the Department. The major purpose of the

new governance was to coordinate services and promote accountability for young children’s desired outcomes before their school career. State investments in enhancing high-quality programs across all service providers in combination with program and curricular standards created an environment of accountability with a focus on continuous improvement in services and outcomes of children. The existing infrastructure of early care and education is designed to contribute to reducing the persistent achievement gap by increasing the number of incoming kindergarteners who are equipped with the skills and behaviors necessary to meet the academic challenges of their school careers.

MSDE has established several innovative approaches to addressing the gap of early learning opportunities prior to school entry, primarily for low-income, special education, and English language learners. They are as follows:

- Expand access to prekindergarten for all economically disadvantaged four-year olds. Thirty-seven percent of all four-year-old children are enrolled in prekindergarten, operated by the local school systems.
- Establish targeted comprehensive school and early childhood partnerships in Title I school attendance areas (Judy Center Partnerships). Judy Center Partnerships have been successful in eliminating the achievement gap for English language learners by the time they finish kindergarten.
- Design curricular, instructional, and assessment frameworks for birth to age 6 (e.g., Maryland Model for School Readiness). The Department coordinates professional development programs for prekindergarten, nursery schools, Head Start, and childcare programs to align its early learning program to meet State standards of early learning. It also disseminates preschool curricular resources that align with the prekindergarten standards of the State Curriculum to childcare and nursery programs.
- Establish early childhood accreditation to implement standards of high quality. Since 2001, the number of state or nationally accredited early childhood programs has increased six-fold.
- Establish an early mental health consultation system, designed to improve the emotional and social dispositions as well as approaches toward learning of young children before they enter school.

- Pass major State aid reform legislation in 2002; the legislation included the provision of full-day kindergarten in all schools.

The new governance and infrastructure of early childhood established a unique basis for further improving the early learning opportunities for young children and for impacting their long-term school success and college and career readiness as a result of an education system that spans birth to grade 12.

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

Priority 4 – Expansion and Adaptation of the State Longitudinal Data Systems

The Maryland Longitudinal Data System is currently adding student courses and grades, and a matrix of standard course codes for statewide use as defined by the National Center for Education Statistics “Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)”. These activities position Maryland to implement a statewide transcript system for the LEAs that would enable: (1) Maryland to track where students have gone to school, (2) higher education school acceptance and rejection patterns based on transcript course content by school, and (2) implementation of a long-term research program on post-secondary school selection and transition success.

At present, half the states in the United States have implemented a standardized electronic transcript system that communicates with over 137,000 public and private PreK-20 educational institutions across the country. In Maryland, 11 of the State’s 24 LEAs have purchased systems, while five LEAs have custom developed systems. Maryland’s 24 LEAs individually prepare over 500,000 non-

standardized transcripts a year in an inefficient and costly way since transcripts are mostly printed and sent by mail. Most important, there is no central repository that allows for the analysis of student school selection trends and success rates for acceptance based on transcript content.

This project would upgrade Maryland's ability to produce, maintain, and analyze student post secondary school applications and acceptances. The expected benefits from implementing an electronic transcript system include:

- Tracking student transcript submissions and acceptances, and analyzing timely data on how higher education institutions are accepting/rejecting students from high- and low- achieving schools;
- Analyzing how higher education institutions are using, consistently or inconsistently, course contents and numbers, GPAs and SAT/ACT scores in their acceptance/rejection decision of Maryland students;
- Implementing fully the national standardized courses and grades standards to promote national standardization and uniform evaluation of student transcripts;
- Using a standard data translation engine allowing schools to exchange academic records/transcripts with institutions that use other course and grade data standards;
- Savings of time and money by reducing mail and labor costs for producing over 500,000 transcripts a year for Maryland students applying to higher education institutions;
- Sending electronic K-12 transcripts to colleges, thus rapidly improving services to students applying for admission to higher education institutions;
- Allowing for transcript history and maintenance for students; and
- Reducing issues associated with student mobility between LEAs, and the ability to provide immediate record transfer.

GOAL: 1 IMPLEMENT A STANDARDIZED, WEB-BASED CENTRALIZED TRANSCRIPT SYSTEM FOR ALL LEAS TO USE.		
ACTIVITIES:	TIMELINE:	RESPONSIBLE PERSON:
1. Project planning and management	September 2009 – September 2014	MLDS Project Manager
2. Meeting and coordination with LEAs planning to implement centralized system	October 2010 – November 2010	MLDS Project Manager
3. Define transcripts layout standards and process	September 2010 – October 2010	MLDS Business Analyst and LEA analysts
4. Define implementation plan to implement the National Transcript Center (NTC) system	November 2010 – December 2010	Vendor
5. Define integration of current Maryland electronic system into NTC system	January 2011 – April 2011	MLDS Business Analyst and Higher Ed analysts
6. Update all student and grade data in the MLDS of LEAs that will use the	April 2011 – June 2011	MLDS Team/ LEA IT Teams
7. Convert each LEA and MLDS data to NTC transcript system	June 2011 – July 2012	MLDS Team/LEA IT Teams
8. Pilot system and develop online school counselor training and system documentation	July 2012 – August 2012	MLDS Team, LEA IT Teams
9. School counselor training	September 2012 – October 2012	LEA IT Teams
10. Go live	October 2011	MLDS Team, LEA IT Teams
11. Web surveys to evaluate success of implementation and satisfaction with system	December 2012 – January 2013	MLDS Team

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

Priority 5: P-20 Alignment

Maryland has a long history of collaboration among the PreK-12, higher education, workforce, and economic development sectors of the State. Beginning in the mid-1990s, a voluntary structure called the **K-16 Leadership Council** was established to vertically align systems of education and create a seamless system of education for students from kindergarten through college. The three partners in that effort were the Maryland State Department of Education (MSDE), the Maryland Higher Education Commission (MHEC), and the University System of Maryland. Their relationship was formalized on March 5, 2002, through the execution of a Memorandum of Understanding (MOU) among the three parties. This partnership made significant strides over the years, including:

- The Redesign of Teacher Education: the creation of Professional Development Schools in the mid-1990s as the model for teacher preparation in Maryland;
- Core Learning Goals/Content Standards: an agreement on what students should know and be able to do by specific grade levels, K-12;

- Maryland Mathematics Bridge Goals Project: a delineation of the knowledge and skills that students need to transition successfully in mathematics from high school to college through a collaborative effort between PreK–12 and higher education;
- English Composition Task Force Report: recommendations on aligning the teaching of English composition so that students who exit high school are prepared for the first credit-bearing English course in college (see Appendix 63);
- English Alignment Committee Report: a follow-up committee to the English Composition Task Force to review the alignment of the high school English curriculum with the writing expectations of the first credit-bearing courses in college (see Appendix 64);
- Teacher Shortage Task Force: a report on the inadequate supply of teachers in Maryland and the retention of current teachers (see Appendix 65);
- Task Force on the Education of African-American Males: wide-ranging recommendations on a critical topic in the State that called for an intergovernmental agency approach to solve the issues and challenges faced by African-American males (see Appendix 66);
- Maryland’s professional development standards adopted through a joint MOU between PreK–12 and higher education;
- Special Education Ad Hoc Report: the development of strategies for enhancing the preparation of special educators and general educators in dealing with students with disabilities (see Appendix 67);
- Early College Access: a report on making the senior year of high school meaningful to students through the expansion of Advanced Placement programs, dual enrollment, and other innovative approaches (see Appendix 68); and
- Associate of Arts in Teaching: the development of a two-year teacher preparation degree that would transfer seamlessly to four-year colleges and universities without loss of credit in the receiving teacher education program.

In addition, other major efforts were the result of strong vertical and horizontal coordination:

Early childhood: Since 2005, MSDE has housed all early care and education programs in the State. Maryland is still the only State in the nation where the State education agency fulfills that responsibility. The major purpose in creating this governance structure was to coordinate services to young children before they begin their formal years of education, and the result is improvement in the vertical alignment of educational initiatives in the State. One initiative has all kindergarten teachers in Maryland evaluating incoming students on 30 indicators to determine readiness (Maryland Model for School Readiness). The data indicate a significant increase in the readiness of Maryland students, and that readiness also has translated into higher scores on the 3rd-grade Maryland School Assessments. This effort is described more fully in

Priority 3 — Early Learning Outcomes.

In June 2005, the Governor’s Office for Children (GOC) was established via executive order, confirming that it is essential that the budgets, programs, and policies of the State child-serving agencies be coordinated to ensure the comprehensive and efficacious delivery of services and supports to Maryland’s children, youth, and families. The Children’s Cabinet, led by the Executive Director of the GOC, works collaboratively with State and local partners to create and promote an integrated, community-based service system. It emphasizes prevention, intervention, and community-based service provision. The Children’s Cabinet membership consists of Secretaries from the Departments of Budget and Management, Disabilities, Health and Mental Hygiene, Human Resources, Juvenile Services, and the State Superintendent of Schools.

P–20 Leadership Council: In January 2007, Governor Martin O’Malley issued Executive Order 01.01.2007.20, establishing on an even more formal basis the Governor’s P–20 Leadership Council of Maryland (see Appendix 69). This new Leadership Council was an expanded version of the previous council in that it included the Governor’s Office as the convening party; the Secretary of Labor, Licensing, and Regulation; and the Secretary of Business and Economic Development, along with specified other representatives. This organization structure recognized the unique advantage of having the business and education communities working together to align educational policies to the State’s economic needs and prepare students to succeed in a competitive global economy. The new Council is managed through the governor’s office. Other State agencies are brought into discussions of issues as

appropriate, allowing for the kind of horizontal alignment at both the State and local levels necessary for comprehensive, broad-based solutions to critical problems. This Council now in statute as a result of the recent legislative session (see Appendix 70). Since its inception in 2007, the expanded Council has worked on issues identified by the Governor and other members of the Council, meeting three to four times per year with various subgroups identified to deal with specific topics.

The following task forces have been formed to make recommendations critical to Maryland's future. The Council will coordinate the efforts of these task forces, ensuring that the work occurring between and among them is seamless.

- **The Governor's Principals' Task Force** was formed to look at the role of the principal as instructional leader; best practices for recruiting, developing, and retaining principals; characteristics of successful leaders; alternative pathways to the principalship; core standards for the evaluation of principals; and strategies for distributing school leadership so that principals have the time to be instructional leaders (see Appendix 71).
- **The Governor's Science, Technology, Engineering, and Mathematics (STEM) Task Force** was created to ensure that Maryland's workforce of the future and its research and development infrastructure can sustain a globally competitive knowledge-based economy. The task force issued several recommendations designed to ensure robust, rigorous STEM teaching and learning that are accessible to all learners; strategies to link education, workforce creation, and economic development; and an increase in the number of degree holders and program completers trained in STEM fields (see Appendix 36). Recommendations from this task force can be found throughout this application and in Competitive Priority 2 — STEM.
- **The Governor's Career and Technology Education Task Force** was charged with designing a plan for the expansion of career and technology education programs that prepare students for entry into postsecondary education, apprenticeships, and careers where there are current and future employer demands. Priority was given to programs that support critical infrastructure needs in construction, healthcare, transportation, and consumer services, as well as to industries related to Base Realignment and Closure and STEM (see Appendix 72).

- **The Governor’s College Success Task Force** was created to examine current K–12 and higher-education policies and practices in Maryland related to the alignment of educational standards, expectations, and student-learning outcomes. This task force is particularly critical to Maryland’s third wave of reform (see Appendix 6). In April 2010, the task force completed its work in identifying gaps in alignment, with particular attention to reading, writing, and mathematics, as well as the emerging Common Core State Standards. MSDE is intent on addressing the recommendations in the report.

Maryland’s Governor’s Workforce Investment Board (GWIB): This group provides MSDE with a formal structure that promotes horizontal alignment with other state agencies, as well as the business community. The GWIB is a business-led board of 45 members, the Governor and Lieutenant Governor, cabinet secretaries, college presidents, the State Superintendent of schools, elected officials, labor, and representatives of nonprofit organizations. Participating state agencies include the Department of Labor Licensing and Regulation, the Department of Business and Economic Development, the Department of Human Resources, the Department of Housing and Community Development, the Department of Public Safety and Correctional Services, the Department of Disabilities, the Department of Juvenile Services, the Department of Aging, and the Maryland Higher Education Commission. The State Superintendent serves as an active member of the GWIB’s Executive Committee.

The GWIB develops policies and strategies to form a coordinated workforce system from a variety of education and employment and training programs, bringing together workforce development partners and stakeholders focused on two key outcomes: a properly prepared workforce that meets the current and future demands of Maryland employers, and opportunities for all Marylanders to succeed in the 21st-century workforce. A formal Partnership Agreement establishes a set of mutual commitments and sets forth the specific strategies each agency will employ to ensure a systemic approach to workforce development in the State. The GWIB’s Interagency Workforce Coordination Committee, composed of deputies and assistant secretaries from the Board’s participating agencies, oversees implementation of the Agreement.

The Interagency Workforce Coordination Committee was instrumental in establishing Maryland Career Clusters, a compilation of occupations that represent the full range of career opportunities in Maryland's economy. They reflect all levels of education and include a common core of academic, technical, and workplace knowledge and skills required for further education and training. As the lead agency, MSDE worked with Maryland business leaders to define each Career Cluster in terms of the core business functions, related cross-cluster skills, and content standards. With continued interagency collaboration, the Maryland Career Clusters became the basis for the development of MSDE's 48 State Career and Technology Education Programs of Study, which currently are being implemented in high schools across the State.

The GWIB's Emerging Workforce Committee was formed in 2007 and charged with developing a set of recommendations to ensure the successful transition of all Maryland youth to careers and college, with an emphasis on young people with barriers and who are disconnected from school and work. An Emerging Workforce Summit in spring 2009 validated the critical need to invest in the development of a well-prepared emerging workforce as an economic competitiveness issue for the State. The Summit also provided an opportunity to prioritize the key issues directly related to promoting a prepared and qualified emerging workforce, garner support and advocacy for policy recommendations, and recruit champions from across the stakeholder community. The Committee's report, *Maryland's Emerging Workforce: Opportunities for Youth Success*, was released in September 2009.

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

Priority 6: School-Level Conditions for Reforms

Maryland’s 24 districts have a number of tools and innovations at their disposal — some created and spread by the State, others developed by the LEAs — to promote school-level reform. They are described in summary form below, and in more detail in Sections (F)(2)(v) and (F)(3).

- (i) LEAs are offering different flexibilities to schools as they go about reform. Priority is being given to low-achieving schools in staff selection. Staff is being offered financial incentives and more control of time to encourage highly effective teachers and leaders to seek positions in hard-to-staff schools. As explained in Section (F)(2), some LEAs, such as Baltimore City

Public Schools, are giving principals more authority and flexibility for staffing and budgetary decisions — all part of the school turnaround strategy.

- (ii) Extending the school day for basic and enrichment activities will occur in many schools. Summer and Saturday opportunities are common. The key is to make sure that this is not just more of the same in structure and in content, but includes activities that are supplemental and enriching. Programs linked to driver's education and cultural activities are currently being implemented.
- (iii) One LEA has been distributing more financial decision making to the principal and school level to better direct funding to the unique needs of each school. Consideration for Administrative Managers is being included in this grant application to make sure that the laser focus on teaching and learning is primary for school-based leaders.
- (iv) Awarding credit based on student performance instead of instructional time is being pursued in schools that are transformational in addressing the needs of overage, under-credited students.
- (v) Districts are reaching out to all stakeholders to provide tutoring and mentoring to Maryland's most needy students. Parent-led groups that allow students to consider their actions and learn how to make better decisions are very successful. Community supports for suicide prevention, mental health services, and teen pregnancy support are all being implemented.
- (vi) Maryland, through its approved 1003(g) grant, is encouraging participating districts to consider climate survey data to guide the actions for improving school safety. Partnerships with local sheriff's offices, faith-based entities, and parents will address violence in the schools and communities. Maryland has produced a model policy for bullying and harassment that has been replicated and elaborated on by every school district. With pending legislation, the same will be done to address gang problems.

- (vii) All districts reach out to parents in many ways. In one district, parents and community members support art projects in the community. Another has a strong parent group advising and supporting the local board of education to reform a cluster of low-achieving schools. Yet another is pursuing community gardens to provide opportunities for students and community members to work together to bring healthier food to the cafeterias and the homes.
- (viii) Maryland has been working, since 2005, with recommendations from the Maryland Parent Advisory Council to assure that training and reporting needs for parents are being advanced in the 24 LEAs.

Maryland

Budget Part I: Summary Budget Table (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	\$ 3,807,465	\$ 4,033,896	\$ 4,191,224	\$ 4,196,865	\$ 16,229,450
2. Fringe Benefits	295,080	312,629	324,819	325,260	1,257,788
3. Travel	320,554	329,486	341,498	347,966	1,339,504
4. Equipment	17,596,090	108,400	104,000	102,500	17,910,990
5. Supplies	39,160	39,160	39,654	39,160	157,134
6. Contractual	15,883,474	16,470,874	16,477,674	11,367,474	60,199,496
7. Training Stipends	4,500	4,500	4,500	4,500	18,000
8. Other	2,990,560	3,470,560	3,504,560	897,310	10,862,990
9. Total Direct Costs (lines 1-8)	\$ 40,936,883	\$ 24,769,505	\$ 24,987,929	\$ 17,281,035	\$ 107,975,352
10. Indirect Costs*	924,709	1,015,588	1,042,374	720,573	3,703,244
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	6,941,710	2,010,610	2,205,610	2,163,110	13,321,040
13. Total Costs (lines 9-12)	\$ 48,803,302	\$ 27,795,703	\$ 28,235,913	\$ 20,164,718	\$ 124,999,636
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	25,000,000	37,500,000	37,500,000	24,999,636	124,999,636
15. Total Budget (lines 13-14)	\$ 73,803,302	\$ 65,295,703	\$ 65,735,913	\$ 45,164,354	\$ 249,999,272

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 I: BUDGET SUMMARY NARRATIVE

Overview

Maryland's students are the focus of any budget discussion. Prior funding decisions in this State have kept this strong commitment, and the State's budget for Race to the Top grant maintains this focus. In this regard, Maryland stands uniquely poised to make the best use of this substantial, one-time funding.

In enacting the Bridge to Excellence in Public Schools Act in 2002, Maryland's General Assembly bolstered a funding structure that has put billions of additional dollars into the classrooms. During the recent recession, Maryland, like other states, was faced with tough budget decisions. While sacrifices needed to be made, the classroom funding was not reduced. Other necessary components of a world-class educational structure were foregone to ensure that the State did not detract from the primary educational responsibility, teachers in the classroom.

Now Maryland stands ready to make the maximum use of short-term funding to ensure that our students and teachers are supported with the tools, data, and support systems necessary to overcome achievement gaps, including those gaps between any student's current ability and his/her potential. A worldwide economy and job market demand nothing less, and a strong educational system is the most powerful economic engine a state can have.

The Race to the Top grant will allow Maryland to build these tools and systems while not becoming dependent on the funding source. Staffing requirements shown in the projects, while substantial, are based on using contractual, rather than permanent, staff. Almost all of these positions will be for the short term of the grant period only. The systems put in place, however, will have lasting benefit to Maryland's students and teachers, and ultimately, the workforce.

Project Listing and Budget Structure

The Maryland Race to the Top budget is comprised of 54 projects. The project listing immediately follows this narrative.

The budget projects are shown in the order of the application criteria and are identified with the criteria to which each is most closely aligned. The budget has been built intentionally this granular for several reasons:

- Given the short time between the announcement of the awards and the beginning of the budget period, this level of detail will ensure that Maryland is ready to “hit the ground running” and begin immediate implementation of the project plans.
- Development of the State’s longitudinal data system, technological solutions and tools related to each of the reforms includes the associated information connections to schools, teachers, and the community. The project level data fleshes out the intricacy of this system and demonstrates how it will support solutions to criteria throughout the application.
- If aggregated to a higher level, much of the detail reflecting how the budget projects will operate in tandem would be lost. It is easier to appreciate, for example, the separate yet interconnected roles played by curricular content and psychometrics in development of formative assessments by seeing each as a project.
- This level of detail allowed easier alignment of projects with the criteria while also allowing for the evaluation of these components in relation to the application text.

To assist in understanding the projects, Maryland has structured them for ease of use. The narrative in the project budget section is intended to be sufficient to explain exactly what each project is expected to do. They do not rely on the narrative within the body of the application to explain the project.

Additionally, Maryland has standardized the narrative for each project to provide the following components as well as the category detail and justification:

- **Project Title:** Self explanatory
- **Criteria:** This portion of the narrative provides the specific criterion reference to which the project is most closely aligned. If applicable, it also explains what other criteria in the application are supported by this project.
- **Project Description:** This provides a detailed description of the project. The narrative explains and fully vets all activities incorporated into the project and how, if applicable, local school systems will participate. It explains what the project will do and how it is expected to operate.
- **Funding:** This section addresses how each project connects with other funding streams and projects.

- Description by Project Year: This indicates how the project operations vary across project years and why. It sets forth expectations of how the activities will be accomplished throughout the four-year period. For example a project may not start until year two or three because it is dependent upon successful completion of a separate project.

Funding and Organizational Alignment

Maryland is committed to the reforms outlined in its Race to the Top Application and is leveraging the following state and federal resources in support of these reform efforts.

A. State Success Factors

- Full-funding of K-12 education aid has consistently been a high-priority budget item in Maryland. Public education aid is held harmless, noteworthy in light of the \$1.3 billion in additional annual funds to local school systems as a result of redesigning the state's education finance structure. This strong base of education aid, coupled with accountability through Comprehensive Master Plans (see Section (F)(3)), ensure that funding is dedicated to improving student achievement.
- Public education aid is held harmless, noteworthy in light of the \$1.3 billion in additional funds to local school systems over a six-year period as a result of redesigning the state's education finance structure.
- Maryland State Department of Education (MSDE) will redirect its organizational strengths and mission and associated resources to align with Race to the Top goals in three key ways:
 - building department capacity that includes strong leadership and dedicated teams;
 - providing strong grant administration, management, and oversight; and
 - tracking the performance of LEAs in accordance with the application goals.
- The revised organizational structure includes four cross-divisional implementation teams, one centered on each of the four assurances within this application. The teams will also include staff responsible for STEM activities.

B. Standards and Assessments

- Current assessment funds (\$29 million in state funds and \$5.7 million in federal funds) will be used for the implementation of the new assessment system aligned to the Common Core Standards.
- Current assessment staff will transition to the new assessment system once it becomes operational.
- Continue approximately \$1 million annually in state funding support for LEA STEM grants.
- Continue \$1.6 million annually in state funds to support curriculum and Online Instructional Toolkit materials development.

C. Data Systems to Support Instruction

- Federal Institute of Sciences grants will be used to advance the work of Maryland's longitudinal data system.
- Utilize remaining \$6.6 million in Ed Tech program funding (regular and ARRA) to support STEM online course development, digital resource development and meta-tagging for Online Instructional Toolkit.

D. Great Teachers and Leaders

- Continue use of federal Title IIA State Activities funding of \$1.2 million and Title IIB Math and Science Partnership funds of approximately \$3 million to fund technical support and professional development on the Common Core Standards Curriculum, anticipated new Common Core Assessments, the Instructional Improvement System and the Online Instructional Toolkit.
- Oversee and support LEAs in using best practices in recruitment, retention and professional development with federal Title IIA funds of approximately \$38 million.
- Re-direct current state funding of over \$150,000 to develop Professional Development Schools [extended internship for teachers and principals] in high poverty and high minority schools with existing Institutions of Higher Education and Maryland Approved Alternative Preparation Programs. Changes in coursework and school experience will assure increased recruitment and retention of effective teachers and principals in low – performing schools and promote equitable distribution of effective educators.

- Continue to use state funding of approximately \$4.7 million to provide stipends for teachers who have achieved National Board Certification and teachers with Advanced Professional Certification, as authorized by Maryland’s Teacher Quality Act of 1999. Teachers who teach in identified low-achieving schools receive additional stipends.
- Continue to use State funding of approximately \$1.5 million to support candidates seeking initial certification and certification renewal from the National Board for Professional Teaching Standards.
- Re-direct approximately \$100,000 in federal Troops to Teachers funding to support recruitment of a new “Officers to Principals” pathway through new marketing strategies and the use of existing Resident Principal Certification for low-achieving schools.
- Use more than \$200,000 in state funding to continue to enhance the Educator Information System, to create a data system that can be used to link teacher and principal effectiveness to certification and student growth among other data elements.
- Revise regulations and develop a two-tiered certification system using state funding of at least \$100,000 and the Educator Information System to connect teacher and principal effectiveness to licensure and certification.
- Approximately \$ 450,000 in federal Title III funds will continue to be used to provide professional development and technical assistance to ESOL teachers and content teachers who teach LEP students and to support the development of new ESOL curriculum aligned with the Common Core Standards and the refinement of the data systems to measure English Language Learner Performance.

E. Turning Around the Lowest-Achieving Schools

- 21st Century Community Learning Centers: out-of-school time activities targeted to at-risk youth, including academic, character enrichment and parent activities. Over \$15 million will be awarded through a competitive process for School Year 2010-2011. Maryland expects similar funding in school year 2011-2012.
- Positive Behavioral Interventions and Supports program provides positive discipline training to create a safe and productive school environment. \$200,000 (\$100,000 State, \$100,000 Federal) is currently granted for activities during the 2010-2011 school years, and \$200,000 (\$100,000 State, \$100,000 Federal) is projected for School Year 2011-2012.

- \$47 million in ARRA School Improvement Funds (Title I, 1003g) and regular federal School Improvement Funds (Title I, 1003g) will be used to turn around the lowest-achieving schools. The 16 Tier I and Tier II Breakthrough Zone schools must choose one of the following approaches: turnaround; restart; closure; or, transformation as their turnaround strategy.
- Title I, 1003g administrative funds (\$11 million) are, and will continue to be, used to support the Breakthrough Center, working with Maryland's lowest-achieving schools (Tier I and Tier II Breakthrough Zone schools).
- Title I, 1003a funds (\$7 million) will be used to support smaller class size, equipment, and professional development in any Title I school in improvement.
- Several Maryland school systems, particularly those with the largest numbers of low-achieving schools, have applied for federal i3 grants and will apply for federal Teacher Incentive Fund grants.

Technology Enhancements

Throughout the application Maryland sets ambitious yet achievable goals to make large strides in the use of technology to support learning and guide decision making across the four reforms. The charts following the project listing lay out the interaction and interrelationships of these components.

Indirect Costs

As shown in the Budget: Indirect Cost Information section, which follows the budget projects, Maryland has an indirect cost agreement that is annually approved through the U. S. Department of Education. The approved rate is a Fixed Rate with Carry-Forward Adjustment. The most recently approved rate agreement contains a 12.4% rate for restricted grants.

The current rate agreement allows Maryland to assess indirect costs against contract expenses. However, for Race to the Top funding, Maryland is requesting to not assess the rate against contracts. This will substantially reduce the indirect costs assessed against Race to the Top grant and thus will maximize the programmatic use of the Race to the Top grant.

The amount of Indirect Costs assessed over the four-year period will allow Maryland to cover the incremental costs of central support services such as Human Resources and Procurement, and to fund key positions such as the MSDE IT CIO for Software Applications.

Standard Amounts

Finally, note that there are a number of standardized figures used throughout the budget projects. While each project is unique, there are many items that rely on similar budget estimates and standardized treatment:

- Salaries requested in the projects are for contractual, not permanent staff. Salary items assume a 2 percent annual increase in each project year.
- Inasmuch as the positions are contractual, there are no related State fringe benefits. The amounts shown in the Fringe Benefits category reflect Social Security and Workers Compensation, totaling 7.75% of salaries.
- Wherever possible, travel funding of MSDE staff to support local school systems is shown at one of two levels depending on the nature of the support:
 - Because of the proximity of the MSDE Headquarters building to those systems with the lowest achieving schools, travel is based upon a rate of \$26 per trip.
 - Travel related to programs supporting all local systems is based upon a rate of \$77 per trip, which is determined using the average distance to a local system in the State from the Headquarters building.
 - For projects with specific travel needs, for example conferences, the estimates and assumptions are set forth in the specific project budget narrative.
- Basic supplies funding for staff is estimated using the average cost of supplies on a per position basis, \$494 per year. Some projects with additional specific supplies requirements indicate the amounts and assumptions within the project.

Maryland has begun the reforms necessary to make our students college- and career - ready, and to address achievement gaps. Race to the Top funding, as laid out in the following projects, along with the focusing of existing revenue sources such as Title 1, will provide the energy to move these reforms quickly to fruition.

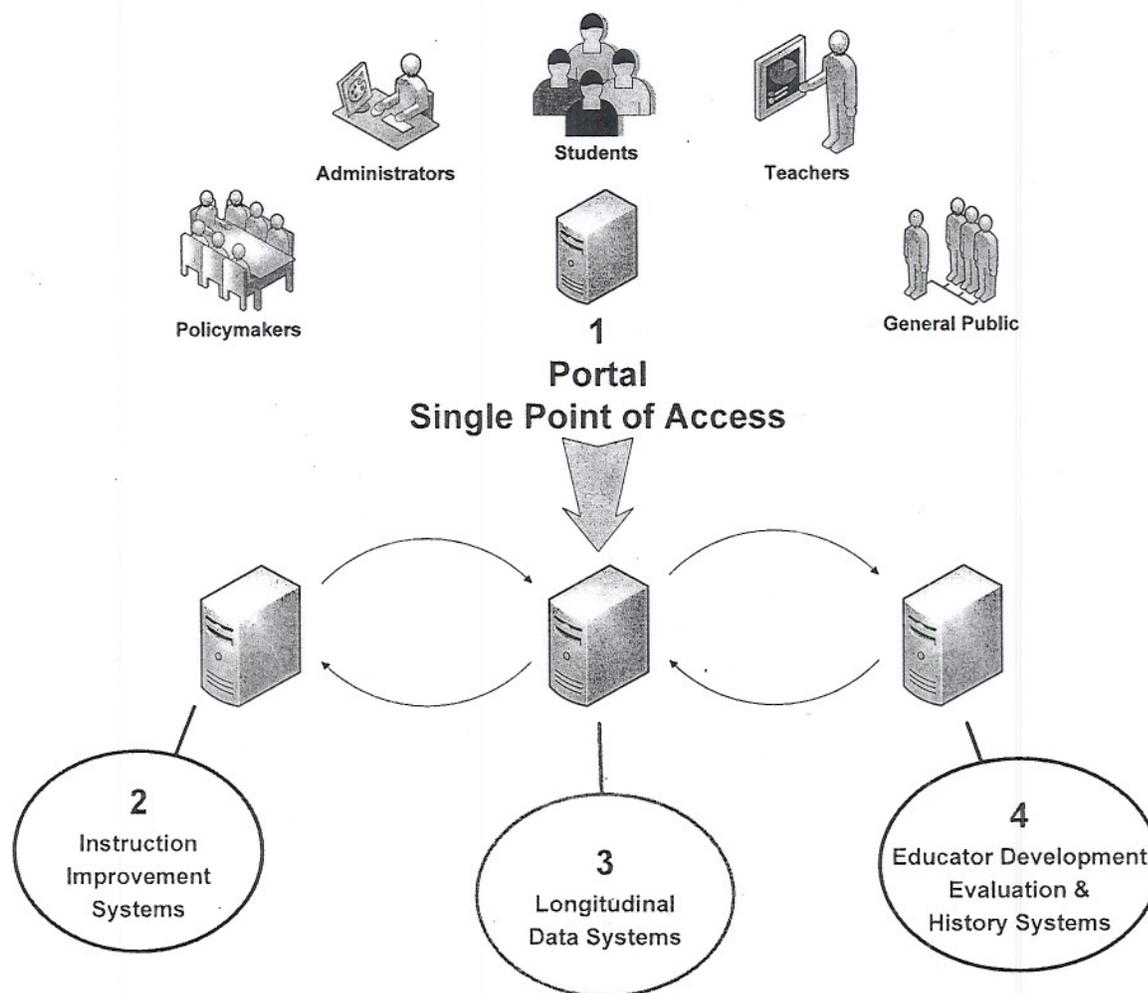
Maryland - Race to the Top - List of Projects

Section	Crit.	Project Title	Amount	FTE Staff
A.	A2	Office of Academic Reform and Innovation	\$ 740,548	2.0
		Program Evaluation	5,000,000	
A. State Success Factors Total			5,740,548	2.0
B.	B2	Formative Assessments	9,707,466	9.0
	B3	Curriculum and Formative Assessment Development	6,017,105	10.0
		Curriculum and Formative Assessment Development for ITEEA	139,420	
		Curriculum & Assessment Development CTE-SREB	155,692	
		World Languages Pipelines	1,769,656	3.0
B. Standards and Assessments Total			17,789,339	22.0
C.	C2	Develop the Overall Technology Infrastructure to Support Race to the Top Initiatives	8,738,805	13.0
		Accessing and Using State Data-Dashboards	3,120,000	
		Multi-Media Training	1,360,000	
		LEA System Application Upgrades and Infrastructure Upgrades	4,750,000	
		Expansion to LDS- Data Exchange	780,000	
		Enhancement to LDS -Develop P-20 and Workforce Data Warehouse and Center	5,000,000	
	C3	Develop and Implement a State Curriculum System	1,800,000	
		Expand Instructional Toolkit	4,200,000	
		STEM Instructional and Career Support	2,000,000	
		Implement a Test Item Bank System	1,900,000	
		Implement a Computer Adaptive Test Delivery System	2,660,000	
		Complete an Item Load and Set Up for the Item Bank and CAT System	780,000	
		Adaptive Testing Units for High Schools	1,010,000	
		Implement a Statewide System to Support Student Instructional Intervention	1,800,000	
		Develop On-Line Instructional Intervention Modules	1,500,000	
		Develop Framework for Teacher Toolkit Portal	780,000	
		Develop and Implement a Course Registration System	2,560,000	
		MSDE-IHE Teacher Preparation Workgroup	44,960	
		Implement a System to Support E-Learning for Instructional Intervention, Enhancement and Enrichment	2,300,000	
		Equating of MSA for Use on Growth Model	200,000	
C. Data Systems to Support Instruction Total			47,283,765	13.0

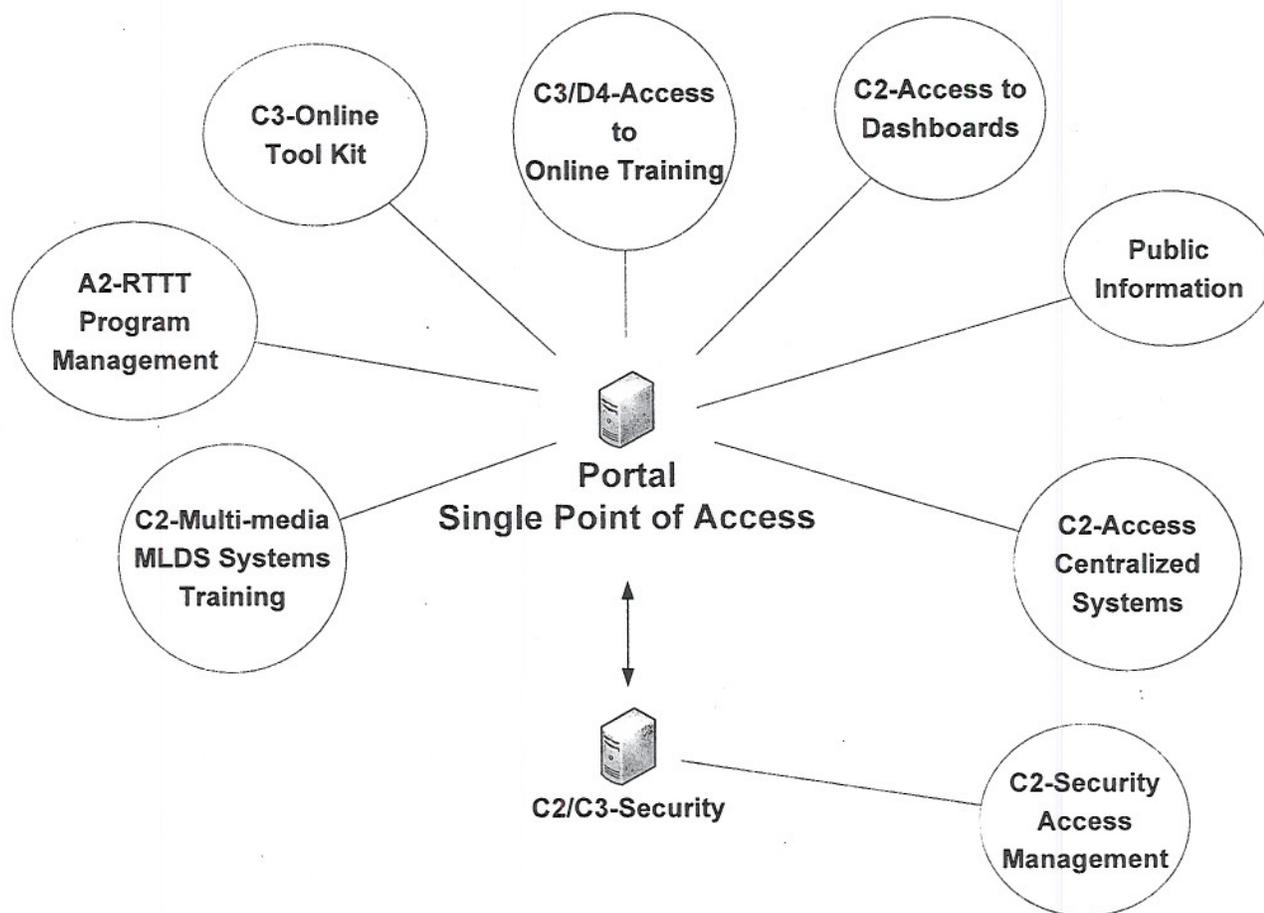
Maryland - Race to the Top - List of Projects

Section	Crit.	Project Title	Amount	FTE Staff
D.	D2	Develop and Implement a Statistical Model to Measure Student Growth	1,500,000	
		Develop and Implement an Educator Evaluation System	2,300,000	
		Expand Educator Information System to Accommodate Additional Data	2,192,207	1.0
	D3	Building Leadership Capacity in Low-Achieving Urban and Rural Districts	5,000,000	
		Teach for Maryland	969,795	0.5
		Compensation to Teachers and Principals in the Lowest 5% Schools	3,216,000	
		Compensation Incentives for Teachers in Shortage Areas	1,320,000	
		Elementary STEM Certification	1,282,923	0.5
		Maryland Approved Programs (MAP) Cost for LEAs, Providers and IHEs (UTeach Maryland)	1,371,342	0.5
		International Partnerships to Recruit Teachers in Critical Needs Areas	120,000	
		Incentives for Teachers Who Obtain ESOL Certification	1,200,000	
	D5	Teacher Induction Academies	1,931,659	1.0
		Professional Development for Executive Officers	1,203,448	3.0
		Educator Instructional Improvement Academies	13,919,938	3.0
		Expand Maryland Principals' Academy to Target Principals of Low Achieving Schools	124,000	
		Develop On-Line PD on Educator Instructional Improvement Content	3,000,000	
	D. Great Teachers and Leaders Total			40,651,312
E.	E2	The Breakthrough Center	4,399,271	1.0
		RITA Team Audits	405,000	
		Extend Student Learning and Improve School Culture, Climate, and Student Support	1,407,873	1.5
		Coordinated Student Services	1,055,295	2.0
		School Health Services	433,769	1.0
		Physical Activity	361,402	1.0
		Extended Learning	640,649	2.0
		STEM Project Lead The Way	330,000	
		Primary Talent Development	41,364	
E. Turning Around the Lowest-Achieving Schools Total			9,074,623	8.5
F.	F2	Charter Schools	3,323,049	1.0
F. General Total			3,323,049	1.0
IP-4	IP4	Implement Statewide Centralized Student Transcript System	1,137,000	
Invitational Priority 4 Total			1,137,000	
Total Race to the Top Budget - SEA Portion			\$ 124,999,636	56.0

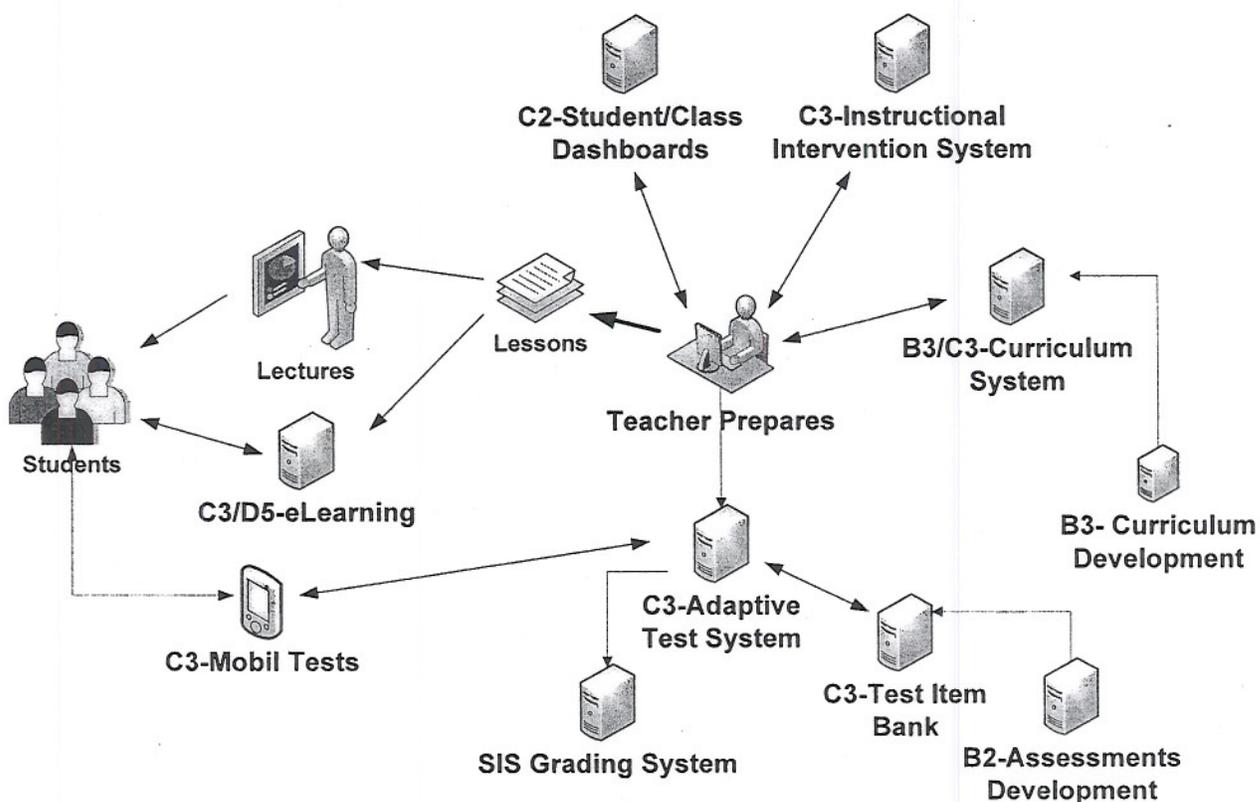
OVERVIEW OF SYSTEMS: Maryland's educational reforms are support by 4 groups of Information systems



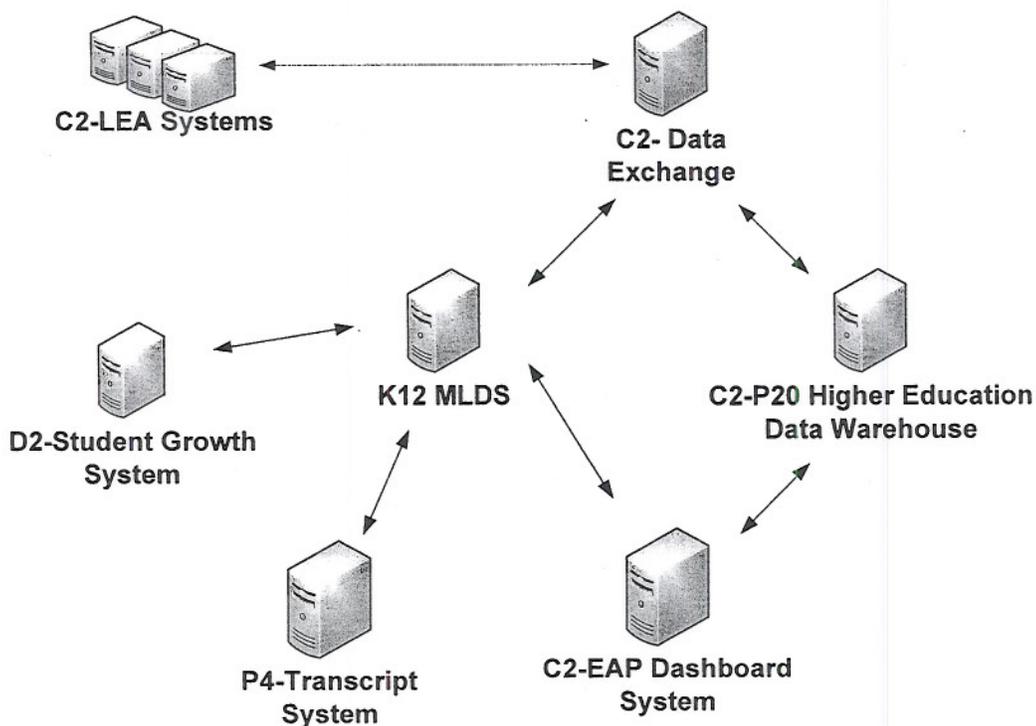
1. PORTAL SYSTEMS: Maryland's educational Portal provides a secure, single point of access to all the main applications for a variety of users. The Portal is supported by an enterprise security system to protect against data theft.



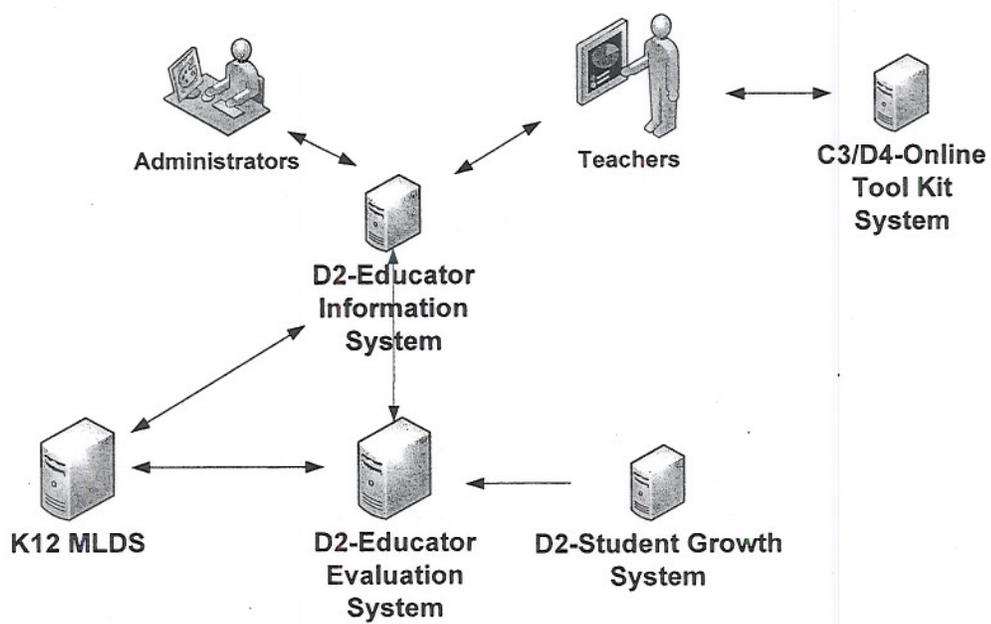
2. INSTRUCTIONAL IMPROVEMENT SYSTEMS: Maryland's Instructional Improvement process provides teachers with tools they need preparing lessons, developing tests, monitoring student progress and creating individual learning programs to improve all students learning performance, The Instructional Improvement process provides state-of-the-art tools for students to move learning outside the classroom to be anytime and anywhere via the Internet. Instructional Intervention system with elearning tools helps students to individual learning to their style and needs.



3. LONGITUDINAL DATA & REPORTING SYSTEMS: Maryland's core longitudinal data systems are the K12 MLDS, P20 HED, Data Exchange, and the Dashboard System for effectiveness, accountability and performance reporting. The Data Exchange allows the K12 MLDS to exchange data with the LEA student information systems, the higher education data warehouse (P20 HED), and workforce data warehouse.



4. EDUCATOR PROFESSIONAL HISTORY, DEVELOPMENT, & EVALUATION SYSTEMS Maryland's educational reforms implements several educator systems to improve skills, track professional development history, and to perform evidence-based performance evaluations.



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.

Budget Part II: Project-Level Budget Table					
Project Name: Office for Academic Reform and Innovation					
Associated with Criteria: A2					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	142,623	145,476	148,385	151,353	587,837
2. Fringe Benefits	11,053	11,274	11,500	11,730	45,557
3. Travel	4,620	4,620	4,620	4,620	18,480
4. Equipment	3,400	-	-	-	3,400
5. Supplies	988	988	988	988	3,952
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	162,684	162,358	165,493	168,691	659,226
10. Indirect Costs*	19,751	20,132	20,521	20,918	81,322
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	182,435	182,490	186,014	189,609	740,548

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 Title: Office for Academic Reform and Innovation****Criteria:** (A)(2)(i)(a)**Project Description:**

This Office provides the coordination, management, and oversight for the full set educational reform projects in this application. Given the myriad and widespread reform projects that will be undertaken within a limited amount of time, a dedicated oversight and monitoring office is critical.

The Project Manager, a key position covered by a current staff person during the RTTT application phase, will continue in the implementation phase with a full time contractual employee. This person will be responsible for overall monitoring of the implementation of the grant in-house as well as in the LEAs. The project manager will also coordinate logistics, monitor the implementation of Memoranda of Understanding, and oversee timelines. A new position will be created for the purposes of this grant.

Recognizing the critical need for transparency and accountability in the use and reporting of Race to the Top funding, an additional position will be established to assist the Project Manager and to coordinate all administrative and reporting facets of the grant. The Staff Specialist position will be responsible for monitoring the financial aspects of this grant, including disbursement of funds, monitoring the expenditure of those funds, meeting reporting requirements, and ensuring accountability measures.

The State Superintendent will also appoint someone to the current vacant position of Deputy Superintendent and rename the office the Office for Academic Reform and Innovation. This position will be funded out of operating funds, not Race to the Top funds.

Funding:

This project connects to the overall monitoring of the RTTT grant from the implementation of the various initiatives to the substantial monetary accountability.

Year by Year Description:

Years 1-4:

The Project Manager will be responsible for overall monitoring of the implementation of the grant in-house as well as in the LEAs. The project manager will also coordinate logistics, monitor the implementation of MOUs, and oversee timelines. A new position will be created for the purposes of this grant.

The Staff Specialist position will be responsible for monitoring the financial and reporting aspects of this grant, including disbursement of funds, monitoring the expenditure of those funds, meeting reporting requirements, and ensuring accountability measures.

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
(1) Project Manager (Educational Program Manager) This person will be responsible for overall monitoring of the implementation of the grant in-house as well as in the LEAs. The project manager will also coordinate logistics, monitor the implementation of MOUs, and oversee timelines.	1 @ 100%	\$89,434	\$368,612
(1) Staff Specialist (Staff Specialist – Accountability and Reporting) This person will be responsible for monitoring the financial aspects of this grant, including disbursement of funds, monitoring the expenditure of those funds, meeting reporting requirements, and ensuring accountability measures.	1 @ 100%	\$53,189	\$219,225
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Travel to LEAs	240	\$77	\$18,480

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
(2) Laptop computers	\$1,700	Laptop computer	\$3,400

5) Supplies

\$494 per person per year (Office supplies)

6) Contractual

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not Applicable

8) Other

Not Applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$162,684	\$162,358	\$165,493	\$168,691	\$659,226

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not Applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$182,435	\$182,490	\$186,014	\$189,609	\$740,548

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.

Budget Part II: Project-Level Budget Table Project Name: Program Evaluation Associated with Criteria: A2 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	330,000	990,000	990,000	2,690,000	5,000,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	330,000	990,000	990,000	2,690,000	5,000,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	330,000	990,000	990,000	2,690,000	5,000,000
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**Project Title: Program Evaluation****Criteria: (A)(2)(i)(b)****Project Description:**

Maryland understands the need to conduct an evaluation of its application, including its various projects. The cost of these studies will vary depending upon several factors including such things as the design complexity, number of teachers or other persons involved, and creation of special assessment materials. Maryland recognizes that the Institute for Education Sciences (IES) is conducting an evaluation for the USDE for the Race to the Top program. If we were to conduct an evaluation of the entire application Maryland would likely want to budget 8-10 percent of its portion of the budget for evaluation purposes, which is the generally accepted recommended amount according to the report by Marvin Alkin and Joan Ruskus (Reflections on Evaluation Costs: Direct and Indirect, California University, Los Angeles, Center for the Study of Evaluation), which included reference to evaluation costs of the Elementary and Secondary Act. The evaluation will be designed to ensure that it complements and does not duplicate the work being done by IES.

Funding:

Maryland is not certain of the breadth and depth of the federal evaluation by IES, but it does not wish to duplicate effort or waste resources. Thus, for current purposes, Maryland has chosen to budget \$5,000,000 of its allotted maximum state portion of \$125,000,000 to evaluate its progress during the course of the grant period. This will be contracted out to the Maryland Assessment Research Center for Educational Success (MARCES) headed by Dr. Robert Lissitz. This Center is a research arm of the University System of Maryland.

Year by Year Description:

The evaluation will be a three-stage evaluation model. It will deal with all four assurance areas, and it will have three phases.

Years 1-2: The first phase will be the process and product phase. It concerns the creation and implementation of the software systems, the staff development efforts and any of the many new “products” that will be developed and delivered to the educators in the State of Maryland.

Years 2-3: The second phase is the utilization phase. It concerns the use of materials by various stakeholders. MARCES wants to know if the teachers, principals, and other educators actually utilize materials that have been created.

Years 3-4: The third phase is the impact stage. MARCES will evaluate the ultimate reason for the creation of the process, materials, and the eventual product. It will answer the question: Did the processes/products/materials make a difference?

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not applicable		\$	\$
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers’ Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Not applicable		\$	\$

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item	Total
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		Description	
Not applicable	\$		\$

5) Supplies

Not applicable

6) Contractual

This will be contracted out to the Maryland Assessment Research Center for Educational Success (MARCES) headed by Dr. Robert Lissitz. This Center is a research arm of the University System of Maryland.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$330,000	\$990,000	\$990,000	\$2,690,000	\$5,000,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$330,000	\$990,000	\$990,000	\$2,690,000	\$5,000,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: Formative Assessments					
Associated with Criteria: B2					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	678,826	692,399	706,247	720,372	2,797,844
2. Fringe Benefits	52,609	53,661	54,734	55,829	216,833
3. Travel	34,314	34,314	34,314	34,314	137,256
4. Equipment	13,500	-	-	-	13,500
5. Supplies	4,446	4,446	4,446	4,446	17,784
6. Contractual	37,801	2,237,801	1,927,801	1,927,801	6,131,204
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	821,496	3,022,621	2,727,542	2,742,762	9,314,421
10. Indirect Costs*	95,504	97,318	99,168	101,055	393,045
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	917,000	3,119,939	2,826,710	2,843,817	9,707,466

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 Title: Formative Assessments

Criteria:

Developing and implementing common, high-quality assessments

This project supports the work of a consortium of states developing summative assessments, and work within Maryland to develop high-quality formative assessments to form a comprehensive assessment system. This project supports the work described in Section B3, Transition to enhanced standards and high-quality assessments.

Project Description:

This project enables MSDE to fully collaborate with state consortium partners to design, field test, and construct a comprehensive summative assessment system in grade 3 -8 and high school in mathematics and English Language Arts that will determine if Maryland's students are career and college ready or on track to meet this goal. In addition, this project enables Maryland to build a comprehensive bank of formative assessment items and tools that are aligned to the summative assessment system. (Note that project managers within the Division of Instruction included in the budget for section B3 will spend one third of their time building the formative assessment bank) Funding for the following items is included in this budget:

Begin the development of formative assessments for use by classroom teachers. Activities include assessing current efforts across the state and begin creation of a formative assessment item bank. A vendor will work with MSDE staff (see budget for B-3) to create this system and a delivery portal (DOI). The vendor will work with MSDE staff to develop assessment items and ensure they are aligned with new state common core curriculum. Maryland teachers will come together during the summer to review items in much the same way teachers review items for current H S A and M S A assessments. Given that the work of an assessment consortium will not begin till fall, 2010, and that significant work to transition to the new common core assessments exists, work on developing the formative assessment system will begin in year two of this grant.

Instituting a new comprehensive assessment system requires significant planning. Thus, one (1) program manager will be responsible for overseeing and coordinating across the grade 3-8 and high school interim, formative, and summative assessment systems (DAA). The project managers will report to the program manager.

Three (3) project managers will be responsible for the day-to-day operations of development and implementation of the new assessment system, one project manager will be assigned to reading, one project manager for mathematics, and one for high school (DAA).

Five (5) additional project managers; two will be responsible for the coordination of development activities and committee meetings with consortia states, and LEA staff, and the development, review, and implementation of administration manuals for online and paper

administrations. Two (2) project managers will be responsible for coordinating the assessment work related to the needs of special education students; one (1) project manager will be responsible for the assessment work related to Braille/vision needs (DAA).

Travel costs exist to join with consortium partners developing formative assessment system (two week long trips per year for three individuals—elementary, middle, high, and the program manager) (DOI and DAA).

In-state travel will be required of the project staff to attend committee meetings and LEA trainings. Out-of-state travel will be required of the program manager, project managers and the special education project manager to meet with consortia members two times per year, for a total of 10 days to coordinate a variety of planning and implementation activities.(DAA).

Computers for the nine (9) staff will be needed in the first year of the project (DAA).

It will be necessary to conduct alignment studies of the formative system with summative tests. A vendor will work with MSDE staff in this effort (DAA).

Finally, one additional important step will ensure that ALL Maryland students can become career and college ready. Additional funding will be employed to allow ALL 10th grade students in Maryland to take the PSAT in order to receive feedback regarding academic strengths and weaknesses and connecting to the extensive network of resources offered by the College Board to assist students in planning for a challenging academic future.

Funding:

Funding for this project connects with funding included in section B3 regarding transition to new assessments. Staff included in section B3 will not only work on formative assessment item development, but they will also assist Maryland in transitioning to the new Common Core Curriculum and the expansion of Maryland's on-line instructional tool kit.

Funding for this project also connects to the work of state consortium partners. Maryland staff will participate as members of the design team of the state consortium facilitated by Achieve. The positions included in this budget assume that the consortium members will collaborate in designing, field testing, and creating new assessments. Division of Accountability and Assessment staff members will ensure that the work described in this section is completed so that summative assessments for all students will be deployed by 2014-2015. (Note that existing, current staff in Maryland will maintain our existing MSA/HSA tests for school accountability until new tests are ready. At that point, they will replace the contractual employees hired for this project, ensuring full sustainability of assessment efforts).

The funding stream for the contract for the development of formative assessment items decreases over time as the bank of items becomes more and more robust.

Year by Year Description:**Year 1:**

One (1) program manager will be responsible for overseeing and coordinating project activities across the grade 3-8 and high school interim, formative, and summative assessment systems (DAA).

Three (3) project managers will be responsible for the day-to-day operations of development and implementation of the new assessment system, one project manager will be assigned to reading, one project manager for mathematics, and one for high school (DAA).

Five (5) additional project managers; two will be responsible for the coordination of development activities and committee meetings with consortia states, and LEA staff, and the development, review, and implementation of administration manuals for online and paper administrations. Two (2) project managers will be responsible for coordinating the assessment work related to the needs of special education students; one (1) project manager will be responsible for the assessment work related to Braille/vision needs (DAA).

Out-of-state travel costs to join with consortium partners developing formative assessment system (two week long trips per year for three specialists—elementary, middle, high) (DOI).

In-state travel will be required of the project staff to attend committee meetings and LEA trainings at 20 trips per year, 40 trips per year will be required of the two project managers focusing on the assessment requirements for special education students. Out-of-state travel will be required of the program manager, project managers and the special education project managers to meet with consortia members two times per year, for 5 days (DAA). Total travel costs, including in-state and out-of-state travel in year one are \$34,332.

Computers for the nine (9) staff will be needed in the first year of the project (DAA). Total computer cost in Year One is \$13,500. Supply costs for Year One are \$4,446.

\$37,800.75 will enable 10th grade students in Maryland districts not currently taking the PSAT to take that exam and receive feedback along with all other Maryland students.

Year 2:

2.05 million dollars to continue development of formative assessment system. A vendor will work with MSDE staff (see budget for B-3) to create this system and a delivery portal (DOI). Maryland teachers will be brought together during the summer to review items in much the same way teachers review items for current H S A and M S A assessments.

One (1) program manager will be responsible for overseeing and coordinating project activities across the grade 3-8 and high school interim, formative, and summative assessment systems

(DAA).

Three (3) project managers will be responsible for the day-to-day operations of development and implementation of the new assessment system, one project manager will be assigned to reading, one project manager for mathematics, and one for high school (DAA).

Five (5) project managers; two will be responsible for the coordination of development activities and committee meetings with consortia states, and LEA staff, and the development, review, and implementation of administration manuals for online and paper administrations. Two (2) project managers will be responsible for coordinating the assessment work related to the needs of special education students; one (1) project manager will be responsible for the assessment work related to Braille/vision needs (DAA).

Out-of-state travel costs to join with consortium partners developing formative assessment system (two week long trips per year for three specialists—elementary, middle, high) (DOI).

In-state travel will be required of the project staff to attend committee meetings and LEA trainings at 20 trips per year, 40 trips per year will be required of the two project managers focusing on the assessment requirements for special education students. Out-of-state travel will be required of the program manager, project managers and the special education project managers to meet with consortia members two times per year, for 5 days (DAA). Total travel costs, including in-state and out-of-state travel in year one are \$34,332.

\$150,000 dollars to begin alignment study of formative system with summative tests. A vendor will work with MSDE staff in this effort (DAA).

\$37,800.75 will enable 10th grade students in Maryland districts not currently taking the PSAT to take that exam and receive feedback along with all other Maryland students.

Year 3:

1.74 million dollars to continue development of formative assessment system. A vendor will work with MSDE staff (see budget for B-3) to create this system and a delivery portal (DOI). Maryland teachers will be brought together during the summer to review items in much the same way teachers review items for current H S A and M S A assessments.

One (1) program manager will be responsible for overseeing and coordinating project activities across the grade 3-8 and high school interim, formative, and summative assessment systems (DAA).

Three (3) project managers will be responsible for the day-to-day operations of development and implementation of the new assessment system, one project manager will be assigned to reading, one project manager for mathematics, and one for high school (DAA).

Five (5) project managers; two will be responsible for the coordination of development activities and committee meetings with consortia states, and LEA staff, and the development, review, and implementation of administration manuals for online and paper administrations. Two (2) project managers will be responsible for coordinating the assessment work related to the needs of special education students; one (1) project manager will be responsible for the assessment work related to Braille/vision needs (DAA).

Out-of-state travel costs to join with consortium partners developing formative assessment system (two week long trips per year for three specialists—elementary, middle, high) (DOI).

In-state travel will be required of the project staff to attend committee meetings and LEA trainings. Out-of-state travel will be required of the program manager, project managers and the special education project managers to meet with consortia members two times per year, for 5 days (DAA).

\$150,000 dollars to continue alignment study of formative system with summative tests. A vendor will work with MSDE staff in this effort (DAA).

\$37,800.75 will enable 10th grade students in Maryland districts not currently taking the PSAT to take that exam and receive feedback along with all other Maryland students.

Year 4:

1.74 million dollars to complete development of formative assessment system. A vendor will work with MSDE staff (see budget for B-3) to create this system and a delivery portal (DOI). Maryland teachers will be brought together during the summer to review items in much the same way teachers review items for current H S A and M S A assessments.

One (1) program manager will be responsible for overseeing and coordinating project activities across the grade 3-8 and high school interim, formative, and summative assessment systems (DAA).

Three (3) project managers will be responsible for the day-to-day operations of development and implementation of the new assessment system, one project manager will be assigned to reading, one project manager for mathematics, and one for high school (DAA).

Five (5) additional project managers; two will be responsible for the coordination of development activities and committee meetings with consortia states, and LEA staff, and the development, review, and implementation of administration manuals for online and paper administrations. Two (2) project managers will be responsible for coordinating the assessment work related to the needs of special education students; one (1) project manager will be responsible for the assessment work related to Braille/vision needs (DAA).

Out-of-state travel costs to join with consortium partners developing formative assessment

system (two week long trips per year for three specialists—elementary, middle, high) (DOI).

In-state travel will be required of the project staff to attend committee meetings and LEA trainings at 20 trips per year, 40 trips per year will be required of the two project managers focusing on the assessment requirements for special education students. Out-of-state travel will be required of the program manager, project managers and the special education project managers to meet with consortia members two times per year, for 5 days (DAA). Total travel costs, including in-state and out-of-state travel in year one are \$34,332.

\$150,000 dollars to continue alignment study of formative system with summative tests. A vendor will work with MSDE staff in this effort (DAA).

\$37,800.75 will enable 10th grade students in Maryland districts not currently taking the PSAT to take that exam and receive feedback along with all other Maryland students.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Assessment Program Manager to oversee and coordinate comprehensive assessment system activities.	1 @ 100%	\$89,434	\$89,434
Assessment Project Managers: One will work with reading assessment, another with math assessment, and the third with high school assessments. Two will coordinate all activities with consortium states and Maryland educators including the development of implementation manuals for on-line and paper assessment administrations. Two will coordinate work related to assessments for special education students. One will coordinate assessment work related to Braille/vision needs.	8 @ 100%	\$73,674	\$589,392
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
In-state travel for 9 positions @27 trips per year	246	\$26	\$6,396
Out-of-state travel for 9 positions @2 trips per year (10 days)	18	\$1,551	\$27,918

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Computers for nine staff	\$1500	computer	\$13,500

5) Supplies

Office supplies: @\$494 per year per position. \$4,446 per year, total cost of \$17,784

6) Contractual

1) A vendor will be procured with experience in developing formative assessment items to work with MSDE staff to identify and develop formative assessment items to support classroom instruction as detailed in section C 3. The initial cost will be 2.5 million dollars, decreasing through year three as the item bank becomes populated with high quality items. The vendor will spend 100% FTE on this project.

2) In year 2, 3, and 4, a vendor will be procured to work with MSDE staff to conduct an alignment study to ensure that formative assessment items that are developed are valid and reliable assessments of the common core curriculum. This vendor will spend 10% FTE on this project which should last for approximately 6 weeks.

\$37,800.75 will enable 10th grade students in Maryland districts not currently taking the PSAT to take that exam and receive feedback along with all other Maryland students.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

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8) Other

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9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$821,496	\$3,022,621	\$2,727,542	\$2,742,762	\$9,707,466

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$917,000	\$3,119,939	\$2,826,710	\$2,843,817	\$9,704,466

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.

Budget Part II: Project-Level Budget Table					
Project Name: Curriculum and Formative Assessment Development					
Associated with Criteria: B3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	752,500	767,546	782,897	798,555	3,101,498
2. Fringe Benefits	58,319	59,485	60,675	61,888	240,367
3. Travel	15,400	15,400	15,400	15,400	61,600
4. Equipment	19,400	-	-	-	19,400
5. Supplies	4,940	4,940	4,940	4,940	19,760
6. Contractual	500,000	500,000	575,000	575,000	2,150,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	1,350,559	1,347,371	1,438,912	1,455,783	5,592,625
10. Indirect Costs*	103,064	105,074	107,125	109,217	424,480
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	1,453,623	1,452,445	1,546,037	1,565,000	6,017,105

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 Title: Curriculum and Formative Assessment Development

Criteria: (B)(3) Supporting the transition to enhanced standards and high-quality assessments

Maryland will adopt the Common Core Standards and begin the work to revise the current State Curriculum, build formative assessments and provide professional development that will support teachers in their implementation of the Common Core Standards, ensuring that Maryland students are prepared for credit-bearing courses in college or the workforce. This project supports the work described in Section B2, Assessments. Note that this project provides the content support and the project in B2 provides the psychometric support for the assessments. As directed, this project does not fund development of the summative assessments.

Project Description: During the critical transition to the Common Core Standards and Assessments, Maryland will hire professional educators on a contractual basis to assist with development and or revision of curriculum in mathematics, English language arts, STEM interdisciplinary curriculum and exemplar STEM lesson ideas, related on-line instructional tools and resources, and formative assessments as well as assist with the planning and implementation of professional development. Maryland's current curriculum documents are enhanced through a variety of electronic resources linked to the on-line curriculum documents. These resources will be reevaluated and additional resources will be identified, purchased, or developed to support the understanding and effective implementation of the Common Core Standards.

One contractual position (Education Program Manager) will provide leadership and guidance for the development of curricula, related on-line instructional tools and resources, formative assessments and the essential related professional development work.

Nine contractual positions, (Education Program Specialists) three each at the elementary, middle, and high school level will develop curriculum and formative assessments for mathematics and reading, English, language arts. In addition, work will include the development, acquisition, review, and meta tagging (linking each of the resources to the specific objects in the curricular documents) of all items for the electronic toolkit for teachers as well as assisting in the professional development for teachers in the understanding and use of the Common Core and related curricular materials.

To provide equal access for all Maryland students, regardless of geographic location, size or capacity of the local high school, Maryland will contract out the development or purchase of on-line STEM courses for students. Another contractual cost will be the review of the science and social studies curricula after revisions to incorporate the discipline specific literacy skills.

Funding:

This project connects the instructional improvement system work defined in section C3 of this application, the formative assessment work described in Section B2, and the professional development described in section D5. In addition the STEM work connects to the STEM projects funded by the ARRA IID funding referenced in the appendices of section D5.

Curriculum staff assist the formative assessment in B2.

Year by Year Description:

The **first year** of the project Maryland will actively engage educators from across the State in revising the State curriculum for the transition to the Common Core Standards and evaluating current electronic resources from the Maryland curricular toolkit for alignment. Teams of educators will assist in the development of STEM curricula and exemplar lessons. By the end of year one, revised State Curriculum documents for mathematics and English language arts will be presented to the State Board for adoption. Maryland will contract services to acquire or build the first two of eight on-line STEM courses for students.

The **second year** contractual employees will begin the work on the formative assessments, with the assumption that the consortium will have accomplished significant progress on the summative assessment. Work will begin on the social studies and science curricula for inclusion of the discipline specific literacy skills. The development of STEM curriculum will be completed. The work on the toolkit will continue and professional development on the Common Core and available tools will begin. Maryland will contract services to acquire or build the third and fourth on-line STEM courses for students.

Years **three and four** contractual employees will continue work on formative assessments, acquire resources for the toolkit and assist in providing professional development. Maryland will use the procurement process in years three and four to acquire a vendor capable of evaluating the quality of the revised science and social studies curricular documents. This review will provide specific feedback about the inclusion of the discipline-specific literacy skills and the general quality of the document relative to national documents and other high-achieving states. Finally Maryland will complete the acquisition or development of the final four on-line STEM courses for students.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Job title: Common Core Transition Manager Classification title: Education Program Manager This position will provide leadership and oversight of the development of curriculum and formative assessments for the Common Core Standards	1@ 100%	\$89,434	\$368,612
Job title: Common Core Education Specialist Classification title: Education Program Specialist These positions will work at the elementary, middle and high school level with representatives from local school systems and higher education to develop curriculum, electronic tools and resources, and formative assessments for mathematics and reading, English,	9@ 100%	\$73,674	\$2,732,886

language arts and STEM.			
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total\$
A per person allocation of \$1,540 per year for travel will permit 10 staff to take 20 trips within the State each year for the 4 years of the project.	800	\$77	\$61,600

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
10 Lap-top computers with docking stations	\$1940	Computers for each contractual employee	\$19,400

5) Supplies

Office supplies @\$494 per contractual employee, \$4,940 per year over the four year period for a total of \$19,760

6) Contractual

In order to build or acquire on-line STEM courses for students, Maryland will hire consultants on a contractual basis. The anticipated cost of development is \$250,000 per course. The goal is to develop 2 courses per year for each of the four years for a total of 8 STEM on-line courses. The total cost for this will be \$2,000,000.

Science and social studies curriculum will be revised to ensure the inclusion of essential discipline specific literacy skills. Curricular revisions in Maryland always require an expert review to assure quality documents. Using the procurement process to identify vendors capable

of completing a quality review at an anticipated cost of \$75,000 for each review for a total of \$150,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable.

8) Other

Not applicable.

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,350,559	\$1,347,371	\$1,438,912	\$1,455,783	\$5,592,625

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,453,623	\$1,452,445	\$1,546,037	\$1,565,000	\$6,017,105

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.

Budget Part II: Project-Level Budget Table					
Project Name: Curriculum and Formative Assessment Development for ITEEA					
Associated with Criteria: B3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	24,510	30,510	34,510	34,510	124,040
9. Total Direct Costs (lines 1-8)	24,510	30,510	34,510	34,510	124,040
10. Indirect Costs*	3,039	3,783	4,279	4,279	15,380
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	27,549	34,293	38,789	38,789	139,420
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 Title: Curriculum and Formative Assessment for ITEEA

Criteria: (B)(3) Supporting the transition to enhanced standards and high-quality assessments. As one part of the “T” in STEM, Maryland has a graduation requirement in technology education. Curriculum for this course will be standardized and aligned to the Common Core with complementary assessments and instructional materials.

Project Description:

The intent of this initiative is to provide funds for the consortium, assessment, and professional development fees to adopt internationally benchmarked standards aligned to the common core, model course guides, and end-of-course assessments available from the International Technology and Engineering Educators Association (ITEEA) STEM Center for Teacher and Learning (STEM-CTL) to increase students’ technological literacy.

Each student in Maryland is required to complete one credit of technology education prior to graduation. This instructional project will make resources available to all local education agencies to implement highly rigorous, technology education programs aligned to the common core. Instructional materials and model course guides are created by the International Technology and Engineering Educators Association (ITEEA) and available through a consortium of states. The annual membership fee will be covered through the grant for four years and subsequently sustained by the state. Local education agencies using these resources will be expected to implement ITEEA’s standards-based, end-of-course assessments to support instruction, assess students’ technological literacy, and identify needs for teacher professional development. Data reports will be created by ITEEA and distributed to the state, local education agencies, and individual teachers. Teacher professional development will be provided by ITEEA and aligned to the Maryland Professional Development Standards.

Funding: This project supports the state’s efforts to implement rigorous standards, implement formative assessments and provide professional development.

Year by Year Description:

Year One: The first year of the project will engage educators from 13 local education agencies in implementing ITEEA’s Foundation of Technology curriculum as well as the pre- and post-assessments. Maryland will contract services through ITEEA to enable local education agencies to acquire the curriculum from the STEM Center for Teaching and Learning (STEM CTL). Professional development will be provided to support teachers’ instructional practice based on data-based decision.

Year Two: The second year of the project will engage educators from 16 local education agencies in implementing ITEEA’s Foundation of Technology curriculum as well as the pre- and post-assessments. Maryland will contract services through ITEEA to enable local education

agencies to acquire the curriculum from the STEM Center for Teaching and Learning (STEM CTL). Professional development will be provided to support teachers' instructional practice based on data-based decision.

Year Three: The third year of the project will engage educators from 20 local education agencies in implementing ITEEA's Foundation of Technology curriculum as well as the pre- and post-assessments. Maryland will contract services through ITEEA to enable local education agencies to acquire the curriculum from the STEM Center for Teaching and Learning (STEM CTL). Professional development will be provided to support teachers' instructional practice based on data-based decision.

Year Four: The fourth year of the project will engage educators from 24 local education agencies in implementing ITEEA's Foundation of Technology curriculum as well as the pre- and post-assessments. Maryland will contract services through ITEEA to enable local education agencies to acquire the curriculum from the STEM Center for Teaching and Learning (STEM CTL). Professional development will be provided to support teachers' instructional practice based on data-based decision.

Details by Category:

1) Personnel - Not Applicable

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits - Not Applicable

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel - Not Applicable

Travel:	# of Trips	\$ per Trip	Total
		\$	\$

4) Equipment - Not Applicable

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
	\$		\$

5) Supplies - Not Applicable

Not Applicable

6) Contractual

In order to acquire the curriculum, assessments and professional development, Maryland will join the consortium led by ITEEA's STEM CTL. The total cost over four years will be \$121,424.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends - Not Applicable**8) Other - Not Applicable**

In order to acquire the curriculum, assessments and professional development, Maryland will join the consortium led by ITEEA's STEM CTL. The total cost over four years will be \$121,040.

- Consortium Fee @ 18,900/yr x 4 yrs. = \$75,600
- Assessments @ 0.75/assessment x 25,000 = \$18,750 (Years 1 and 2: 5,000 assessments each year. Years 3 and 4: 7,500 assessments each year).
- Professional Development @ \$7,422.50/year x 4 years \$29,690

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$24,510	\$30,510	\$34,510	\$34,510	\$124,040

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

\$15,380

11) Funding for Involved LEAs

Not Applicable

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not Applicable				

LEA	Rationale	Supplemental Subgrant Cost	Total
Not Applicable		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$27,549	\$34,293	\$38,789	\$38,789	\$139,420

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.

Budget Part II: Project-Level Budget Table					
Project Name: Curriculum & Assessment Development CTE-SREB					
Associated with Criteria: B3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	38,923	38,923	38,923	38,923	155,692
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	38,923	38,923	38,923	38,923	155,692
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	38,923	38,923	38,923	38,923	155,692
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 Title: Curriculum and Formative Assessment Development CTE- SREB

Criteria: (B)(3) Supporting the transition to enhanced standards and high quality assessments in CTE. MSDE will participate in the Southern Regional Education Board's (SREB) multistate consortium to develop curricula, assessments, instructional materials and teacher professional development to provide more students with relevant and challenging CTE/STEM programs of study.

Project Description:

Maryland will engage representatives from business and industry, higher education, non-profit organizations, secondary education, and professional organizations in the Southern Regional Education Board's multi-state consortium to develop curricula, assessments, instructional materials, and teacher professional development to provide more students with relevant and challenging CTE/STEM programs of study.

Engaging various stakeholder groups throughout the State will be critical in getting buy-in for effective implementation. Through the involvement of representatives from business and industry, higher education as well as teachers, school and central office administrators, Maryland will use the Common Core Standards to provide educators with an academically enhanced CTE curricular framework.

MSDE will partner with SREB to develop a new Career and Technology Education (CTE) Program of Study in *Construction Management and Design*, which includes the development of four CTE courses, field testing, and adoption of the final CTE curriculum and assessments. These technical courses are organized around authentic problems enabling all students to test their interests and aptitudes in the context of a career field while deepening their academic and technical knowledge. In addition to building technical knowledge skills, competencies embedded in the curriculum help students develop creative, practical, problem-solving and decision-making skill that will prepare them for the workplace of the 21st century in a high-demand, high-wage career field that is important to our state's economy.

While MSDE will lead this program development process, this will occur through a multistate initiative organized by SREB. MSDE has established a state-wide industry and postsecondary advisory group to guide the development of a high school-to-college level program in *Construction Management and Design*. SREB will assist in the development of curricular materials, assessments and teacher and counselor training materials, providing professional development for teachers and school counselors, field testing and revising curricular materials and training materials, implementing the new curriculum statewide, providing the curriculum to partner and non-partner states for implementation in their states, and adopting the newly developed curricula of partner states as appropriate.

Funding: Through this multistate consortium, each state will develop a CTE-STEM program of study to be shared with the consortium members for possible statewide adoption. This project aligns with (B)(3), the state's efforts to align the Common Core Standards, implement formative assessments and provide professional development for students enrolled in CTE programs of study.

Year by Year Description: The development of this program, including pilot testing of each course and professional development for teachers is based on a four-year timeline.

Year One: In the first year of the project, the first two courses will be developed and teachers will be trained on the curriculum requirements.

Year Two: In year two, the first two courses will be pilot tested in four high schools.

Year Three: In year three, the third and fourth courses will be pilot tested in these schools, with an additional 4 schools initiating the revised first two courses. Each year includes on-going feedback from teachers and professional development.

Year Four: Year four includes feedback and full implementation of the new *Construction Management and Design* program.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not Applicable		\$	\$

All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

Not Applicable

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Not Applicable		\$	\$

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Not Applicable	\$		\$

5) Supplies

Not Applicable

6) Contractual

In order to develop a CTE STEM program of study in Construction Management and Design, MSDE will join the SREB Multistate Consortium. Staff from SREB will work with MSDE to organize the program development as well as serve as the clearinghouse for all CTE programs of study designed and developed by consortium members. This will amount to \$38,923 per year.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not Applicable

8) Other

Not Applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$38,923	\$38,923	\$38,923	\$38,923	\$155,692

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not Applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
Not Applicable		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$38,923	\$38,923	\$38,923	\$38,923	\$155,692

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.

Budget Part II: Project-Level Budget Table					
Project Name: World Languages Pipelines					
Associated with Criteria: B3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	221,022	225,441	229,950	234,549	910,962
2. Fringe Benefits	17,129	17,472	17,821	18,178	70,600
3. Travel	4,312	4,620	4,620	4,620	18,172
4. Equipment	5,820	100,000	100,000	100,000	305,820
5. Supplies	1,482	1,482	1,482	1,482	5,928
6. Contractual	12,000	12,000	22,800	22,800	69,600
7. Training Stipends	-	-	-	-	-
8. Other	32,000	32,000	32,000	32,000	128,000
9. Total Direct Costs (lines 1-8)	293,765	393,015	408,673	413,629	1,509,082
10. Indirect Costs*	34,217	34,846	35,448	36,063	140,574
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	40,000	40,000	40,000	120,000
13. Total Costs (lines 9-12)	327,982	467,861	484,121	489,692	1,769,656

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 Title: World Languages Pipelines

Criteria: B(3)

Supporting the transition to enhanced standards and high-quality assessments

Maryland's competitive edge depends on the preparation of graduates who are highly skilled in STEM and proficient in a languages other than English as measured on internationally benchmarked assessments.

Project Description:

MSDE will collaborate with LEAs to plan and implement World Languages Pipelines, beginning with articulated Arabic, Chinese, and Hindi K-5 programs and Spanish dual language programs. Under the leadership of MSDE's World Language Specialist, regional Language Specialists in Arabic, Chinese, and Hindi will be hired to design programs in participating LEAs, convene teacher committees to write and translate STEM curriculum modules that can be utilized in programs statewide, and guide the development of online courses in STEM content for world language teachers. Beginning with the second project year, participating LEAs will receive supplemental funding for program start-up costs, including the orientation of parents and staff and instructional materials. Funding for portable digital language laboratories will provide opportunities for individualized and group instruction and communicative activities. Internationally benchmarked proficiency assessments will be administered to students in project years 3 and 4.

Funding:

This project may connect to *D3 International Partnerships to recruit teachers in critical needs areas*. Participating LEAS may wish to use the D3 project funding to place international teachers with certification in STEM areas in new elementary world language programs. To enhance this project, MSDE will seek US Department of Education FLAP (Foreign Language Assistance Program) funding to provide assessment of all K-12 world language students statewide utilizing internationally benchmarked proficiency measures.

Year by Year Description:

Year 1 Hire Language Specialists; develop STEM modules in Arabic, Chinese, Hindi, and Spanish; design online course in STEM content for world language teachers; identify participating LEAs; plan and design articulated programs

Year 2 Language Specialists provide ongoing technical assistance to LEAs; install 4 digital language laboratories, provide supplemental start-up funding for 4 participating LEAs; develop additional STEM modules and annual online STEM course for world language teachers

Years 3-4 Administer internationally benchmarked proficiency exam to students in participating LEAs; Language Specialists provide ongoing technical assistance to LEAs; install 4 digital language laboratories per year, provide supplemental start-up funding for 4 participating LEAs per year; develop additional STEM modules and annual online STEM course for world language teachers.

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Years 1-4: Arabic, Chinese, Hindi Language Specialists, (Education Program Specialists): One specialist per language will plan, implement, develop STEM curriculum modules, mentor world language teachers, and provide technical assistance for new elementary world language programs	3 @ 100%	\$73674	\$910,962
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel: State reimbursement rates for mileage Year 1: 56 trips shared by 3 specialists Years 2-4: 20 trips per specialist (3 x 20 = 60 trips per year x 3 years = 180 trips) Total 236 trips	# of Trips	\$ per Trip	Total
Three Language Specialists will be based in regions where new elementary programs are being implemented. Specialists will collaborate with LEAs during Year 1 to design and plan the programs. Specialists will schedule school visits throughout the region for the purpose of program planning, curriculum alignment, team teaching, and technical assistance.	236	\$77	\$18,172

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Year 1: Laptop computers/docking stations for three Language Specialists to develop and translate STEM modules and communicate with	3 @ \$1,940 ea.	Laptop with docking station	\$5,820

participating LEAs via online eCommunity			
Years 2-4: Four portable or “drop down” digital language laboratories for new elementary world language programs will be installed each year, providing opportunities for individualized instruction, differentiation, paired/group practice and assessment.	\$25,000	Digital Language Labs	\$300,000

5) Supplies

Office supplies for 3 Language Specialists: \$494 each specialist/year, \$1,482 per year x 4 years
Total: \$5,928

6) Contractual

Years 1-4: Development of 1-credit online course in STEM content for elementary world language teachers
\$12,000/year Total: \$48,000

Years 3-4: Administration of international student proficiency assessments: i.e., DELLE (Spanish), ACTFL (Arabic, Hindi), STAMP (Chinese)
90 students/year @ \$120 per assessment = \$10,800/year x 2 years Total: \$21,600

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

Years 1-4: Development and translation of STEM instructional modules by teacher and expert committees
\$32,000 /year x 4 years Total: \$128,000

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$293,765	\$393,015	\$408,673	\$413,629	\$1,509,082

10) Indirect Costs

Maryland’s approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Years 2-4: LEAs who wish to participate will receive funding for each new program implemented: One-time planning and start-up costs to design STEM world language programs, including publicity, orientation, purchase of instructional materials, and teacher professional development. LEAs will fund ongoing costs to maintain and expand programs	Develop K-5 pipelines that enable graduates to achieve proficiency in Arabic, Chinese, Hindi, and Spanish.	\$10,000	12	\$120,000

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$327,982	\$467,861	\$484,121	\$489,692	\$1,769,656

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.

Budget Part II: Project-Level Budget Table					
Project Name: Develop the Overall Technology Infrastructure to Support Race to the Top Initiatives					
Associated with Criteria: C2					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	912,067	930,305	948,911	967,890	3,759,173
2. Fringe Benefits	70,685	72,099	73,541	75,011	291,336
3. Travel	3,850	3,850	3,850	3,850	15,400
4. Equipment	1,799,500	-	-	-	1,799,500
5. Supplies	6,500	6,500	6,500	6,500	26,000
6. Contractual	780,000	780,000	780,000	-	2,340,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	3,572,602	1,792,754	1,812,802	1,053,251	8,231,409
10. Indirect Costs*	123,145	125,581	128,067	130,603	507,396
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	3,695,747	1,918,335	1,940,869	1,183,854	8,738,805

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 Title: Develop the overall Technology Infrastructure to support RTTT Initiatives

Criteria:

Maryland must build significant infrastructure to support the new reform initiatives that serve as the basis of the Race to the Top grant application. The following costs span projects and initiatives that are proposed in sections **A2, C2, C3, D2, D4, D5** of the application. This budget is to cover the costs of new hardware, software, software licenses, and labor for installation, management and development of; (1) an enterprise portal, (2) an enterprise security system, (3) an expansion of our existing business intelligence reporting and analysis system down to the classroom for teachers and students, and (4) an end-user help desk and software application security support.

Project Description:

Solution Overview: This project is four projects that will be run in parallel. The four projects are:

1. Procurement, installation, and setup of an enterprise security tool for end-user authentication and data access authorization. This system will register and monitor over 800,000 students, teachers, and school administrators while preventing unauthorized access to sensitive educational data per FERPA and Federal Personal Identity Information (PII) data protection guidelines,
2. Procurement, installation, and setup of an enterprise software Internet portal that will serve a single point of access for all educational reform initiative software systems, and will be used as a management, collaboration, and document repository tool to management the RTTT project overall,
3. Procurement, installation, and setup of an expansion of our existing business intelligence servers and licenses to provide 840,000 students and 60,000 teachers with education performance improvement tools and information.
4. Procurement and installation of (1) help desk servicing and tracking tools such as “live chat”, (2) firewall and Intrusion Detection Management System (IDMS) security breach monitoring services and practices, and (3) the development and implementation of end-user software application online use tutorials to support end-users in using educational reform initiatives.

Type of Project: Software and hardware installation, and development of operations support practices for end-users, monitoring of security, and operation of computer systems and applications.

Benefits: These projects expand the enterprise IT infrastructure of MSDE in order to support all Race to the Top educational reform initiatives. This project promotes shared use of a common set of infrastructure tools that will result in economy of scale savings while creating uniform technology solutions that will improve interoperability of systems both within MSDE and between MSDE and the LEA computer systems.

Participants: Dept. of Education MLDS team, MSDE, administrators, students and teachers.

Funding: This funding request is being use to augment existing State of Maryland and NCES YR09 SLDS grant funds to fully develop the Maryland Longitudinal Data System and business intelligence reporting system. The funding for this project will support the currently unfunded expansions of the Maryland Data Longitudinal System for the Effectiveness, Accountability, and Performance reporting that is specifically being requested by the Race to the Top grant.

Year by Year Description:

Overview: This is multiple IT infrastructure projects that run the entire duration of the grant to support the basic technology infrastructure needs for all the educational reform initiatives as described above.

Year 1:

During year 1 an enterprise portal, enterprise security system, and an expansion of the business intelligence servers and software will be implemented along with thirteen (13) staff desktops for new development and support RTTT project staff.

A total of 13 contractual staff will be procured for this project. Five program specialists will assigned to the following five areas: Early Childhood, P/20 Workforce, Teacher and Principal Effectiveness, Instructional Improvement, and Title I. Each of these staff members will work closely as liaisons between the program areas they represent and developers throughout the development phases to ensure solutions meet the specifications defined by the program and are implemented successfully. In addition, staff will include two Data Base administrators and two systems engineers to support operations and implementation activities. Three subject matter applications specialists will provide training and “help Desk” support to end-users on the new applications. This new Branch within MSDE’s Division of Accountability and Assessment will be managed by a new Branch Chief.

Travel for the first year will include on-site visits to school systems to provide training and support.

Contracts will be procured for technology expertise overseeing the installation and management of the solutions. This will include the Enterprise Portal, the Enterprise security system, and the Enterprise business intelligence reporting solution.

Year 2:

The year 2 budget continues the 13 personnel along with travel costs to accommodate support and training of locals. There are no hardware or software costs anticipated for Year 2.

In-state travel will be required of the project staff to attend committee meetings and LEA trainings.

Contract development costs continue.

Year 3:

The year 3 budget continues the 13 personnel along with travel costs to accommodate support and training of locals. There are no hardware or software costs anticipated for Year 2.

In-state travel will be required of the project staff to attend committee meetings and LEA trainings.

Contracted development cost is completed by the end of year 3.

Year 4:

In year 4, development will be completed, and staffing will be remain consistent at the 13 staff members charged with rollout and maintenance of the applications developed, and continuing support and training to LEAS. Travel is included to cover the costs of on-site visits to school systems to provide this training and technical integration and use support.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
1- Program Manager Grade 24	1 @ 100%	\$89,834	\$370,259
9 – Program Specialist for Grade 21 – 2 DBAs and 2 system engineers supporting development and operations and 5 subject matter experts working with Early Childhood, P/20 Workforce, Teacher and Principal Effectiveness, Instructional Improvement, and Title I on applications and development.	9@ 100%	\$73,674	\$2,732,893
3 – Staff Specialists Grade 16 providing application help desk usage support	3 @ 100%	\$53,189	\$656,021

All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.

2) Fringe Benefits

- All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
In-state travel will be required of the project staff to attend committee meetings and LEA trainings.	32	\$481.25	\$15,400

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Totals
Desktops for installation and support team	1,500 each	13 desktops for RTT information system staff	\$19,500
Portal software	\$150,000	Enterprise portal software unlimited use licensed based on server CPUs	\$150,000
Portal Servers	\$230,000	1- portal server, 1 backup server, 2 http servers, and misc. network and rack equipment	\$230,000
Enterprise security software	\$750,000	Access security authentication and management software – enterprise license based on CPUs	\$750,000
Enterprise security servers	\$50,000	Access security authentication sever and misc. network and rack equipment	\$50,000
Business intelligence servers for expansion	\$300,000	1 additional BI server, 1http server, and misc. network and rack equipment	\$300,000
Additional business intelligence software licenses	\$300,000	Additional BI CPU licenses to cover use of system by 60,000 teachers and 800,000 students	\$300,000
Totals			\$1,799,500

5) Supplies

Miscellaneous office supplies @\$6,500 per year	\$26,000
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6) Contractual

Contractual support for installation, setup, and content development of management of content development of RTTT enterprise Portal, Security system, and RTTT accountability business intelligence dashboards. Estimated at three procurements budgeted for 2080 hours per year at \$125 hour. Total cost: \$2,340,000

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$3,572,602	\$1,792,754	\$1,812,802	\$1,053,251	\$8,231,409

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$3,695,747	\$1,918,335	\$1,940,869	\$1,183,854	\$8,738,805

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.

Budget Part II: Project-Level Budget Table					
Project Name: Accessing and Using State Data-Dashboards					
Associated with Criteria: C2					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	1,040,000	1,040,000	1,040,000	-	3,120,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	1,040,000	1,040,000	1,040,000	-	3,120,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	1,040,000	1,040,000	1,040,000	-	3,120,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Accessing and Using State Data-Dashboards

Criteria:

C2 Access and Using State Data – This project ensures that data from the State’s statewide longitudinal data system is 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 education.

Project Description:

Solution Overview: This project funds the programming development of the (1) 36 Effectiveness, Accountability and Performance (EAP) dashboards and associated reports, and (2) modifications to key systems such as the early childhood system to present data using the existing business intelligence platform that is operational as part of Maryland’s Longitudinal Data System and is referred to as MLDS-EAP. The development process for developing each dashboard consists of (1) meeting with end-user stakeholders to define data and analysis metrics for the dashboard, (2) design the dashboard and reports, (3) modification of select transactional system (*e.g.* early childhood, special education, career and technology education) and development of the dashboard, (4) testing the dashboard and reports with early adopter end-users, (5) performing a pilot test, (6) setting access security, (7) training end-users via a webinars, and (8) putting the dashboard into the production environment.

Type of Project: Contractual programming labor that will provide staff augmentation to existing MLDS project staff.

Benefits: The MLDS-EAP system’s 36 new dashboards will provide aggregate and detailed student performance data to the classroom. While this project supports secure access to policy makers and educational administrators, it also extends data to teachers and students to improve student learning improvements in the classroom.

Participants: There are over 17 stakeholder end-users groups that will provide design input in the dashboards and metrics. For efficiency, many stakeholders are being represented by key design teams referred to as councils. Key councils include Dept. of Education MLDS data council, LEA design council, Higher education design council, National Psychometric Council, and MLDS University Research Council.

Funding: This funding request is being use to augment existing State of Maryland and NCES YR09 SLDS grant funds to fully develop the Maryland Longitudinal Data System and business intelligence reporting system. The funding for this project will support the currently unfunded expansions of the Maryland Data Longitudinal System for the Effectiveness, Accountability, and Performance reporting that is specifically being requested by the Race to the Top grant.

Year by Year Description:

Overview: This is a three year programming project. Modifications to key transactional systems, to transfer data to the MLDS, and development work of the 36 dashboards, reports, and ETL programs will be scheduled evenly across the three years. The distribution of work is based on work effort, staffing, and work dependencies to complete other development projects. The development process for each dashboard is the same and includes the following steps;

1. Project planning and management
2. Define data requirements and metrics of dashboards and reports with stakeholders
3. Identify and map data sources to support reports and dashboards
4. Detailed design of dashboard and reports
5. Design of data stores, hierarchies to support dashboards
6. Creation of data store connect strings
7. Development of virtual business model and metadata layers
8. Development of presentation layer, reports, and security to support dashboards
9. Test dashboards and reports
10. Pilot dashboards and reports with stakeholders
11. Set security and rollout to all users
12. Web-surveys to evaluate success of implementation and satisfaction with system

Year 1: Development of additional data feeds into the MLDS server and the development, testing, and rollout of 12 dashboards, ETL programs, and associated reports for;

1. Class Progress
2. Early Childhood Outcomes
3. Student Performance
4. Student Growth Measures
5. Student High Risk Alerts
6. LEA- Growth
7. Instructional Improvement Outcomes
8. K-12-20 Curriculum Alignment by School
9. K-12-20 Remediation
10. K-12 Advanced Readiness AP/ACT/SAT
11. Standard Course Numbers and Content
12. Unofficial Student Transcript

Year 2: Development, testing, and rollout of additional data feeds into MLDS, and development of 12 dashboards, ETL programs, and associated reports for;

1. Summative Assessment Progress
2. Researcher Data Sets
3. Longitudinal Data System Utilization
4. Educator Evaluation Outcomes
5. Educator Programs Effectiveness
6. Credentialing Program Effectiveness

7. Educator I-Learning Courses
8. Professional Development Course Registration and Tracking
9. Teacher Supply
10. Principal Supply
11. Alternative Pathways for Teacher Certification
12. Teacher Recruitment and Retention

Year 3: Development, testing, and rollout of 12 dashboards, ETL programs, and associated reports for;

1. Longitudinal Data System Legal Mandates Index
2. Educator Equitable Distribution
3. Low-Performing School Profiles
4. Low-Performing Schools Educator Profiles
5. Equitable LEA Funding vs. Performance
6. Charter School Profiles
7. Equitable Charter School Funding
8. Funding Priorities
9. School Operations – financial, with programs
10. Access to STEM
11. STEM performance
12. Closing the Gap Progress

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
NOT APPLICABLE	0	\$0	\$0
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

NOT APPLICABLE - All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total

NOT APPLICABLE	0	\$0	\$0
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4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
NOT APPLICABLE			

5) Supplies

NOT APPLICABLE

6) Contractual

4 FTE Contractual programming labor for business intelligence dashboard development. Each FTE is budgeted for 2080 hours per year at \$125 hour. Cost per year: \$1,040,000. 100% of the each FTE labor will be allocated to the project.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,040,000	\$1,040,000	\$1,040,000	\$ -	\$1,040,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,040,000	\$1,040,000	\$1,040,000	\$ -	\$3,120,000

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.

Budget Part II: Project-Level Budget Table Project Name: Multi-Media Training Associated with Criteria: C2 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	160,000	-	-	-	160,000
5. Supplies	-	-	-	-	-
6. Contractual	600,000	600,000	-	-	1,200,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	760,000	600,000	-	-	1,360,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	760,000	600,000	-	-	1,360,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Multi-Media Training

Criteria:

C2 Access and Using State Data – This project directly supports the educational reform initiatives of Race for the Top by providing 40 tutorials to all levels of stakeholders that; (1) describes the content of the longitudinal effectiveness, accountability, and performance data reports and 36 dashboards, and (2) teaches select stakeholders on how to use such data to improve student performance in the classroom. It also trains local data coaches to provide data use support at the school, teacher and classroom level.

Project Description: This project designs, develops, implements 40 multi-media tutorials for stakeholders that will be accessible via the MLDS Education Portal using the Internet, and trains LEA data coaches.

Solution Overview: This project funds the purchase and modification of existing general LDS data tutorials, and the development of 36 custom dashboard specific tutorials using standard multi-media authorware. Where appropriate content knowledge testing will be available to track knowledge acquisition and document completion of training where mandated for select educators. Tutorials will be maintained and accessed via the MLDS Education Portal. LEA school level data coaches will also be trained to support use of the tutorials and MLDS-EAP reports and dashboards.

Type of Project: Multi-media software development and data coach training.

Benefits: Various Maryland education reforms for the Race for the Top grant will require not only the tracking of program outcomes, but the use of the data to formulate educational changes. The MLDS-EAP dashboards and report tutorials will explain to users how to interpret the reports, and link to the Educators Toolkit to help identify and promote evidence-based solutions.

Participants: There are main stakeholder groups that will participate in the design, development, testing, of the multi-media training will be (1) Maryland State Department of Education, (2) LEAs, and (3) vendor.

Funding: This funding request is new and supports the data needs of Race to the Top grant. There are no funds currently allocated to support the development of this project.

Year by Year Description:

Overview: This is a three year project. Year 1 and year 2 are focused on the design and development of the multi-media training modules, while year 3 is focused on the rollout and training of data coaches.

Year 1: Project planning, design and procurement;

1. Project planning and management
2. Define training requirements by stakeholder group for 36 dashboards and general training for using LDS data to improve education.
3. Issue RFP for vendor for multi-media content and production development, portal software and hardware, and procurement of vendor resources
4. Detailed design of multi-media content

Year 2: Development and testing;

5. Development of 40 multi-media tutorials
6. Testing and modification of multi-media content
7. Installation of multi-media content on MSDE – MLDS Portal
8. Train LEA data coaches

Year 3: Rollout:

9. Train LEA data coaches
10. Rollout to stakeholders
11. Web-surveys to evaluate success of implementation and satisfaction with system

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
NOT APPLICABLE	\$0	\$0	\$0
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

NOT APPLICABLE - All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
NOT APPLICABLE	\$0	\$0	\$0

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Software licensing	\$160,000	Multi-media I-learning development and delivery software Multi-media author ware	\$160,000

5) Supplies

NOT APPLICABLE

6) Contractual

Fix-priced deliverables to develop MLDS modules for 36 dashboards and 4 general modules and to train data coaches. \$600,00 in years 1 and 2. Total cost - \$1,200,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$760,000	\$600,000	\$ -	\$ -	\$1,360,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$760,000	\$600,000	\$ -	\$ -	\$1,360,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: LEA System Application Upgrades and Infrastructure Upgrades					
Associated with Criteria: C2					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	-	-	-	-	-
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	4,750,000	-	-	-	4,750,000
13. Total Costs (lines 9-12)	4,750,000	-	-	-	4,750,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: LEA System Application Upgrades and Infrastructure Upgrades

Criteria:

All Race to the Top educational reforms defined by Maryland.

Maryland has a successful decentralized education system with 24 LEAs. In some instances, education reforms are being implemented within the LEAs with integration via the Maryland Longitudinal Data System Data Exchange. In other cases, the LEAs will use a new centralized state system. This project is design to provide the LEAs with the necessary infrastructures to either integrate with the Maryland State Department of Education systems or enhance/replace LEA existing systems that cannot meet the data processing requirements for Race to the Top data collection, processing, and reporting.

The costs presented herein are based on the detailed analysis of the systems that LEAs have and what will be required to change to support the new education reforms. Funding will be granted to LEAs based upon the results of the technical needs analysis.

Project Description:

Solution Overview: This project defines a program of projects for each LEA, based on technical and functional needs, and implements a series of upgrade, integration, or system replacement projects to support Race to the Top education reforms.

Type of Project: Hardware and software procurement, and implementation services procurement.

Benefits: This project ensures the distributed data process integrity to perform education reform data collection, data transfer, and reporting, and interoperability between the LEA systems with the Maryland State Department of Education systems.

Participants: Maryland State Dept. of Education, MLDS team, LEA technical teams.

Funding: This funding request is new and is not funded by any other source. The funding for this project will support the educational improvement and testing reforms presented in this Race to the Top grant.

Year by Year Description:

Overview: This is a 3 year program management cycle that defines LEA technical needs and strategies to support Race to the Top education reforms, and allows them to participate in the technical solutions outlined in this application. Year 1 activities include; planning, selection, procurement, and initiate development for equipment or applications the LEAs may need. Year

2 and Year 3 focuses on development and implementation activities.

Year 1: Analysis, Requirements, Procurement, & Implementation

1. Identify what solutions the LEAs will be participating in for each of the projects, and analyze the unique needs of each LEA.
2. Identify integration and upgrade strategies for each LEA and define master project plan
3. Confirm budget allocations for each LEA for their project
4. Prepare detailed project plans for each LEA
5. Issue procurement RFPs for each LEA
6. Begin upgrades, integrations, implementations, and rollouts

Year 2: Continue with Analysis, Requirements, Procurement, and Implementations

Rollover of unspent funds for LEA projects in progress

Year 3: Continue with Implementations

Rollover of unspent funds for LEA projects in progress

Year 4: NA

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not Applicable			
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

- All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total

NOT APPLICABLE			
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4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Totals
Totals			

5) Supplies

Not Applicable

6) Contractual

Not Applicable

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$	\$	\$	\$	\$

10) Indirect Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$	\$	\$	\$	\$

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
Not applicable				

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
\$ 4,750,000		\$ 4,750,000	TBD	\$ 4,750,000

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$ 4,750,000	\$ -	\$ -	\$ -	\$ 4,750,000

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.

Budget Part II: Project-Level Budget Table Project Name: Expansion to LDS- Data Exchange Associated with Criteria: C2 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	105,000	-	-	-	105,000
5. Supplies	-	-	-	-	-
6. Contractual	225,000	225,000	225,000	-	675,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	330,000	225,000	225,000	-	780,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	330,000	225,000	225,000	-	780,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Expansion to LDS- Data Exchange

Criteria:

C2 Access and Using State Data – This project provides a system for collecting and distributing data from the LEAs, Maryland State Department of Education, and Maryland higher education institutions for consolidation and distribution.

Project Description: In Maryland both the colleges and the 24 independent K12 LEAs (i.e., Districts) have their own computer systems. In order to facilitate data consolidation and transfer between various educational data warehouses and student transactional information systems, a master data management strategy and data exchange subsystem is needed. A data exchange will replace and reduce duplicate and costly Extract, Transform and Load (ETL) programming that would otherwise be performed if individual educational organizations write their own data send/receive data transfer programs. A data exchange provides standard inbound and outbound data record formats and storage transfer tables so information can be uploaded to the data exchange and then automatically be sent to target computer application systems in a format they can read and import. This project develops and implements a shared data exchange for longitudinal data transfer.

Solution Overview: This project funds the purchase of additional master data management software, and designs and develops a (1) a data exchange data warehouse with associated data tables, standard inbound record formats and data transfer and translations (i.e., ETL) programs, standard outbound data record formats and data transfer and translations (i.e., ETL) programs, a control program with event driven tracking tables to manage data inbound and outbound transfer activities, and a data dictionary to standardize data definitions and data translations between participating computer applications.

Type of Project: Contractual programming labor that will provide staff augmentation to existing MLDS project staff.

Benefits: The MLDS Data Exchange will replace and reduce duplicate and costly data transfer and translation programming that would otherwise be performed if individual educational organizations write their own data send/receive data transfer programs. This project provides an efficient way for the Maryland State Department of Education to share data with its 24 LEAs, the Maryland Statewide Longitudinal Data Center, and Maryland Higher Education Commission's college data collection systems.

Participants: There are four main stakeholder groups that will participate in the design, testing, and uploading of data to the MLDS Data Exchange in addition to the MLDS development team. The key stakeholder groups to be involved with the Data Exchange included (1) 24 LEAs, (2) Maryland Higher Education Commission, (3) Maryland Statewide Longitudinal Data Center, and (4) select student information system vendors.

Funding: This funding request is being use to augment existing State of Maryland and NCES YR09 SLDS grant funds to fully develop the Maryland Longitudinal Data System. The funding for this project will support the currently unfunded expansion and consolidation of data to the Maryland Data Longitudinal System from the LEAs and higher education institutions that is

being requested by the Race to the Top grant.

Year by Year Description:

Overview: This is a three year phased programming project. Year 1 focuses on project planning, design, and procurement. Year 2 and Year 3 is focused on specific data sets for inclusion into the data exchange data warehouse with associated data tables, standard inbound record formats and data transfer and translations (i.e., ETL) programs, standard outbound data record formats and data transfer and translations (i.e., ETL) programs, a control program with event driven tracking tables to manage data inbound and outbound transfer activities, and a data dictionary to standardize data definitions and data translations between participating computer applications.

Year 1: Project planning, design and procurement;

1. Project planning and management
2. Define data exchange requirements
3. Design data and high level process architecture
4. Select technology approach, assess market tools and tools within MSDE DAA, and evaluate SIF and Common Data Standards for Application Interface transaction record formats and methods
5. Procure market software if required
6. Detail design of exchange application, ETL processes, record formats, inbound record formats, and inbound ODS tables –

Year 2: Phase I development, testing, and rollout;

7. Implement a master data management or data dictionary to manage and document data lineage in the exchange
8. Develop staging inbound ODS tables, inbound ETLs/processes for inbound student data, course data, grade data, LEAs SIS system interface
9. Testing of Inbound tables and ETL load processes
10. Pilot of Inbound data transfers and ETL Load processes with early adopter LEAs
11. Rollout of inbound data exchange to all LEAs
12. Web-surveys to evaluate success of implementation and satisfaction with system

Year 3: Phase II development, testing, and rollout:

13. Implement a master data management or data dictionary to manage and document data lineage in the exchange
14. Develop staging inbound ODS tables, inbound ETLs/processes for teacher data, teacher assignment data, teacher evaluation data for LEAs SIS system interface
15. Testing of Inbound tables and ETL load processes
16. Pilot of Inbound data transfers and ETL Load processes with early adopter LEAs
17. Rollout of inbound data exchange to all LEAs
18. Web-surveys to evaluate success of implementation and satisfaction with system

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
NOT APPLICABLE	0	\$0	\$0
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

NOT APPLICABLE - All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
NOT APPLICABLE	0	\$0	\$0

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Additional software licensing from Informatica	\$105,000	This software supports master data management and data dictionary development for the data exchange	\$105,000

5) Supplies

NOT APPLICABLE

6) Contractual

1 FTE Contractual programming labor for business intelligence dashboard development. Each FTE is budgeted for 1800 hours per year at \$125 hour. Total Cost - \$675,000. 100% of the FTE labor will be allocated to the project.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$330,000	\$225,000	\$225,000	\$ -	\$780,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$330,000	\$225,000	\$225,000	\$ -	\$780,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: Enhancement to LDS -Develop P-20 and Workforce Data Warehouse and Center					
Associated with Criteria: C2					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	2,000,000	-	-	-	2,000,000
5. Supplies	-	-	-	-	-
6. Contractual	1,000,000	1,000,000	1,000,000	-	3,000,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	3,000,000	1,000,000	1,000,000	-	5,000,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	3,000,000	1,000,000	1,000,000	-	5,000,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Enhancement to LDS – Develop P-20 and Workforce Data Warehouse and Center

Criteria:

C2 Access and Using State Data – This project directly supports educational reform initiatives of Race for the Top by collecting and analyzing higher educational longitudinal student data, and combining it with K12 student and workforce data to help the state’s 24 LEAs align their K12 curriculum and student readiness skills with post-secondary education institution expectations.

Project Description: This is a 3 year project that creates a new, higher education data warehouse that is integrated with the existing Maryland’s Longitudinal Data System K12 data warehouse and Maryland’s Department of Labor, Licensing and Regulation’s labor workforce data warehouse. The purpose of the LDS P20 Higher Education and Workforce Data Warehouse is to; (1) collect and store higher education student data, select workforce data, and select K12 student data, (2) analyze data and report on educational outcomes, program effectiveness, K12 educational readiness and remediation, (3) research educational improvement and policies, and (4) provide information to policy makers.

Solution Overview: This project funds the purchase of; (1) computer server equipment, (2) database and business intelligence software, and (3) contractual programming labor to develop and implement a new LDS P20 Higher Education and Workforce Data Warehouse.

Type of Project: Data warehouse software development.

Benefits: Currently there is poor integration among higher education systems, and therefore poor tracking of student performance, transition readiness of K12 students to higher education institutions, and transition to the workforce. This new system will enable the data collection, consolidation, analysis, and reporting of student K12, higher education, and workforce transitions and help identify programs and policies to improve transition success.

Participants: The main stakeholder groups that will participate in the design, testing, and uploading of data to the LDS P20 Higher Education and Workforce Data Warehouse include; (1) Maryland Statewide Longitudinal Data Center ((2) Maryland Higher Education Commission, (3) Department of Labor, Licensing and Regulation, and (4) Maryland State Department of Education.

Funding: This funding request is new, and the project in part support the data needs and performance questions of the Race to the Top grant. There are no funds currently allocated to support the development of this project.

Year by Year Description:

Overview: This is a three year phased programming project. Year 1 focuses on project planning, design of the P20 higher education data warehouse, and business intelligence reporting system, and procurement of staffing and hardware. Year 2 and Year 3 is focused on

the development, testing and production implementation of the P20 data warehouse.

Year 1: Project planning, design and procurement;

1. Project planning and management
2. Define P20 data center location, and processing requirements and data architecture
3. Write and issue RFPs, and procure consulting development services, and hardware and software for data warehouse development as necessary.
4. Implement and test P20 DWH hardware and software

Year 2: Phase I development, testing, and rollout;

5. Detailed design and development of initial P20 data warehouse data structures, and ETL programs for initial data loads and extracts
6. Test ELT programs and perform quality assurance of data loading and storage in P20 data structures
7. Load initial data kernel to P20 data warehouse
8. Develop and test select reports and dashboard for data sets implemented in phase I.

Year 3: Phase II development, testing, and rollout:

9. Phase 2 of integration of P20 with MLDS, MHEC, and DLLR – development and implementation of additional data structures and ETL programs
10. Development of supporting reports and dashboards
11. Testing of data structures and dashboards with early adopter stakeholders
12. Rollout of reports and dashboards
13. Web-surveys to evaluate success of implementation and satisfaction with system

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
NOT APPLICABLE	0	\$0	\$0

All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.

2) Fringe Benefits

NOT APPLICABLE - All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used

throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
NOT APPLICABLE	0	\$0	\$0

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
P20 computer servers for P20 data warehouse infrastructure	\$1,000,000	1- database servers, 1- BI server, 1- portal server, 2-HTTP web servers with load balancer, 1 BI backup server, 2 firewalls, network and management servers and connections with racking.	\$1,000,000
Software licensing for P20 data warehouse infrastructure	\$1,000,000	Software includes; database, Portal, BI, ETL, Security, Backup software, and server monitoring and management software	\$1,000,000

5) Supplies

NOT APPLICABLE

6) Contractual

4 FTE Contractual programming labor for data warehouse implementation Each FTE is

budgeted for just over 1800 hours per year at \$138 hour (higher level skill set required than the other projects). 100% of the each FTE labor will be allocated to the project. Total cost: \$3,000,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$3,000,000	\$1,000,000	\$1,000,000	\$ -	\$5,000,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$3,000,000	\$1,000,000	\$1,000,000	\$ -	\$5,000,000

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.

Budget Part II: Project-Level Budget Table Project Name: Develop and Implement a State Curriculum System Associated with Criteria: C3 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	1,300,000	-	-	-	1,300,000
5. Supplies	-	-	-	-	-
6. Contractual	500,000	-	-	-	500,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	1,800,000	-	-	-	1,800,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	1,800,000	-	-	-	1,800,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Develop and Implement State Curriculum Management System

Criteria:

(C)(3)(i) Using Data to Improve Instruction – This project provides a standardized curriculum management system whose purpose it is to; (1) maintain common core curriculum standards, (2) provide instructional alignment, (3) provide assessment alignment, and (4) provides teachers with design tools, lesson plans, and course syllabi to help them develop courses that are common core aligned. This project is part of the instructional improvement process to provide teachers in the classroom with education delivery options and tools that enables them to provide class and individual instruction interventions to improve student learning.

Project Description:

Solution Overview: This system is part of the student improvement process. The project is a 1 year selection, procurement, and deployment process to implement advanced curriculum management system. Access to this application will be via the Online Toolkits for teachers. The system will provide extensive import and export capabilities and will be interoperable with the other proposed instructional improvement systems as well as the Maryland Longitudinal Data System. The implementation will be centralized, and shared by all LEAs. However, those LEAs that already have a curriculum management system may continue to use it as long as it integrates and supports the instructional improvement process.

Type of Project: Hardware and software procurement, and implementation services.

Benefits: This system is expected to reduce the work load of teachers, improve their development and delivery of courses that are state curriculum and formative and interim test aligned.

Participants: Dept. of Education MLDS team, LEA curriculum teams

Funding: This funding request is new and is not funded by any other source. The funding for this project will support the educational improvement and testing reforms present in this Race to the Top grant.

Year by Year Description:

Overview: This is a short term project to be completed in year 1 of the project.

Year 1:

1. Coordinate with all the LEA curriculum teams to select and procure a common system,
2. Implement application at the MSDE computer center, and as appropriate, allow select LEAs to implement a copy of the application in their computer centers.
3. Test application.

4. Train early adopter LEAs and develop educational methods and procedures for using the system to develop courses and instructional improvement interventions.
5. Pilot system with early adopter LEAs.
6. Develop and provide multi-media instructions on how to use system and approaches to improve instruction (Note this is part of the multi-media training project)
7. Rollout to all LEAs.
8. Perform web-survey to assess satisfaction.

The budget is designed to procure the curriculum application for centralized or decentralized use. The budget also identifies a 1.5 FTE contractor to support installation, set up, and development of best practices with MLDS team and the LEAs. Integration and training activities for the curriculum application are included in other projects.

Year 2: Maintenance of system

Year 3: Maintenance of system

Year 4: Maintenance of system

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not Applicable	# @ ?%	\$	\$
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

- All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
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NOT APPLICABLE			
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4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Totals
Hardware	\$300,000	Centralized application servers, with a shared failover server, associated network and backup equipment.	\$300,000
Software	\$1,000,000	Curriculum Management application that is internet capable and can be implemented with either a centralized or decentralized architecture.	\$1,000,000
Totals			\$1,300,000

5) Supplies

Not applicable

6) Contractual

Contractual labor on fixed priced contract from vendor to setup, implement and rollout the application to the LEAs. Budget includes travel and all other expenses the vendor will incur. Total cost: \$500,000

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$ 1,800,000	\$	\$	\$	\$ 1,800,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$ 1,800,000	\$	\$	\$	\$ 1,800,000

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.

Budget Part II: Project-Level Budget Table Project Name: Expand Instructional Toolkit Associated with Criteria: C3 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Expand Instructional Toolkit

Criteria: C3 Using Data to Improve Instruction

This project also supports Section B3, Transition to new curriculum and assessments. Data regarding student achievement is only useful if teachers can access a rich bank of instructional resources that allows them to differentiate classroom strategies to match student needs.

Project Description:

This project procures a consultant to identify multi-media, instructional resources to expand the instructional toolkit, meta-tag items, and manage the on-line portal for the INSTRUCTIONAL IMPROVEMENT SYSTEM. Three specialists (their salary included in section B3) working in the Division of Instruction will collaborate with the consultant, working to bring Maryland educators together annually to ensure that resources are aligned with the state Common Core Curriculum and represent high quality instructional resources. The consultant and MSDE staff will also gather best practices—lesson seeds, project ideas, simulations, print and video resources—from classroom teachers throughout Maryland as well as from public domain sources, to include in this new instructional toolkit.

MSDE will also collaborate with Maryland Public Television to catalog, aggregate, articulate, and conduct technical correlations for adolescent literacy, STEM and algebra II from local, regional, national, and international sources. These resources would become part of the instructional toolkit.

Funding:

This project allows Maryland to build on its existing Instructional Toolkit which currently supports classroom teachers implementing the Maryland State Curriculum. Many existing toolkit items will be adapted to support the state Common Core Curriculum. But the existing toolkit model provides a platform that will be a useful starting point for expansion.

Year by Year Description:

This project is equally distributed across the four years of this grant. Instructional resources tied to the common core curriculum will be added each year to provide teachers more and more resources to meet the diverse needs of students.

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not applicable			
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Not applicable		\$	\$

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Not applicable	\$		\$

5) Supplies

Not applicable

6) Contractual

1) A vendor will be procured to work with MSDE educational specialists to expand the instructional toolkit, meta-tag items, and manage the on-line portal for the INSTRUCTIONAL IMPROVEMENT SYSTEM. The cost of this procurement will be \$300,000 per year and the vendor will devote 100% FTE to this project.

2) Maryland Public Television will contract with MSDE to conduct a technical review of existing MPT resources and develop new, online courses for algebra I, government, biology and English II, new instructional resources in adolescent literacy, STEM, and algebra II, and provide public outreach programming. This contract will total \$750,000 per year for four years. All costs will be charged to the Race to the Top budget.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,050,000	\$1,050,000	\$1,050,000	\$1,050,000	\$4,200,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,050,000	\$1,050,000	\$1,050,000	\$1,050,000	\$4,200,000

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.

Budget Part II: Project-Level Budget Table Project Name: STEM Instructional and Career Support Associated with Criteria: C3 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	569,500	498,900	498,900	432,700	2,000,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	569,500	498,900	498,900	432,700	2,000,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	569,500	498,900	498,900	432,700	2,000,000
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**Project Title: C3 – STEM Instructional and Career Support****Criteria: C3 (ii) Support Participating LEAs and Schools in providing instructional and career-related resources in STEM subjects as part of the Instructional Improvement System****Project Description:**

MSDE will establish a partnership with the Maryland Business Roundtable (MBRT) to support educator effectiveness and student engagement in delivering STEM instruction to students. The first year budgets \$596,500 through the Race to the Top grant and \$150,000 of in-kind support to accomplish two goals. The first supports teachers and principals by establishing a STEM support hub that links industry experts and the resources of their workplace to STEM instructional objectives. This support hub allows teachers to easily identify experts who can advise them on best practices, visit classes to share their authentic work, and potentially open up their workplace for student visits. The second goal promotes student engagement in STEM careers through the creation of an on-line system that allows students to communicate with STEM experts directly, and to view STEM workplace experience opportunities.

Funding:

This project connects with funding in Section B3 and C3 by providing resources to support classroom teachers in their work to promote student achievement in STEM courses.

Year by Year Description:

Year One: Determine with educators areas of critical need for – and preferred delivery methods of – external reinforcement in classroom instruction. Map resources and services to Maryland’s science, math, engineering and technology curricula. Identify, recruit and train STEM industry practitioners/ volunteers (business, higher education, and government) to provide timely, relevant, curriculum-specific support to classroom instruction. Develop delivery model and test in one school district in one subject area (Biology). Redesign volunteer management system to facilitate deployment, scheduling and communication with STEM industry volunteer. Evaluate effectiveness and refine plans for expansion. Establish digital-based STEM-career tools, designed to meet youth in preferred media.

Utilize mobile, web, video and social networking elements to drive student engagement with STEM careers. Deploy strategies to build community of students aspiring to STEM careers. Design activities to support classroom instruction on Maryland career exploration, and informal student exploration.

Year Two

Establish Teacher and Principal STEM support hub and expand model for STEM instructional support.

Improve efficiency of how business connects with and supports schools. Develop electronic hub to aggregate STEM resources needed by schools from outside the education system that links directly to MSDE’s portal. Broaden base of STEM-career volunteers who can be easily accessed by educators. Coordinate engagement of external STEM industry practitioners to engage in classroom topical activities. Expand model to six school districts and two subject areas (Biology and Math).

Communicate online with STEM experts

Establish online learning environments in live web sessions, connecting classrooms to a variety of STEM- workplace settings. Prepare STEM-career volunteers to engage with students around real-world projects and activities connected to STEM subjects. Design activities centered on career exploration, career goal setting, education mapping, and periodic goal-checking.

Year Three

Scale up model for STEM instructional support and coordinate inventory of STEM experts/resources

Scale up STEM instructional support model to all Maryland school districts in four subject areas (Biology, Chemistry, Physics, and Math). Scale and maintain centralized STEM asset

inventories. Provide easy access to STEM resources for local districts and low-performing schools. Provide links across organizations that will sustain meaningful program linkages beyond the grant cycle. Promote the resource to educators in easily-utilized formats.

Establish an inventory of STEM workplace experience opportunities

Provide students with a centralized resource to locate meaningful workplace experience opportunities (internships, mentoring, projects, job shadows). Map opportunities to STEM topics and promote directly to participating schools via volunteer, educator and student hubs.

Year Four

Establish inventory of STEM workplace experience opportunities for teachers and principals that support professional development

Create a central online repository of opportunities for educators to engage with their STEM-topical peers in the workplace. Identify and promote opportunities to enrich professional development of participant educators.

Drive growth of student hub

Promote the youth resource, adding content and activity. Connect youth to work- and college-ready resources appropriate to specific grade-levels.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not applicable	# @ ??%	\$	\$

All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout

the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Not applicable		\$	\$

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Not applicable	\$		\$

5) Supplies

Not applicable

6) Contractual

Products and services provided by the Maryland Business Roundtable are elaborated in the year by year description above. Additional in-kind support of MBRT members is estimated to enhance this proposal by \$150,000 per year.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$569,500	\$498,900	\$498,900	\$432,700	\$2,000,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting

not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$569,500	\$498,900	\$498,900	\$432,700	\$2,000,000

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.

Budget Part II: Project-Level Budget Table Project Name: Implement a Test Item Bank System Associated with Criteria: C3 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	1,400,000	-	-	-	1,400,000
5. Supplies	-	-	-	-	-
6. Contractual	500,000	-	-	-	500,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	1,900,000	-	-	-	1,900,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	1,900,000	-	-	-	1,900,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**Project Title: Implement a Test Item Bank System****Criteria:**

(C)(3)(i) Using Data to Improve Instruction – This project provides schools with a standardized test item bank to be used to either generating standalone paper tests or as an adaptive computer-based testing application and delivery system. This project procures and implements test item bank management software with an items database that is curriculum aligned.

Project Description:

Solution Overview: This project is a one year procurement and implementation project for a computer based item test bank system. This item test bank will be used for interim benchmark testing and formative assessments to measure student performance and growth. Initially, the system will be seeded with existing course aligned questions to be replaced over time with standardized common core test questions. The system will be interoperable with the proposed adaptive testing system, but will be capable of being used in standalone mode to help teachers generate paper tests. The system will provide extensive import and export capabilities and be able to produce multiple equivalent paper test forms in a variety of formats.

The implementation of item test bank will be centralized at MSDE and shared by all LEAs. However, those LEAs that already have item test banks may continue to use them with the option to contribute to the standardized test bank or draw test items from the standardized bank.

Type of Project: Hardware and software procurement, and implementation services.

Benefits: This system is expected to reduce the work load of teachers, improve their analysis of student needs for instructional remediation and enrichment, and enable more time to be allocated to instruction delivery. Additional value of an item test bank is that it improves consistency, validity, and reliability of testing student knowledge acquisition on summative and interim benchmark tests. Standardized test banks will be used with our consortium partners to help develop normative test responses over a wide pool of students in order to improve predictive performance of students on standardized questions.

Participants: Dept. of Education MLDS team, LEAs curriculum instruction teams, and LEA technology departments.

Funding: This funding request is new and is not funded by any other source. The funding for this project will support the educational improvement and testing reforms presented in this Race to the Top grant.

Year by Year Description:

Overview: This is a short term project to be completed in year 1 of the project.

Year 1:

1. Coordinate with all the LEA CIOs and their technology teams to select and procure an test item bank,
2. Implement test item bank application at the MSDE computer center, and as appropriate, allow select LEAs to implement a copy of the application in their computer centers.
3. Test application with import and export of items from a test bank, and export of test question results.
4. Train school technology teams on technology support and defining distribution and use policies,
5. Pilot system with early adopter LEAs.
6. Rollout to all LEAs.
7. Develop and provide multi-media instructions for teachers on use test item bank for test creation, and how to it to improve instruction (Note this is part of the multi-media training project)
8. Integrate test item bank with the Teacher Toolkit portal. (Note: Included in another project)

The budget is designed to procure the item test bank application for centralized or decentralized use. The budget also identifies a single technical support contractor who is an expert in installing and setting up the system to work with MLDS team and the LEAs. Integration and training activities for the adaptive test application are included in other projects.

Year 2: NA

Year 3: NA

Year 4: NA

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not applicable	# @ ?%	\$	\$
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

- All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
NOT APPLICABLE			

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Totals
Hardware	\$400,000	Centralized application servers with a shared failover server, associated network and backup equipment.	\$400,000
Software	\$1,000,000	Test bank application and test item database with import and export capabilities, and ability to produce multiple paper test forms.	\$1,000,000
Totals			\$ 1,400,000

5) Supplies

Not applicable

6) Contractual

Fixed price contractual labor to support procurement, installation, setup, and policy development. Total cost: \$500,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,900,000	\$	\$	\$	\$1,900,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,900,000	\$	\$	\$	\$1,900,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: Implement a Computer Adaptive Test Delivery system					
Associated with Criteria: C3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	2,400,000	-	-	-	2,400,000
5. Supplies	-	-	-	-	-
6. Contractual	260,000	-	-	-	260,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	2,660,000	-	-	-	2,660,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	2,660,000	-	-	-	2,660,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.					
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.					
Column (e): Show the total amount requested for all project years.					
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Implement a Computer Adaptive Test Delivery System

Criteria:

(C)(3)(ii) Using Data to Improve Instruction – This project provides schools an adaptive computer-based testing application and delivery system. Computer based adaptive testing provides a more flexible method for utilizing a standard test item bank, test delivery, and test scoring and is an important part of instructional improvement strategy. Such systems are important for performing objective and standardized diagnostic analysis of a student’s knowledge acquisition in the classroom. This project procures and implements an adaptive testing system for Maryland LEAs as part of the instructional improvement reforms, and integrates the system with a standardized item test bank for summative and interim benchmark testing to assess student performance and growth.

Project Description:

Solution Overview: This project is a one year procurement and implementation project for a computer based adaptive testing system. This testing system will be used for summative and interim benchmark testing to assess student performance and growth. The system will be interoperable with standard item test banks, and integrate with the Maryland Longitudinal Data System (MLDS) reporting system. The system will provide extensive import and export capabilities and be able to produce multiple equivalent paper test forms in a variety of formats. Student and class performance data will be available to teachers to identify instructional improvements for the class as well as individual students based on test results, and be a key element in the instructional improvement process discussed in section (C)(3)(i).

Since Maryland is a decentralized education system with 24 LEAs, the implementation of adaptive testing and this project will provide the LEAs with three options:

1. Use the state adaptive testing system which will be maintained in a centralized location.
2. LEAs may use their own adaptive testing system if it; (a) has key functional capabilities comparable to the state system, and (b) integrates with the state item test bank with the ability to transfer its student test data to the MLDS system for growth and performance analysis.
3. LEAs may implement at their own expense, a standalone copy of the state adaptive test application in their LEAs computer facilities as long as they integrated to the MLDS data exchange for transfer of student data for growth and performance analysis.

Type of Project: Hardware, software procurement and implementation services.

Benefits: This system is expected to reduce the work load of teachers, improve their analysis of student needs for instructional remediation, and enable more time to be allocated to instruction delivery. Additional value of adaptive testing is that it greatly increases the flexibility of test delivery, management, and quality of student performance assessments. Key benefits of this

testing approach include: (1) tests can be taken anytime and anyplace, (2) scores are available immediately and can be included in advanced student performance analyses automatically, (3) tests can be individually paced to accommodate for learning and test taking styles, (4) knowledge acquisition can be more fully analyzed on an individual basis, and (5) tests can be standardized using an item bank across teachers and classes.

Participants: Dept. of Education MLDS team, LEAs curriculum instruction teams, and LEA technology departments.

Funding: This funding request is new and is not funded by any other source. The funding for this project will support the educational improvement and testing reforms presented in this Race to the Top grant.

Year by Year Description:

Overview: This is a short term project to be completed in year 1 of the project.

Year 1:

1. Coordinate with all the LEA CIOs and their technology teams to select and procure an adaptive testing system,
2. Implement adaptive testing application at the MSDE computer center, and as appropriate, allow select LEAs to implement a copy of the application in their computer centers.
3. Test application with import and export of items from a test bank, and export of test question results.
4. Create and test student data results transfer program with the Data Exchange (Note: this is a data exchange project)
5. Create and test student and class test performance results dashboards (Note: this is a dashboard project).
6. Train school technology teams on technology support and defining distribution and use policies,
7. Pilot system with early adopter LEAs.
8. Rollout to all LEAs.
9. Develop and provide multi-media instructions for teachers on use of adaptive testing to analyze student performance and growth, and how to improve instruction (Note this is part of the multi-media training project)
10. Provide multi-media instructions for students on use and polices associated with the how to use and benefit from adaptive testing (Note this is part of the multi-media training project).

The budget is designed to procure the adaptive testing application for centralized or decentralized use. The budget also identifies a single technical support contractor who is an expert in installing and setting up the adaptive testing system to work with MLDS team and the LEAs. Integration and training activities for the adaptive test application are included in other

projects.

Year 2: NA

Year 3: NA

Year 4: NA

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not Applicable	# @ ??%	\$	\$
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

- All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
NOT APPLICABLE			

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Totals
Hardware	\$400,000	Centralized application servers with a shared failover server, associated network and backup equipment.	\$400,000
Software	\$2,000,000	Adaptive testing application	\$2,000,000

		with import and export capabilities, and ability to produce multiple paper test forms	
Totals			\$2,400,000

5) Supplies

Not Applicable

6) Contractual

1 FTE Contractual labor to support procurement installation, setup, and policy development. FTE is budgeted for 2080 hours per year at \$125 hour. 100% of the each FTE labor will be allocated to the project. Total cost: \$260,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$2,660,000	\$0	\$0	\$0	\$2,660,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$2,660,000	\$0	\$0	\$0	\$2,660,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: Complete an Item Load and Set Up for the Item Bank and CAT System					
Associated with Criteria: C3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	260,000	260,000	260,000	-	780,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	260,000	260,000	260,000	-	780,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	260,000	260,000	260,000	-	780,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Item Load and Integration Setup for Test Item Bank System

Criteria:

(C)(3)(i) Using Data to Improve Instruction – This project provides technical and content subject matter expert support to assess and load the test items into our bank from our consortium partners and existing LEA test item banks. This project also provides integration between the test item bank and the MLDS Data Exchange to securely transfer imports and exports of test items.

Project Description:

Solution Overview: This project is a 1-year procurement and implementation project for a computer based item test bank system. This project provides technical and content subject matter expert support to assess and load the test items into our bank from our consortium partners and existing LEA test item banks. This project also provides integration between the test item bank and the MLDS Data Exchange to securely transfer imports and exports of test items.

Type of Project: Consulting services.

Benefits: Provides a ready to go quality, standardized test item database. This project will provide our consortium research partners with de-identified, aggregate data to assess test items for their quality, and curriculum alignment.

Participants: Dept. of Education MLDS team, LEAs curriculum instruction teams, and LEA technology departments.

Funding: This funding request is new and is not funded by any other source. The funding for this project will support the educational improvement and testing reforms presented in this Race to the Top grant.

Year by Year Description:

Overview: This is a short term project to be completed in year 1 of the project.

Year 1:

1. Coordinate with all LEAs and their content teams to select and procure test items.
2. Import test items into test bank application.
3. Train school technology teams on technology support and defining distribution and use policies,
4. Pilot test times with early adopter LEAs.

5. Rollout to all LEAs.
6. Develop and provide multi-media instructions for teachers on use test items by content area, and how to it to improve instruction (Note this is part of the multi-media training project)
7. Integrate test item import and export utilities with the Teacher Toolkit portal and the Test item bank software (Note: Included in another project)

The budget identifies a single subject matter expert to support setting up the test item data bank and coordinate LEA contributions to the test item data bank.

Year 2: NA

Year 3: NA

Year 4: NA

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not Applicable	# @ ??%	\$	\$
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

- All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
NOT APPLICABLE			

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and

a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Totals
NOT APPLICABLE			
Totals			

5) Supplies

NOT APPLICABLE

6) Contractual

1 FTE contractual labor to support test bank item loads, coordination with LEA test item banks, and integration of transferring test items via the MLDS Data exchange. Estimate is for 1 FTE budgeted for 2080 hours per year at \$125 hour. 100% of the each FTE labor will be allocated to the project. Total cost: \$780,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$260,000	\$260,000	\$260,000	\$0	\$780,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$260,000	\$260,000	\$260,000	\$0	\$780,000

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.

Budget Part II: Project-Level Budget Table Project Name: Adaptive Testing Units for High Schools Associated with Criteria: C3 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	750,000	-	-	-	750,000
5. Supplies	-	-	-	-	-
6. Contractual	260,000	-	-	-	260,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	1,010,000	-	-	-	1,010,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	1,010,000	-	-	-	1,010,000
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Adaptive Testing Units for High Schools

Criteria:

(C)(3)(i) Using Data to Improve Instruction – This infrastructure project provides schools with inexpensive portable Internet WIFI devices for students to take adaptive computer-based tests. This test delivery strategy ensures that adaptive testing for high-stakes summative tests, presented in this grant application, will be successfully implemented. This project is required in order for adaptive testing to be successful.

Project Description:

Solution Overview: The ability of a school to benefit from the advantages of computer adaptive testing depends on its ability to provide all students with computers for testing taking. The majority of schools do not have enough classrooms fitted with computers for each student to make adaptive testing feasible. In order to solve this problem and move our schools into the technology realities of the 21st century, this project provides high schools with a flexible, low cost adaptive testing delivery platform that is non-intrusive to the classroom or instruction.

Internet enabled WIFI technologies are now common mobile information technologies that deliver information to a variety of low-costing mobile devices including PDAs, smart-phones, mini-notebooks, and laptops. Gone are the days of costly, inflexible desktop computers. Mobile WIFI Internet technology has the ability to deliver information anytime and anywhere in a variety of traditional testing formats, but is also enabled to deliver simulations and multimedia for a richer testing experience.

This project will purchase and distribute low-cost mobile Internet WIFI devices that are browser enabled and will be compatible with any Internet based testing system. Since the units are portable and can be moved anywhere in the school, implementation will be simple, and it will not be necessary to purchase a unit for every student but only a fraction of the students.

Type of Project: Hardware procurement.

Benefits: Provides an inexpensive and flexible way to deliver adaptive testing that is not disruptive to class instruction, and easy to implement. .

Participants: Dept. of Education MLDS team, LEAs technology departments

Funding: This funding request is new and is not funded by any other source. The funding for this project will support the educational improvement and testing reforms present in this Race to the Top grant.

Year by Year Description:

Overview: This is a short term project to be completed in year 1 of the project. We believe that a low-cost bulk purchase can be done through a state technology consortium for Maryland schools.

Year 1:

1. Coordinate with all the LEA CIOs and their technology teams to select and procure portal, low-cost technology for adaptive testing system selected in the grant,
2. Deploy and train school technology teams on technology support and defining distribution and use policies,
3. Provide multi-media instructions for students on use and polices associated with the portable testing units.

The budget calls for a single technical support contractor who is an expert in mobile devices and content delivery to facilitate the procurement and installation. The budget is designed to procure enough initial devices to allow simultaneous testing of 25% of the high school population. It is estimated that 7500 units will be needed at \$50-\$100 each.

Year 2: NA

Year 3: NA

Year 4: NA

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not Applicable	# @ ??%	\$	\$
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

- All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
NOT APPLICABLE			

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Totals
Hardware	\$100 each	Portable, Internet WIFI devices for Testing – 7500 units	\$750,000
Totals			\$750,000

5) Supplies

Not applicable.

6) Contractual

1 FTE Contractual labor to support procurement installation, setup, and policy development. FTE is budgeted for 2080 hours per year at \$125 hour. 100% of the each FTE labor will be allocated to the project. Total cost: \$260,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,010,000	\$0	\$0	\$0	\$1,010,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,010,000	\$0	\$0	\$0	\$1,010,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: Implement a Statewide System to Support Student Instructional Intervention					
Associated with Criteria: C3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	1,300,000	-	-	-	1,300,000
5. Supplies	-	-	-	-	-
6. Contractual	500,000	-	-	-	500,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	1,800,000	-	-	-	1,800,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	1,800,000	-	-	-	1,800,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Implement a Statewide System to Support Student Instructional Intervention

Criteria:

(C)(3)(i) Using Data to Improve Instruction – This project is part of the instructional improvement process and provides teachers with a system that enables them to develop and document instructional interventions to improve both class and individual learning while tracking outcomes. For the student, this system places them at the center of the learning process allows them to interact with the teacher to plan a course of action for the student and track progress. This system especially important to promote individualized learning programs.

Project Description:

Solution Overview: This is a 1-year project for the selection, procurement, and deployment of the student learning and intervention system. This will be a State centralized system for the LEAs to use. As appropriate, a copy of the system may be deployed at the LEA level if the LEA incurs the cost to implement, and integrate it with other systems to create the instructional improvement process. This application integrates with the Online Toolkits and is available via the Educators Portal.

Type of Project: Hardware, software procurement and implementation services.

Benefits: Support teachers in developing and documenting learning improvement strategies for the class and individual students. This system integrates teaching and learning solutions for the teacher along with diagnostic and reporting tools to identify student\class progress. For the students this system gives them a learning plan online with digital learning objectives and ability to review and track their learning interactively with their teachers.

Participants: Dept. of Education MLDS team, LEA curriculum teams, and LEAs technology departments.

Funding: This funding request is new and is not funded by any other source. The funding for this project will support the educational improvement and testing reforms present in this Race to the Top grant.

Year by Year Description:

Overview: This is a short term project to be completed in year 1 of the project.

Year 1: Procure, Implement, and Pilot

1. Coordinate with all the LEA curriculum teams, and their technology teams, to select

- and procure an instructional intervention system,
2. Implement application at the MSDE computer center, and as appropriate, allow select LEAs to implement a copy of the application in their computer centers.
 3. Provide multi-media instructions for teachers on use and polices associated with the application, and how to use to improve instructional outcomes. (Note this is part of the multi-media training project).
 4. Pilot the application with select early adopter LEAs.
 5. Train school curriculum teams on how effectively use the application.
 6. Rollout to all LEAs.
 7. Perform satisfaction web-survey.

The budget is designed to procure the instructional intervention application for centralized or decentralized use. The budget also identifies a several technical support contractors who will install and set up the system with MLDS team and the LEAs. Integration and training activities for the instructional intervention application are included in other projects

Year 2: NA

Year 3: NA

Year 4: NA

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not Applicable	# @ ??%	\$	\$
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

- All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
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NOT APPLICABLE			
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4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Totals
Hardware	\$300,000	Centralized application servers with a shared failover server, associated network and backup equipment.	\$300,000
Software	\$1,000,000	Intervention application with import and export capabilities.	\$1,000,000
Totals			\$1,300,000

5) Supplies

NOT APPLICABLE

6) Contractual

Contractual labor on fixed price contract from vendor to support installation, setup, and policy development. Total cost: \$500,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,800,000	\$0	\$0	\$0	\$1,800,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,800,000	\$0	\$0	\$0	\$1,800,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: Develop On-Line Instructional Intervention Modules					
Associated with Criteria: C3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	-	500,000	500,000	500,000	1,500,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	-	500,000	500,000	500,000	1,500,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	-	500,000	500,000	500,000	1,500,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Develop On-Line Instructional Intervention Modules

Criteria: C3 Using Data to Improve Instruction

This project supports the activities described in Section B3, transition to curriculum and assessments. Data regarding student achievement is only useful if teachers can access a rich bank of instructional intervention resources that allows them to prescribe instructional intervention strategies to match student needs based on assessment outcomes.

Additionally, this project connects to the project for Implementing a system to support e-learning for instructional intervention, enhancement and enrichment, in this section, C3 regarding the creation of the technology infrastructure to support this project

To differentiate between the two closely-related projects, this one involves developing content and instructional activities that a student can use for enrichment and remediation. The other involves the hardware and software necessary to deliver this through our Instructional Improvement system

Project Description:

Procure a vendor to develop 250 on-line instructional modules per year for students as part of the instructional improvement system intervention/enrichment system. Modules would be developed through a contract at \$2000 per module. Students will complete modules as assigned by their teacher to remediate and/or enrich classroom instruction based on the results of formative assessment testing.

Funding:

This project connects with the funding stream for section B1, B2 and B3, and the project regarding on-line instructional toolkit development in this section, C3. When teachers teach to high level curricular standards (B1), and are able to formatively assess student learning (B2), and fully understand the resources at their disposal to teach and assess effectively (B3 and C3), then the one remaining component of an effective Instructional Improvement System is an array

of intervention/enrichment strategies that allow students to receive differentiated assistance to extend their learning.

Year by Year Description:

This project has no funding in year one to allow work in the area of curriculum alignment, assessment development, and on-line instructional toolkit development to occur. Then, beginning in year two, a constant funding stream that will enable 250 modules to be developed each year will commence.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not applicable			
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Not applicable		\$	\$

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and

a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Not applicable	\$		\$

5) Supplies

Not applicable

6) Contractual

A vendor will be procured to work with MSDE staff to develop instructional intervention modules targeted to specific curricular objectives. This procurement will specify that \$500,000 contract will produce 250 learning modules each year for three years. The vendor will devote 100% FTE to this project. There is no alternative funding stream for this project.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$0	\$500,000	\$500,000	\$500,000	\$1,500,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$0	\$500,000	\$500,000	\$500,000	\$1,500,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: Develop Framework for Teacher Toolkit Portal					
Associated with Criteria: C3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	260,000	260,000	260,000	-	780,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	260,000	260,000	260,000	-	780,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	260,000	260,000	260,000	-	780,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Develop Framework and Content for Online Toolkit Portal

Criteria:

(C)(3) Using data to Improve Instruction

(D)(4)(ii) Improving Teacher and Principal Professional Development

This project identifies the professional learning resources for teachers and principals that will be available on line from the Online Instructional Toolkit. This project supports all Race to the Top education reforms focused on improving teacher and principal professional development to improve individual job skills and performance. The Toolkit will provide educators with access to a variety of online and face-to-face professional development, tools that will help them plan their individual professional development plans and opportunities to collaborate online.

Project Description:

Solution Overview: This is a 3 year project that supports all educator professional development initiatives in Race for the Top. This project uses a full time educational professional development specialist for three years to help identify Professional development available from MSDE, LEAs, higher education and other providers. The professional development specialist will facilitate a stakeholder group who will develop quality control review protocols identify content and tools to be included in the portal, and ensure that the content and tools get integrated into the toolkit portal.

Type of Project: Consulting

Benefits: Provides a user friendly resource for teachers and principals to tap professional development resources linked to the State Common Core Curriculum, multiple dashboards for student, teacher and principal performance and teacher and principal evaluation systems.

Participants: Maryland State Department of Education - All Divisions, LEAs and Institutions of Higher Education.

Funding: This funding request is new and supports the data needs of Race to the Top grant. There are no funds currently allocated to support the development of this project.

Year by Year Description:

Overview: This project provides the consultants necessary to set up the Professional Development Resources, identify content, and add tools and content to the educator toolkit portal.

Year 1: Portal Design and Content Development

The professional development specialist will establish a stakeholder group to develop professional development quality control protocols, collect resources from MSDE, LEAs and IHEs to review and post those that meet the quality standards.

Year 2: Portal Design and Content Development

The professional development specialist will collect resources from MSDE, LEAs and IHEs to review, facilitate the quality control review process and post those that meet the quality standards.

Year 3: Portal Design and Content Development

The professional development specialist will collect resources from MSDE, LEAs and IHEs to review, facilitate the quality control review process and post those that meet the quality standards.

Year 4: NA**Details by Category:****1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
NOT APPLICABLE	\$0	\$0	\$0
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

NOT APPLICABLE - All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
NOT APPLICABLE	\$0	\$0	\$0

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
NOT APPLICABLE			

5) Supplies

NOT APPLICABLE

6) Contractual

1 FTE contractual labor to support portal content development. Estimate is for 1 FTE for 2080 hours pre year at \$125/hr. Total cost: \$780,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$260,000	\$260,000	\$260,000	\$0	\$780,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$260,000	\$260,000	\$260,000	\$0	\$780,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: Develop and Implement a Course Registration System					
Associated with Criteria: C3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	2,000,000	-	-	-	2,000,000
5. Supplies	-	-	-	-	-
6. Contractual	400,000	160,000	-	-	560,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	2,400,000	160,000	-	-	2,560,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	2,400,000	160,000	-	-	2,560,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Develop and Implement Course Registration System

Criteria:

- (C)(3)(ii) – Using Data to Improve Instruction – Educator training and education
- (D)(4) – Delivery and documentation of educator preparation training and credentialing
- (D)(4) – Implementation of fair evaluations with complete history of accomplishments
- (D)(5) – Providing effective support to teacher and principles

Maryland education reforms for the Race to the Top will require extensive professional development training, performance tracking, and performance evaluation for educators. As a result of these initiatives, delivery of training, and tracking of one's professional development history is critical as input into evaluation, individual professional development plans and promotion process. This project procures and implements a centralized course registration system to support both the delivery of professional development training to educators as well as track their professional development history.

Project Description:

Solution Overview: This project is a 2 year procurement and implementation project for a centralized course registration system. This system will provide the ability to provide a single point of access for educators to register for a variety of online, instructor, and academy programs, and act as a historic repository for professional development education and skills training. If possible, a software-as-a-server approach might be adopted if it is cost effective.

Since training may be provided by a variety of vendors the system will have the ability to integrate and receive course completion data from other systems. The system will be able to interface with LEA HR systems and the Maryland evaluation system to transfer training and certification history data for longitudinal analysis and incorporation into the educator evaluation process.

Type of Project: Hardware and software procurement, and implementation services procurement.

Benefits: This system will help Maryland meet the core educational reforms focused on implementing improved educator training, and ability to conduct and document fair educator evaluation process.

Participants: Maryland State Dept. of Education, MLDS team, LEA HR teams

Funding: This funding request is new and is not funded by any other source. The funding for this project will support the educational improvement and testing reforms presented in this Race

to the Top grant.

Year by Year Description:

Overview: This is a 2 year application selection, procurement, and implementation project. Year 1 is the selection, procurement, and initial implementation of the application. Year 2 completes the application implementation and rollout to the LEAs. This project will follow a tradition business application implementation project methodology.

Year 1: Selection, Procurement and Implementation

1. Define application requirements
2. Issue an RFI to review evaluation applications and vendors
3. Develop RFP for application procurement
4. Procure hardware and software
5. Initiate map and gap process to define application setups
6. Identify application integration points with LEAs and other systems
7. Test interface for manual entry of training history

Year 2: Implementation, Conversion, Rollout

1. Complete implementation
2. Define case scenarios and perform a conference room pilot
3. Do a limited “go-live” pilot with early adopter LEA
4. Develop import routines and procedures for LEAs not using the system but transferring their data to consolidate data in the state repository
5. Convert or load historic training data from various systems
6. Develop training
7. Rollout application to LEAs
8. Perform a Web-based survey to determine LEAs satisfaction and suggestions

Year 3: NA

Year 4: NA

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not Applicable	# @ ??%	\$	\$

All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.

2) Fringe Benefits

- All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
NOT APPLICABLE			

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Totals
Hardware	500,000	Centralized application server with a shared failover server, associated network and backup equipment.	500,000
Software	1,500,000	Centralized HR evaluation system for LEAs to either use or upload and import educator evaluation data	1,500,000
Totals			2,000,000

5) Supplies

Not applicable

6) Contractual

Fixed price project based on contract from vendor to support procurement installation, setup of the registration system. Total cost: \$560,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and

Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$2,400,000	\$160,000	\$0	\$0	\$2,560,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$2,400,000	\$160,000	\$0	\$0	\$2,560,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: MSDE-IHE Teacher Preparation Workgroup					
Associated with Criteria: C3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	10,000	10,000	10,000	10,000	40,000
9. Total Direct Costs (lines 1-8)	10,000	10,000	10,000	10,000	40,000
10. Indirect Costs*	1,240	1,240	1,240	1,240	4,960
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	11,240	11,240	11,240	11,240	44,960
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 Title: C3 MSDE – IHE Teacher Preparation Workgroup****Criteria: Using Data to Improve Instruction**

Support LEAs and schools in the effective use of instructional improvement systems by ensuring that teacher preparation programs in Maryland incorporate this topic in their programs.

Project Description:

This project provides meeting and travel funds to support MSDE – Higher Education work group regarding teacher preparation and the implications of the new Common Core curriculum, new summative and formative assessment tools, and the effective use of the Instructional Improvement System.

Funding:

This project connects with those projects in section B regarding the adoption of the Common Core standards, new assessments, and transition to them.

Year by Year Description:

This projects will fund several meetings of the proposed workgroup each year to ensure that new teachers in Maryland are fully prepared to use the Instructional Improvement System upon entrance into the classroom.

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not applicable			
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Not applicable		\$	\$

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Not applicable	\$		\$

5) Supplies

Not applicable

6) Contractual

Not applicable

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

This budget will support 5 meetings per year @\$2,000 per meeting for location rental, travel reimbursement, supplies and associated costs.

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$10,000	\$10,000	\$10,000	\$10,000	\$40,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$11,240	\$11,240	\$11,240	\$11,240	\$44,960

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.

Budget Part II: Project-Level Budget Table					
Project Name: Implement a System to Support E-Learning for Instructional Intervention, Enhancement and Enrichment					
Associated with Criteria: C3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	2,000,000	-	-	-	2,000,000
5. Supplies	-	-	-	-	-
6. Contractual	300,000	-	-	-	300,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	2,300,000	-	-	-	2,300,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	2,300,000	-	-	-	2,300,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.					
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.					
Column (e): Show the total amount requested for all project years.					
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Implement a system to support E-Learning for Instructional Intervention Enhancement, and Enrichment

Criteria:

(C)(3)(i) Using Data to Improve Instruction – This project provides select vendor available tools and materials via internet access to implement an advanced web-based, multi-media learning environment for (a) student learning remediation, and (b) advance accelerated learning to augment classroom instruction. This strategy is part of the instructional improvement process to provide teachers in the classroom with education delivery options that enables them to provide individual instruction interventions to students to improve learning.

Additionally, this project connects to the project for Developing On-Line Instructional Intervention Modules, C3.

To differentiate between the two closely-related projects, this one involves the hardware and software necessary to deliver this through our Instructional Improvement system. The other involves developing content and instructional activities that a student can use for enrichment and remediation.

Project Description:

Solution Overview: This system is part of the student improvement process. The project is a 1 year selection, procurement, and deployment process to implement advanced web-based, multi-media learning modules that is provided by existing vendors. This will be a Software-as-a Service system for teachers to use in the classroom as part of their instructional improvement strategies. Access to these applications will be via the Online Toolkits for teachers, and accessible to students via the student education portal. Selection of applications will be evidence-based where existing outcome data can show effectiveness. Use of these modules will be evaluated for outcome effectiveness in the low achieving classrooms, with alternate learners, and with students needing accelerated education.

Type of Project: Service procurement

Benefits: Provide teachers and students education and training support that extends and augments the classroom experience. Provides resources to students to engage in lesson remediation or accelerated learning. Use of web based deliver allows for anytime, anywhere learning and allows education to be extended outside of the classroom beyond traditional school hours. Use of multimedia provides support to alternate learners, and provides a rich and engaging delivery of subject matter.

Participants: Dept. of Education MLDS team, LEA curriculum teams

Funding: This funding request is new and is not funded by any other source. The funding for this project will support the educational improvement and testing reforms present in this Race to the Top grant.

Year by Year Description:

Overview: This project is to be implemented in 1 year. Requirements for areas in need of instructional augmentation will be identified by the LEAs and MSDE, and software-as-a-service will be procured from a vendor with existing modules. On an yearly basis we will evaluate use and value of each educational content module and determine if it should be retained or substituted.

Year 1: Procure, Implement, and Pilot

1. Coordinate with all the LEA curriculum teams, define requirements, target subjects for support
2. Review and identify modules to support classroom and course instructional improvement process.
3. Issue RFP and procure online services from vendor
4. Provide multi-media instructions for teachers on use, and polices, to successfully use modules to improve instructional outcomes. (Note this is part of the multi-media training project).
5. Pilot the application with select early adopter LEAs.
6. Train school curriculum teams on how effectively use the application.
7. Rollout to all LEAs.
8. Perform satisfaction web-survey.

The budget is designed to procure the instructional modules for web-based delivery from a vendor. Budget also include 1 FTE to help design the rollout plan, define how to use each module as part of an instructional improvement program, and support the LEAs who plan to implement the instructional tools in their courses.

Year 2: Track, Evaluate, and Replace

Evaluate data on module's frequency of use, student impressions of value, teacher impressions of value, and evidence that modules when used as part of the instructional intervention support educational improvement. Make a retain or replace decision.

Year 3: Track, Evaluate, and Replace

Evaluate data on module's frequency of use, student impressions of value, teacher impressions of value, and evidence that modules when used as part of the instructional intervention support educational improvement. Make a retain or replace decision.

Year 4: Track, Evaluate and Replace

Evaluate data on module's frequency of use, student impressions of value, teacher impressions

of value, and evidence that modules when used as part of the instructional intervention support educational improvement. Make retain or replace decision.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not Applicable	# @ ??%	\$	\$
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

- All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
NOT APPLICABLE			

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Totals
Software	\$2,000,000	Variety Internet based, multimedia learning modules that are to be used for student remediation, alternate learners, and advanced learners to accelerate learning.	\$2,000,000
Totals			\$2,000,000

5) Supplies

Not applicable

6) Contractual

Contractual labor on fixed price contract from vendor to help design the rollout plan, define how to use each module as part of an instructional improvement program, and support the LEAs who plan to implement the instructional tools in their courses. Budget includes travel and all other expenses the vendor will incur. Total cost: \$300,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$2,300,000	\$0	\$0	\$0	\$2,300,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting**

not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$2,300,000	\$0	\$0	\$0	\$2,300,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: Equating of MSA for Use on Growth Model					
Associated with Criteria: C3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	200,000	-	-	-	200,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	200,000	-	-	-	200,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	200,000	-	-	-	200,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Equating Maryland School Assessments for use in Growth Modeling

Criteria:

(D)(2)(i) Student Growth Measures – Student growth measures are an essential component in teacher, principal and school evaluations in Maryland’s education reform initiatives. Maryland is currently participating in national assessment consortia that are developing vertically equated tests to support educator performance evaluations. In the interim, the Maryland School Assessments (MSA) tests will be used in student growth measures. However, these tests are not vertically equated. This project supports pilot research on multiple ways to use MSA scores in growth measures. Based on those results, the subsequent statistical modification of scoring methods of previous and current MSA tests will be implemented to allow their use as a growth measure pending the availability of a vertically equated national assessment system that is designed to measure growth.

Project Description:

Solution Overview: This project researches, evaluates, and develops a statistically valid method to vertically equate current Maryland MSA tests. Work will be performed by the psychometricians that are fully versed with the history and structure of the Maryland MSA tests.

Type of Project: Consulting.

Benefits: Vertically equating current and past MSA scores allows for the implementation of growth models and measures as component in effective teacher, principal and school evaluations

Participants: Maryland State Department of Education, Division of Accountability and Assessment and the National Psychometric Council.

Funding: This funding request is new and supports the data needs of Race to the Top grant. There are no funds currently allocated to support the development of this project.

Year by Year Description:

Overview: This is a 1 year project. Once a statistical method is developed to vertically equate existing MSA test, historical test scores will be adjusted and tested with a growth model.

Year 1: Project planning, design and procurement, development and testing

1. Project planning and management
2. Define MSA score adjustment vertical equating requirements
3. Issue letter of scope to the National Psychometric Council.
4. Analyze and develop a vertical equating method

5. Apply method to historical MSA test data and evaluate the outcome.
6. Test data in growth model

Year 2: NA

Year 3: NA

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
NOT APPLICABLE	\$0	\$0	\$0
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

NOT APPLICABLE - All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
NOT APPLICABLE	\$0	\$0	\$0

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
NOT APPLICABLE			

5) Supplies

NOT APPLICABLE

6) Contractual

Fixed price contract for labor to develop method to vertically equate existing MSA scores. Total cost: \$200,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$200,000	\$0	\$0	\$0	\$200,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$200,000	\$0	\$0	\$0	\$200,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: Develop and Implement a Statistical Model to Measure Student Growth					
Associated with Criteria: D2					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	500,000	500,000	500,000	-	1,500,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	500,000	500,000	500,000	-	1,500,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	500,000	500,000	500,000	-	1,500,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Develop and Implement a Statistical Model to Measure Student Growth

Criteria:

(D)(2)(i) Student Growth Measures – Student growth model and measures are used to track the change in student performance over time, and are a component in teacher, principle and school evaluations in Maryland’s education reform initiatives. This project supports Maryland educational reform initiatives by developing and implementing a growth model so that student performance outcome measures may be used in educator evaluations and to track and report on student performance change over time.

Project Description:

Solution Overview: Maryland must develop and implement a student growth model in order to meet new federal requirements and link teacher and principal evaluations to individual student growth. A multi-phase plan involves a careful study phase including stakeholder involvement and exploration by Maryland’s National Psychometric Council. Once defined, the model must be programmed, validated and implemented. This project plans on building upon the experience of the Tennessee growth model and expand it to include a variety of value added student measurement components to develop a 360 degree view of a student’s change and growth over time. This is a three-year process and project.

Type of Project: Consulting

Benefits: Implementation of a longitudinal student growth model and measures as components in effective teacher, principal and school evaluations, and to track student performance over time.

Participants: Maryland State Department of Education, Division of Accountability and Assessment.

Funding: This funding request is new and supports the data needs of Race to the Top grant. There are no funds currently allocated to support the development of this project.

Year by Year Description:

Overview: This is a 3 year project that is focused on designing, developing, testing, and validating a Maryland student growth and performance measurement algorithms for implementation with the Maryland Longitudinal Data System.

Year 1: Project planning, Design and Procurement,

The budget includes \$500,000 to support consultants to work on an initiative to study and plan a growth model that addresses meeting the target (college and career readiness) and eliminating

achievement gaps. Year 1 will be focused on project planning, procurement of a vendor, and development of requirements and statistical specifications for the Maryland growth model.

Year 2: Development and testing

The budget includes \$500,000 to support consultants to work on initial development, programming, and testing of a growth model and student measures that addresses meeting the target (college and career readiness) and eliminating achievement gaps.

Year 3: Implementation and Validation

The budget includes \$500,000 to support consultants to work on an initiative to validate and implement a growth model that addresses meeting the target (college and career readiness) and eliminating achievement gaps.

Year 4: NA

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
NOT APPLICABLE	\$0	\$0	\$0
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

NOT APPLICABLE - All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
NOT APPLICABLE	\$0	\$0	\$0

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
NOT APPLICABLE			

5) Supplies

NOT APPLICABLE

6) Contractual

Fix priced contractual for a vendor's services to work with MSDE to develop student growth measure, process and test student data, and return processed data to MSDE for import and display in the Maryland Longitudinal System. Total cost: \$1,500,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$500,000	\$500,000	\$500,000	-	\$1,500,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$500,000	\$500,000	\$500,000	\$0	\$1,500,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: Develop and Implement an Educator Evaluation System					
Associated with Criteria: D2					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	1,800,000	-	-	-	1,800,000
5. Supplies	-	-	-	-	-
6. Contractual	500,000	-	-	-	500,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	2,300,000	-	-	-	2,300,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	2,300,000	-	-	-	2,300,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.					
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.					
Column (e): Show the total amount requested for all project years.					
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Develop and Implement an Educator Evaluation System

Criteria:

- (D)(2)(ii) – Implement fair evaluations
- (D)(2)(iii) – Conduct evaluations
- (D)(2)(iv) – Use evaluations

Maryland education reforms for the Race to the Top require an extensive approach to evaluating and reporting on educator performance at all levels. This project procures and implements a centralized evaluation system that allows both the LEAs and Maryland State Department of Education to implement a system of fair evaluations that use student performance measures, conduct and track evaluation outcomes, and use the evaluations for educator incentives and career planning.

Project Description:

Solution Overview: This project is a 1 year procurement and implementation project for a centralized educator evaluation system. This system will provide the ability to plan educator performance objectives, and then measure achievement of those objectives. The system will provide the ability to define different educator performance measures based in an individual's role, and will utilize student growth data where appropriate as a component of the evaluation formula.

Since Maryland is a decentralized education system with 24 LEAs, the implementation of educator evaluation system will provide the LEAs with two options:

1. Use the state's evaluation system which will be maintained in a centralized location,
2. LEAs may use their own educator evaluation system if; (a) system has the necessary key functional capabilities to use state defined evaluation formulas, (b) can integrate with the State's MLDS system to retrieve student growth data for use with select performance evaluations,(c) maintain an educator evaluation history, and (4) can export its evaluation data to the State's evaluation system,

Type of Project: Hardware and software procurement, and implementation services procurement.

Benefits: This system will help Maryland meet the core educational reforms focused on implementing improved performance based educator evaluations, ability to conduct and document fair educator evaluation process, and use student performance data where appropriate in the evaluation process.

Participants: Maryland State Dept. of Education, MLDS team, LEA HR teams

Funding: This funding request is new and is not funded by any other source. The funding for this project will support the educational improvement and testing reforms presented in this Race to the Top grant.

Year by Year Description:

Overview: This is a 1 year application selection, procurement, and implementation project.

Year 1: Selection, Procurement and Implementation

This project will follow a traditional business application implementation project methodology. The tasks for this project is as follows:

1. Define application requirements
2. Issue an RFI to review evaluation applications and vendors
3. Develop RFP for application procurement
4. Procure and implement/setup system
5. Define case scenarios and perform a conference room pilot
6. Do a limited “go-live” pilot with early adopter LEA
7. Develop import routines and procedures for LEAs not using the system but transferring their data to consolidate data in the State repository
8. Develop training
9. Rollout application to LEAs
10. Perform a Web-based survey to determine LEAs satisfaction and suggestions

Year 2: NA

Year 3: NA

Year 4: NA

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not Applicable	# @ ??%	\$	\$

All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.

2) Fringe Benefits

- All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
NOT APPLICABLE			

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Totals
Hardware	300,000	Centralized application server, with a shared failover server, associated network and backup equipment.	300,000
Software	1,500,000	Centralized HR evaluation system for LEAs to either use or upload and import educator evaluation data	1,500,000
Totals			1,800,000

5) Supplies

Not applicable

6) Contractual

Fixed price project based contract from vendor to support procurement installation, setup of the evaluation system. Total cost: \$500,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$2,300,000	\$0	\$0	\$0	\$2,300,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$2,300,000	\$0	\$0	\$0	\$2,300,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: Expand Educator Information System to Accommodate Additional Data					
Associated with Criteria: D2					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	76,650	78,183	154,833
2. Fringe Benefits	-	-	5,940	6,059	11,999
3. Travel	-	-	924	924	1,848
4. Equipment	500,000	-	1,500	-	501,500
5. Supplies	-	-	494	494	988
6. Contractual	600,000	400,000	300,000	200,000	1,500,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	1,100,000	400,000	385,508	285,660	2,171,168
10. Indirect Costs*	-	-	10,417	10,622	21,039
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	1,100,000	400,000	395,925	296,282	2,192,207

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 Title: Expand Educator Information System to Accommodate Additional Data

Criteria: D2

Maryland's education reforms for Race to Top implements a number of educator professional development, credentialing, evaluation, and assignment initiatives that require additional educator information to be tracked. This project supports the additional data collections to meet the Maryland education reforms in the following sections of the Race to the Top grant application;

- (D)(1)(ii, iii) – Alternate certifications,
- (D)(2)(ii, iii, iv) -Evaluation of teachers,
- (D)(3)(i, ii) - Assignments, distributions of teachers in low achieving schools, retention of teachers, and training in subjects where teachers are hard to find, and
- (D)(4) – Expanded credentialing programs

Recent federal and state reporting requirements have changed to include data not currently collected in the Educator Information System which is used in the documentation of certification for all teachers and principals in the State. Maryland's next era of reform, with an emphasis on teacher and principal accountability as it relates to student growth, necessitates major changes to EIS in order to facilitate access to these new data to make employment decisions.

The existing EIS provides requisite functionality which facilitates the determination and issuance of certificates for more than 260,000 educators. The enhancement will require a vendor, in conjunction with the Department, to collaborate on the design, testing, and implementation of new features in phases called releases. The release strategy is designed to:

- reduce the overall risk to the existing system by grouping new features/functionality into more manageable sections;
- prioritize the development efforts to align with reform changes; and
- establish the dependencies and interfaces that exist between functions.

Project Description:

Solution Overview: This is a 2 year system upgrade project to expand the data and reporting capabilities of the Maryland Educator Information System (EIS), and a two year implementation project to develop and implement; (1) new educator data sets, (2) data import programs, and (3) data analysis reports to support Race to the Top education reform initiatives.

Type of Project: Custom expansion of the existing system with hardware, software, and consulting procurements. Personnel in Years 3 and 4 to coordinate the ability of the enhanced EIS System to collect and report teacher and principal data by LEAs and State.

Benefits: The expansion of the EIS system will increase accountability, effectiveness, and

performance tracking and reporting of; (1) educator performance, (2) educator credentialing, (3) educator development programs, and (4) educator supplies and assignments in low performing schools to improve education delivery decisions and policies.

Participants: Maryland State Department of Education – All divisions.

Funding:

The funding for this project will support the educational improvement and testing reforms presented in this Race to the Top grant.

Year by Year Description:

Overview: This is a four year project with two phases. Phase one is a two year development and upgrade project for the EIS system. Phase two is a two-year implementation of data for LEA and State reporting. Year 1 is focused on project planning and procurement of resources and beginning of development. Year 2 is full year of development, testing, and upgrade implementation. Years 3 and 4 are for coordination of LEA and State teacher and principal data reporting.

Year 1: Project Planning, Procurement, Requirements, Initiate Development

1. Hire contractual labor to support the custom modifications of the EIS data tables, develop new data load programs and reports.
2. Plan project and issue RFPs for development contractor labor and new hardware,
3. Install hardware upgrades,
4. Prepare requirements and functional specifications for data structure upgrades, ETL programs, and data collection interfaces
5. Setup development environments and begin development.

Year 2: Development, Testing, and Implementation

6. Continue and complete upgrade development
7. Test upgrades
8. Perform load and security tests
9. Prepare end-user training and operations support documents
10. Rollout upgrades.

Year 3 and 4: Data Collection and Reporting

Hire a full-time contractor to coordinate the ability of the enhanced EIS System to collect and report by LEAs and State yearly include the following:

- Evaluation ratings for teachers and principals linked to student growth
- Dates of evaluations for teachers and principals

- Evaluation ratings for other certificated staff (specialists, supervisors, assistant principals, etc)
- Preparation program for teachers and principals by IHE or other preparation programs[alternative preparation]
- Alignment of teacher and principal Professional Development Plans with student outcomes and effectiveness ratings
- Linkage of student growth and teacher and principal evaluation data
- Collection of teachers on “class II” status by LEA [less than satisfactory]
- Standard reports to address additional federal and State reporting requirements.

Enhancements to EIS will:

- Allow automated input of evaluation data for all certificated staff
- Store records in a manner that ensures confidentiality
- Store data in a manner that allows easy integration and alignment with other relevant teacher data in the State Longitudinal Data System
- Store data in a manner that allow easy integration with other relevant principal data;
- Store data in a manner that is easily accessible for analysis to support decision making; and
- Facilitate the rapid retrieval of data for reporting.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as an employee of the project in years three and four.	% FTE	Base Salary	Total
(1) Education Program Specialist/EIS Program Specialist	1.0	\$76,650	\$154,833

All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers’ Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Trips to LEA for training and problem solving discussions 12 trips per year. (Travel is for 2 year and occurs in year 3 and 4.)	24	\$77.00	\$1,848

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Totals
Hardware	\$500,000	Upgrade servers, backup servers, and storage for additional processing loads.	\$500,000
Laptop computer (Year Three)	\$1,500	Laptop computer	\$1,500

5) Supplies

Supplies Item	Cost of Item	Item Description	Totals
Office Supplies	\$494	Office Supplies	\$988

6) Contractual

Contractual Item	Cost of Item	Description of Item	Totals
Contractual labor to support the custom modifications of the EIS data tables, develop new data load programs and reports.	\$125/hour	Year 1 – 4800 hours	\$600,000
		Year 2 – 3200 hours	\$400,000
		Year 3 – 2400 hours	\$300,000
		Year 4 – 1600 hours	\$200,000
		TOTAL	\$1,500,000

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,100,000	\$400,000	\$385,508	\$285,660	\$2,171,168

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against sub grants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Sub grant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,100,000	\$400,000	\$395,925	\$296,282	\$2,192,207

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.

Budget Part II: Project-Level Budget Table					
Project Name: Building Leadership Capacity in Low-Achieving Urban and Rural Districts					
Associated with Criteria: D3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	800,000	1,400,000	1,700,000	1,100,000	5,000,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	800,000	1,400,000	1,700,000	1,100,000	5,000,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	800,000	1,400,000	1,700,000	1,100,000	5,000,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**Project Title:****Building Leadership Capacity in Low-Achieving Urban and Rural School Districts****Criteria: (D)(3)(i)**

Ensure the equitable distribution of effective principals to high poverty and high minority schools

Project Description:

In order to be world class, Maryland must have principals rated Effective or Highly Effective in the schools that have the most challenges in terms of student achievement and in the schools that are the hardest to staff with effective leaders. Maryland will expand the leadership program that has proven successful as evidenced by student achievement data so that the number of these schools will form a critical mass of impact in the two lowest achieving LEAs in Maryland and will increase the number of effective principals in a cluster of rural schools.

Funding:

This project connects with other projects aimed at equitable distribution and targeted training of principals, especially the Principals' Academy for Low Achieving Schools.

Year by Year Description:

Project Year 1: Plan, recruit and select the first cohort of Resident Principals

Project Year 2: Assign and continue ongoing training of first cohort. Recruit and select the second cohort of Resident Principals.

Project Year 3: Assign and continue ongoing training of second cohort. Work in conjunction with LEAs to assign first cohort of Resident Principals to the principalship at a high needs school. Maintain coaching and mentoring for both cohorts of Resident Principals.

Project Year 4: In conjunction with LEAs assign second cohort of Resident Principals to the principalship at a high needs school. Maintain coaching and mentoring for both cohorts of Resident Principals.

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not applicable		\$	\$
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Not applicable		\$	\$

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
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Not applicable	\$		\$
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5) Supplies

Not applicable

6) Contractual

The Maryland State Department of Education will contract with an entity similar to New Leaders for New Schools to turn around selected low-achieving schools through school leadership selection and skill specific training that impacts all students and closes achievement gaps.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$800,000	\$1,400,000	\$1,700,000	\$1,100,000	\$5,000,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of 12.4% on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting <u>not</u> to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).
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11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$800,000	\$1,400,000	\$1,700,000	\$1,100,000	\$5,000,000

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.

Budget Part II: Project-Level Budget Table Project Name: Teach for Maryland Associated with Criteria: D3 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	44,717	45,612	46,524	47,454	184,307
2. Fringe Benefits	3,466	3,535	3,606	3,678	14,285
3. Travel	53,200	53,200	64,288	75,376	246,064
4. Equipment	2,950	-	-	-	2,950
5. Supplies	1,494	1,494	1,494	1,494	5,976
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	26,200	101,200	131,200	150,950	409,550
9. Total Direct Costs (lines 1-8)	132,027	205,041	247,112	278,952	863,132
10. Indirect Costs*	16,006	25,425	30,642	34,590	106,663
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	148,033	230,466	277,754	313,542	969,795
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Teach for Maryland

Criteria: D3 (A) (2) (i) (d) - Ensuring equitable distribution of effective teachers and principals – (i) Ensuring the equitable distribution of teachers for high-poverty and/or high minority schools.

This project is designed to expand the number of teachers prepared to teach in high poverty/high minority schools, and to aid in the retention of teachers in such schools using the expertise of the Breakthrough Center and Maryland's Professional Development School (PDS) learning community model for preparing teachers and providing professional development and support for all members of the school learning community focused on student growth. The project includes both traditional and alternative pathways for teacher preparation.

Supporting Criteria: D4 (A) (1) (ii) – Improving the effectiveness of teacher and principal preparation programs – (ii) Expand preparation and credentialing options that are successful at producing effective teachers and principals.

This project expands the Maryland Professional Development School (PDS) model to focus on preparation for teaching in high poverty/high minority schools. The project includes both traditional and alternative pathways for teacher preparation.

Project Description:

The Teach for Maryland Consortium will develop a program specifically designed to prepare teachers to serve in high poverty/high minority schools, to increase teacher retention in high poverty/high minority schools, and to eliminate inequitable distribution of effective teachers in those schools.

Working with the Breakthrough Center, Maryland's cross-divisional reform program for low-performing schools, MSDE will work with IHE, LEA and MAAPP providers to determine program components of a specially designed teacher preparation program that will support teachers to be effective or highly effective in low-performing schools. The Breakthrough Center is the leading edge of Maryland's school turnaround work, and this program will connect teacher preparation programs to the expertise that the Center offers. The high-visibility work of the Center ensures that there is timely assistance to schools to accelerate school performance and cultivate people by improving their capacity to work in low-performing schools. This program will make use of the successful Professional Development School (PDS) model to train teachers before they enter classrooms and provide professional development to their mentor teachers and others in their schools who work with them. MSDE will provide direct technical assistance and coordinate cross-institutional sharing through the Teach for Maryland Consortium.

Sub-grants will be awarded to teacher preparation providers to develop initial teacher preparation programs. Across the grant period, using the Maryland Professional Development School (PDS) Network model, 13 institutions of higher education will pair an existing high functioning PDS with a high poverty/high minority school to establish a PDS learning

community that supports a partnership focused on student growth. Across the grant period, the goal is to train 165 teachers specifically for work in high poverty/high minority schools, and to provide professional development through the PDS structure to teachers in the PDSs in which teacher candidates (interns) are placed.

The PDSs will use the Maryland PDS standards focused on teacher preparation, continuing professional development, research and inquiry, and student achievement. Professional development focused on the identified needs of the school and strategic planning will be key components of program implementation. This program and the work of the Consortium will expand the successful PDS program to focus on high poverty/high minority schools. To extend the reach of the program, the results of program development and implementation will be shared across Maryland's PDS Network, and at local (Annual Maryland Professional Development School Conference) and national (National Association for Professional Development Schools [NAPDS]) conferences.

Each year of the project, consortium members will convene for bi-monthly meetings and professional development and attend a three-day Teach for Maryland Consortium Summer Institute. Program refinement will be accomplished by involvement of key stakeholders. Aggregate data on candidate and program performance will be collected and reviewed annually. Based on data gathered through the program, guidelines for Preparing Teachers and Principals for High Poverty/High Minority Schools will be published and disseminated in year four.

Funding: Total Funding: \$969,795

No additional funding provided.

Year by Year Description:

Year 1:

- Advertise for and hire a Consortium Manager who will facilitate all activities throughout the funded years, with an emphasis on building sustainability after funding ends (MSDE).
- Develop and publish Request for Sub-Grant Proposals for Years One and Two to teacher preparation providers and select participants (MSDE).
- Examine Breakthrough Center materials and protocols and other resources to provide background for program component development (MSDE and Program Providers).
- Convene six Teach for Maryland Consortium meetings to begin program component development (MSDE and Program Providers).
- Provide technical assistance weekly to project participants at their institutions (Teach for Maryland Consortium Manager and Program Approval Staff).
- Participate in Teach for Maryland Consortium Summer Institute to finalize initial components for fall pilot implementation (MSDE and Program Providers).
- Engage preparation program providers in strategic planning with PDS and MAAPP providers concerning implementation (MSDE and Program Providers).
- Develop initial course/program offerings for Teach for Maryland (IHE and MAAPP providers).
- Present at national and local conferences related to High Poverty/High Minority schools and

National Association for Professional Development Schools (MSDE).

Year 2:

- Convene six Teach for Maryland Consortium meetings to begin program component development (MSDE and Program Providers).
- Provide technical assistance weekly to Project participants at their institutions (Teach for Maryland Consortium Manager and Program Approval Staff.)
- Participate in Teach for Maryland Consortium Summer Institute to examine and revise program components (MSDE and Program Providers).
- Engage preparation program providers in strategic planning with PDS and MAAPP providers concerning implementation (MSDE and Program Providers).
- Collect data on program and candidate performance (Program Providers and MSDE).
- Develop/revise additional course/program offerings and opportunities (IHE and MAAPP providers).
- Publish Request for Proposals for Year 3 sub-grants and select program participants (MSDE).
- Present at national and local conferences related to High Poverty/High Minority schools and National Association for Professional Development Schools (MSDE).

Year 3:

- Convene six Teach for Maryland Consortium meetings to continue program component development (MSDE and Program Providers).
- Provide technical assistance weekly to Project participants at their institutions (Teach for Maryland Consortium Manager and Program Approval Staff.)
- Participate in Teach for Maryland Consortium Summer Institute to examine and revise program components (MSDE and Program Providers).
- Engage preparation program providers in strategic planning with PDS and MAAPP providers concerning implementation (MSDE and Program Providers).
- Collect data on program and candidate performance (Program Providers and MSDE).
- Develop/revise additional course/program offerings and opportunities (IHE and MAAPP providers).
- Draft Guidelines for Preparing Teachers for High Poverty/High Minority Schools (MSDE and Program Providers).
- Present at national and local conferences related to High Poverty/High Minority schools and PDS (MSDE)
- Publish Request for Proposals for Year 4 and select program participants (MSDE).

Year 4:

- Convene six Teach for Maryland Consortium meetings to provide professional development concerning program components (MSDE and Program Providers).
- Provide technical assistance weekly to Project participants at their institutions (Teach for Maryland Consortium Manager and Program Approval Staff.)
- Engage preparation program providers in strategic planning with PDS and MAAPP providers concerning implementation (MSDE and Program Providers).
- Participate in Teach for Maryland Consortium Summer Institute to finalize program components (MSDE and Program Providers).
- Collect data on program and candidate performance (Program Providers and MSDE).

- Develop/revise additional course/program offerings and opportunities (IHE and MAAPP providers).
- Present at national and local conferences related to High Poverty/High Minority schools and PDS (MSDE)
- Publish and disseminate Guidelines for Preparing Teachers and Principals for High Poverty/High Minority Schools (MSDE and Program Providers).

Details by Category:

1) Personnel

Personnel: The following requested personnel will be hired as employees of the project.	% FTE	Base Salary	Total
Teach for Maryland Consortium Manager/Education Program Manager. (50% Contractual Position; Base Salary \$89,434) Work with IHEs and LEAs to initiate, develop, and oversee Consortium activities; coordinate with the Breakthrough Center regarding development of common program components; facilitate consortium meetings (6 per year); coordinate Summer Institute; provide technical assistance to IHEs and LEAs in PDS development and implementation; facilitate consortium-wide professional development on assessed needs; collect performance data on multiple measures including aggregate candidate performance and school achievement data; present at local and national conferences; and, facilitate development and dissemination of Guidelines for Preparing Teachers and Principals for High-Poverty, High Minority Schools.	.5	\$89,434	\$184,307
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Weekly travel (48 weeks) for Consortium Manager and bi-weekly travel (24 weeks) for 3 MSDE Staff for meetings at IHEs and LEAs for Teach for Maryland technical assistance for PDS development and implementation (1 staff @ 48 trips @ \$77	120	\$77	\$36,960

per trip); (3 staff @ 24 trips @ \$77 per trip) – 120 trips per year			
Travel for 6 representatives each from PDS partners (IHEs and LEAs) to attend 6 regional meetings per year of the Teach for Maryland Consortium: Years 1 and 2 (6 reps @ 5 partnerships @ 6 trips @\$77 per trip); Year 3 (6 reps @ 9 partnerships @ 6 trips @\$77 per trip); Year 4 (6 reps @ 13 partnerships @ 6 trips @\$77 per trip)	180(1) 180(2) 324(3) 468(4)	\$77	88,704
Annual Teach for Maryland Consortium Program Development Summer Institutes – (50 participants representing MSDE, IHEs, MAAPPs and LEAs @ 3 days) - \$25,000 per year	4	\$25,000	\$100,000
Travel for Consortium Manager and 2 MSDE Staff to attend annual National Association for Professional Development Schools (NAPDS) Conference (\$1,700 to include registration [500]; hotel [500]; air travel [500] and meals [200]) – 3 @ 1,700	4	\$5,100	\$20,400

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Laptop Computer (1) \$1,700, LCD Projector (1) \$1,200, Remote Control (1) \$50 to expand current office supply and to meet demand of a new employee – Year 1 only	\$1,700	Laptop Computer (1)	\$2,950
	\$1,200	LCD Projector (1)	
	\$50	Remote Control (1)	

5) Supplies

Supplies for new employee - \$494 (Years 1-4) – Total \$1,976

Instructional materials for 50 participants in Annual Summer Institutes - (Years 1-4 - (50 @ \$20) - \$1,000 per year - \$4,000 total

6) Contractual

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

Not applicable

7) Training Stipends

Not applicable

8) Other

Maryland will sub-grant with 13 (total) IHEs to develop paired PDS partnerships to prepare teachers and principals for high poverty/high minority schools)

Year 1 – 5 IHEs receive \$5,000 each to support strategic planning- total \$25,000;

Year 2 – Same 5 IHEs receive \$20,000 for PDS implementation and development – total, \$100,000;

Year 3 – Original 5 IHEs receive \$10,000 and 4 new IHEs receive \$20,000 – total \$130,000 ;

Year 4 – Original 5 IHEs receive \$5,000; 4 second year IHEs receive \$10,000 and 4 new IHEs receive \$20,000 – total \$145,000

Total Years 1-4 (\$400,000)

Printing/Duplication for 6 Network Meetings @ \$100 per meeting - \$600 per year – Total Years 1-4 - \$2,400

Printing/Duplication for annual Residential Summer Institute @ \$600 per year – Total Years 1-4 - \$2,400

Stipends for Development of Guidelines for Preparing Teachers and Principals for High Poverty/High Minority Schools – 5 participants @ \$750 – Year 4 – Total \$3,750

Printing/Duplication of Guideline for Preparing Teachers and Principals for High Poverty/High Minority Schools - \$1,000 – Year 4

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$132,027	\$205,041	\$247,112	\$278,952	\$863,132

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Not applicable

Activity	Purpose	Cost	Approx. # of LEAs	Total
				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$148,033	\$230,466	\$277,754	\$313,542	\$969,795

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.

Budget Part II: Project-Level Budget Table					
Project Name: Compensation to Teachers and Principals in the Lowest 5% Schools					
Associated with Criteria: D3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	-	-	-	-	-
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	804,000	804,000	804,000	804,000	3,216,000
13. Total Costs (lines 9-12)	804,000	804,000	804,000	804,000	3,216,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Compensation to Teachers and Principals in Lowest 5% Schools

Criteria:

D3 Increase the equitable distribution of teachers and principals in high-poverty, high-minority and hard to staff schools.

Maryland will provide incentive program for highly effective teachers and principals to transfer to low-achieving, high-minority, high-poverty schools in Tier I and Tier II and remain in the schools.

Project Description:

To encourage Maryland's best teachers to tackle the challenge of teaching in high-minority and high-poverty schools, the Maryland General Assembly passed legislation, the Education Reform Act of 2010, to establish a new incentive program to encourage the best principals and teachers to work at the neediest schools. The legislation directs incentives go to educators rated Highly Effective who accept an assignment and work in a school meeting federal criteria for In Improvement, In Corrective Action, or In Restructuring Status.

Funding:

LEAs with Tier I and Tier II (and Tier III which meet the criteria) schools will provide incentives to highly effective teachers and principals to teach and lead in these high-minority, high-poverty schools.

Year by Year Description:

In year 1, the State Board of Education will establish policies for this new program, including defining the range of allowable stipends and incentives and the appropriate amounts. Criteria will be established to identify the teachers and principals in year 1 and 2, prior to the implementation of highly effective in the teacher and principal evaluation instrument. In year 3 and 4, teachers and principals who are rated highly effective and who transfer to the Tier I and II schools will be eligible for the incentives.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not applicable		\$	\$

All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout

the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Not applicable		\$	\$

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Not applicable	\$		\$

5) Supplies

Not applicable

6) Contractual

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$	\$	\$	\$	\$-

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
To provide incentives for highly effective teachers and principals who transfer to and remain in Tier I and Tier II (and Tier III which meet the criteria) schools	To encourage Maryland's best teachers and principals to tackle the challenge of teaching and leading high-minority and high-poverty schools	Incentives to be determined in the first year	2 LEAs in Tier I and II; 7 LEAs in Tier III	\$804,000 per year

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$804,000	\$804,000	\$804,000	\$804,000	\$3,216,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: Compensation Incentives for Teachers in Shortage Areas					
Associated with Criteria: D3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	-	-	-	-	-
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	240,000	240,000	420,000	420,000	1,320,000
13. Total Costs (lines 9-12)	240,000	240,000	420,000	420,000	1,320,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Compensation Incentives for Teachers in Shortage Areas

Criteria:

D3 Increase the equitable distribution of teachers and principals in high-poverty, high-minority and hard to staff schools.

Maryland will provide an incentive program for highly effective STEM, special education, and ELL teachers to teach in low-achieving, high-minority, high-poverty schools.

Project Description:

To encourage Maryland's best teachers in identified shortage areas to tackle the challenge of teaching in high-minority and high-poverty schools, Maryland is establishing programs to reward highly effective STEM teachers and teachers of English Language Learners (ELL) and students with disabilities who choose to work in low achieving, high-minority, high-poverty schools.

Funding:

LEAs will provide incentives to highly effective STEM, English for Speakers of Other Languages (ESOL) and Special Education Teachers to teach in high minority, high-poverty schools.

Year by Year Description:

In year 1, MSDE will establish procedures with LEAs for the allowable stipends and incentives and the appropriate amounts for STEM, ESOL and special education teachers to teach in and remain in high-minority, high-poverty schools. These incentives will be made available in years 1 through 4. In years 3 and 4 additional incentives will be provided to highly effective STEM, ESOL and special education teachers to teach in low-achieving schools.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not applicable		\$	\$

All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Not applicable		\$	\$

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Not applicable	\$		\$

5) Supplies

Not applicable

6) Contractual

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$	\$	\$	\$	\$-

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
To provide incentives for effective STEM, ESOL and Special Education teachers to teach in high-minority, high-poverty schools	To encourage Maryland's effective and highly effective STEM, ESOL and Special Education teachers to teach in and remain in high-minority and high-poverty schools	Years 1 through 4: \$2500 for 4 teachers for 24 LEAs	24	\$240,000 per year for years 1 through 4
		Years 3 and 4: An additional \$180,000 incentives for highly effective teachers to be determined based on the number of LEAs and the number of teachers compensated: For example - \$1,500 for 4 LEAs for 30 teachers	To be determined	\$180,000 per year for years 3 and 4

Note: to the extent that Maryland has less than 24 participating LEAs, the grant amount per participating LEA will be increased, accordingly.

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$240,000	\$240,000	\$420,000	\$420,000	\$1,320,000

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.

Budget Part II: Project-Level Budget Table Project Name: Elementary STEM Certification Associated with Criteria: D3 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	44,717	45,612	46,524	47,454	184,307
2. Fringe Benefits	3,466	3,535	3,606	3,678	14,285
3. Travel	92,044	92,044	92,044	92,044	368,176
4. Equipment	2,750	-	-	-	2,750
5. Supplies	1,494	1,494	1,494	1,494	5,976
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	141,550	141,550	141,550	141,550	566,200
9. Total Direct Costs (lines 1-8)	286,021	284,235	285,218	286,220	1,141,694
10. Indirect Costs*	35,126	35,245	35,367	35,491	141,229
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	321,147	319,480	320,585	321,711	1,282,923

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 Title: Elementary STEM Certification

Criteria: D3 (A) (2) (i) (d) – Strategies to increase effective teachers in STEM areas

This project will develop Elementary STEM standards, an Elementary STEM teacher certificate, and teacher preparation programs for Elementary STEM.

Project Description:

Maryland is focused on being a state where innovation thrives, particularly in the area of Science, Technology, Engineering and Mathematics (STEM). The Governor's STEM Task Force stresses the importance of P-20 STEM education, with a goal of increasing the number of STEM teachers. Through the development of Elementary STEM standards, and by developing teacher preparation programs to train teachers to staff elementary classrooms, Maryland's elementary students will have a solid base on which to build as they prepare for college and careers. This project will be part of the Maryland STEM Innovation Network, a virtual and physical presence, whose goal is to promote communication and share resources among all of Maryland's STEM stakeholders.

Maryland has committed to be the first State to develop Elementary STEM standards and a corresponding Elementary STEM Teacher Certificate. The program design reflects a problem-based approach to teaching an integrated STEM curriculum to elementary students – a pedagogical strategy identified through research to increase student achievement at all levels. Maryland's Professional Development School (PDS) Network will provide an ideal base for piloting field experiences to train prospective Elementary STEM teachers and practicing teachers who wish to expand their expertise. Professional Development Schools are learning communities focused on student growth, including both initial teacher preparation and continuing teacher professional development. This project will use the successful model previously used to develop the Maryland PDS Standards and Developmental Guidelines, and the Standards for Maryland Approved Alternative Preparation Programs. Stakeholders, who eventually will implement the programs, will be involved from the beginning in standards development and will work together across institutions through the Elementary STEM Network.

Project participants (MSDE, IHEs, LEAs and Maryland Approved Alternative Preparation Program (MAAPP) providers will develop Elementary STEM standards during year one. In the remaining years of the grant, to meet the need for preparing Elementary STEM certified teachers, the Elementary STEM Certification Project will develop, pilot, revise and implement Elementary STEM standards in teacher preparation programs with seven Maryland Approved Program (MAP) and MAAPP providers. Sub-grants will be provided to pilot programs to cover course release for four-member teams from each provider who will engage in course development or equivalent for MAAPP, data collection, and coordination with PDS and MAAPP placement. MSDE, working with IHEs, LEAs and MAAPP providers, will facilitate standards development, implementation, and final revision. Pilot program participants will play a key role in both standards development and program development.

MSDE will provide direct technical assistance to teacher preparation providers and will bring

providers together through the Maryland Elementary STEM Network, thus reaching preparation providers outside of the pilot project and providing them with professional development. The Elementary STEM Network will meet monthly through the academic year, and annually in a 3-day residential STEM Standard/Rubric/Program Development Summer Institute. To extend the reach of the program, Elementary STEM standards and preparation program components will be shared across Maryland and at local and national STEM, certification, and alternative preparation conferences.

Funding:

All funding will be through the Race to the Top grant.

Year by Year Description:

Year 1:

- Publicly announce and systematically explain to the public the Elementary STEM Teacher Certificate (MSDE).
- Advertise for and hire a STEM Network Manager who will facilitate all activities throughout the funded years, with an emphasis on building sustainability after funding ends (MSDE).
- Develop and publish Request for Sub-Grant Proposals for seven teacher preparation providers to develop Elementary STEM teacher preparation programs and select pilot project participants (MSDE).
- Examine STEM materials and other resources to provide background for standards development (MSDE and Program Providers).
- Convene eight STEM Network meetings to engage in Elementary STEM standards development (MSDE and Program Providers).
- Provide technical assistance bi-weekly to pilot project participants at their institutions (STEM Network Manager and Program Approval Staff).
- Participate in STEM Summer Institute to develop draft Elementary STEM standards for use in pilot implementation of beginning elements of teacher preparation programs (MSDE and Program Providers).
- Engage preparation program providers in strategic planning with PDS and MAAPP providers concerning implementation (MSDE and Program Providers).
- Develop initial course/program offerings for Elementary STEM preparation programs (IHE and MAAPP Providers).
- Present at national and local conferences related to certification, STEM, and alternative preparation (MSDE).

Year 2:

- Convene eight STEM Network meetings to continue standards development and provide cross-institutional sharing and professional development (MSDE and Program Providers).
- Provide technical assistance bi-weekly to pilot project participants at their institutions (STEM Network Manager and Program Approval Staff).

- Collect data on program and candidate performance (Program Providers and MSDE).
- Participate in STEM Summer Institute to examine beginning implementation of Elementary STEM standards and recommend revisions to standards and teacher preparation program components (MSDE and Program Providers).
- Engage preparation program providers in strategic planning with PDS and MAAPP providers concerning implementation (MSDE and Program Providers).
- Develop/revise additional course/program offerings for Elementary STEM (IHE and MAAPP Providers).
- Present at national and local conferences related to certification, STEM, and alternative preparation (MSDE).

Year 3:

- Convene eight STEM Network meetings to extend outreach to non-pilot program providers (MSDE and Program Providers).
- Provide technical assistance bi-weekly to pilot project participants at their institutions (STEM Network Manager and Program Approval Staff).
- Collect data on program and candidate performance (Program Providers and MSDE).
- Participate in STEM Summer Institute to refine teacher preparation programs and provide professional development (MSDE and Program Providers).
- Engage preparation program providers in strategic planning with PDS and MAAPP providers concerning implementation and sustainability once funding ends (MSDE and Program Providers).
- Develop/revise additional course/program offerings for Elementary STEM (IHE and MAAPP Providers).
- Present at national and local conferences related to certification, STEM, and alternative preparation (MSDE).

Year 4:

- Convene eight STEM Network meetings to disseminate information from each pilot program and provide professional development state-wide (MSDE and Program Providers).
- Provide technical assistance bi-weekly to pilot project participants at their institutions (STEM Network Manager and Program Approval Staff).
- Participate in STEM Summer Institute to finalize Elementary STEM standards and essential preparation program components (MSDE and Program Providers).
- Engage preparation program providers in strategic planning with PDS and MAAPP providers concerning sustainability (MSDE and Program Providers).
- Present at national and local conferences related to certification, STEM, and alternative preparation (MSDE).
- Collect data on program and candidate performance (Program Providers and MSDE).

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
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Elementary STEM Certification Network Manager. (50% Contractual Position; Base Salary \$89,434) Work with IHEs, MAAPPs, and LEAs to develop and implement Elementary STEM certification standards; work with IHEs, MAAPPs, and LEAs to develop, pilot, and revise preparation programs; facilitate Elementary STEM Network meetings (8 per year); coordinate Summer Institute; provide technical assistance to IHEs, LEAs and MAAPPs in implementation; facilitate Network-wide professional development; present at local and national conferences; and collect performance data.	.5	\$89,434	\$184,307
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

This new teacher preparation program requires extensive collaboration between content departments and schools of education. In our work with previous projects, we found that strong technical assistance from MSDE (which requires travel to the IHEs, other preparation providers, and LEAs that are involved) and the bringing together of stakeholders for statewide meetings (both one day and multiple days) facilitates the implementation of new standards and programs.

Weekly travel (48 weeks) for Network Manager and 2 MSDE Staff for meetings at IHEs, MAAPPs and LEAs for Elementary STEM standards and program development and implementation (3 staff @ 48 trips @ \$77 per trip) – 144 trips per year	144	\$77	\$44,352
Travel for 1 representative each from 23 IHEs, 19 MAAPPs, and 24 LEAs to attend eight regional meetings per year of the Maryland Elementary STEM Network. (66 representatives @ 8 trips @\$77 per trip) – 528 trips per year	528	\$77	\$162,624
Annual residential STEM Standard/Rubric/Program Development Summer Institutes – (50 participants representing MSDE, IHEs, MAAPPs and LEAs @ 3 days) - \$25,000 per year		\$25,000	\$100,000
Travel for Network Manager and 2 MSDE Staff to attend annual national STEM Conferences (\$1,700 to include registration [500]; hotel [500]; air travel [500] and meals [200]) – 3 @ \$1,700	4	\$5,100	\$20,400

Travel for Network Manager and 2 Program Approval Staff to attend the National Association for State Directors of Teacher Certification and Accreditation Conference (\$1,700 to include registration [500]; hotel [500]; air travel [500] and meals [200]) – 3 @ \$1,700	4	\$5,100	\$20,400
Travel for Network Manager and 2 MSDE Staff to attend alternative preparation conferences. (\$1,700 to include registration [500]; hotel [500]; air travel [500] and meals [200]) – 3 @ \$1,700	4	\$5,100	\$20,400
Total Travel			\$368,176

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Laptop Computer (1) \$1,500, LCD Projector (1) \$1,200, Remote Control (1) \$50 to expand current office supply and to meet demand of a new employee	\$1,500	Laptop Computer (1)	\$2,750
	\$1,200	LCD Projector (1)	
	\$50	Remote Control (1)	

5) Supplies

Office supplies for new employee - \$494 (Years 1-4) – Total \$1,976

Instructional materials for 50 participants in Annual Summer Institutes - (Years 1-4 - (50 @ \$20) - \$1,000 per year - \$4,000 total

6) Contractual

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

Not applicable

7) Training Stipends

Not applicable

8) Other

Maryland will sub-grant with 7 (total) IHEs and MAAPPs to develop and pilot Elementary STEM programs. Each program provider will receive \$20,000 yearly to support course release for four-member teams (4x \$3,500 = \$14,000) or equivalent for MAAPP; course development, data collection, coordination with PDS and MAAPP placement.

Printing/Duplication for 8 Network Meetings @ \$100 per meeting - \$800 per year – Total Years 1-4 - \$3,200

Printing/Duplication for annual Residential Summer Institute @ \$750 per year – Total Years 1-4 - \$3,000

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$286,021	\$284,235	\$285,218	\$286,220	\$1,141,694

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs (Not applicable)

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$321,147	\$319,480	\$320,585	\$322,711	\$1,282,923

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.

Budget Part II: Project-Level Budget Table					
Project Name: Maryland Approved Programs (MAP) Cost for LEAs, Providers and IHEs (UTeach Maryland)					
Associated with Criteria: D3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	44,717	45,612	46,524	47,454	184,307
2. Fringe Benefits	3,466	3,535	3,606	3,678	14,285
3. Travel	45,588	45,588	45,588	45,588	182,352
4. Equipment	1,700	-	-	-	1,700
5. Supplies	2,994	2,994	2,994	2,994	11,976
6. Contractual	61,500	101,500	101,500	101,500	366,000
7. Training Stipends	-	-	-	-	-
8. Other	125,000	125,000	125,000	125,000	500,000
9. Total Direct Costs (lines 1-8)	284,965	324,229	325,212	326,214	1,260,620
10. Indirect Costs*	27,499	27,618	27,740	27,865	110,722
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	312,464	351,847	352,952	354,079	1,371,342

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 Title: Maryland Approved Programs (MAP) Cost for LEAs, Providers and IHEs (UTeach Maryland)

Criteria: D3 (a)(2)(i)(d)

This project will develop a secondary teacher preparation program in partnerships between the University of Maryland College Park and Prince George's County Public Schools, and one other university and Baltimore City Public Schools focused exclusively on the teaching of STEM area subjects.

Project Description:

In keeping with the Governor's STEM Task Force, this program will produce 160 secondary teachers in the science, technology, engineering and mathematics (STEM) areas of certification prepared specifically and intensely to serve Maryland students with the result being higher test scores and stronger college and career-bound graduates. Partner institutions will recruit 20 candidates as juniors for entry into a STEM-specific teacher education program. All content and education courses will be developed exclusively to support the teaching of STEM with the institution committing to offer no competing certification programs. Coursework will be co-designed through strong and mandatory collaboration between the colleges of arts and sciences in which the content department resides and the colleges of education where STEM-specific pedagogical courses reside. Local school system content specialists, members of the STEM Innovation Network (Recommendation # 7 of the Governor's STEM Task Force) local and MSDE Professional Development Schools (PDS) specialists, and others will provide input into program development to ensure alignment of all STEM initiatives in the state. Early field experience in partnership with the local school systems will begin immediately upon entry into the program, and as with all undergraduate teacher education programs in Maryland, the senior year will be spent in a specially-designed PDS for a minimum of 100 days across both semesters of the senior year. Activities will include three STEM Residential Training Academies which will develop and implement linkages among all participating stakeholders and prepare PDS to expertly support STEM interns throughout the initially-funded years of the program, analyze data for program improvement, and share knowledge gained and one Secondary STEM Conference in Year 4.

Funding:

All funding would be through the Race to the Top grant.

Year by Year Description:

Year 1: MSDE will advertise for and hire a project manager who will facilitate all activities throughout the funded years, with an emphasis on building sustainability after funding ends. Faculties from Departments of Education and Arts and Sciences at the University of Maryland College Park (UMCP) with Prince George's County Public Schools (PGCPS) and one other university in collaboration with Baltimore City Public Schools (BCPS), other colleges and universities with teacher education programs, local school system and MSDE content experts, and PDS facilitators will develop the specialized curriculum. In addition, the collaborative will develop the knowledge and skill sets necessary to prepare faculty in four high schools each (4 X 2) in both PGCPS and BCPS to be STEM-specific professional development schools. MSDE will sponsor the first STEM Residential Training Academy to build specific skills and knowledge of principals, department chairs, mentors and field supervisors in participating PDS. 20 Program candidates are recruited from each university's sophomore classes with scholarship incentives offered. MSDE, in collaboration with the STEM Innovation Network partners, will develop a system of data collection and analysis for alignment and program evaluation and improvement.

In Year 2: PGCPS and BCPS Cohorts 1 will enter their junior years of college beginning the specialized STEM teacher education sequence of courses and early field experiences in the eight summer-prepared STEM high school PDS. The second Residential Training Academy will concentrate on the preparation of PDS principals, department chairs, and mentors expressly prepared to receive and guide the 100-day internships in eight participating high schools. Data are collected from all stakeholders (students, faculties, PDS partners, etc.) for program evaluation and improvement. PGCPS and BCPS Cohorts 2 are recruited (20 X 2). Participating local school systems, universities, and the STEM Innovation Network will focus on sustaining the program beyond funding through specialized recruiting and prioritized scholarship, grant, work/study and other opportunities for qualified students.

Year 3: PGCPS and BCPS Cohorts 1 (20 X 2) begin the 100-day internship in eight prepared high school PDS with eligible candidates continuing on scholarship, completing their programs, and earning eligibility for full secondary certification by the end of the year. Cohorts 2 (40) begin their junior years as above and participate in early field experiences. Cohorts 3 (40) are recruited and offered one year of scholarship money for their first year in the program. Participating local school systems and universities will work to leverage additional financial support for program sustainability. The third Residential Training Academy will take the form of a several-strand colloquium charged with examining data from Years 1 and 2, making program improvements as indicated, promoting other colleges' or universities' program development, and assuring alignment of all STEM-related initiatives. The data systems are now fully operational.

Year 4: Cohorts 2 (40) begin the 100-day internship in eight prepared high school PDS with eligible candidates continuing on scholarship, completing their programs, and earning eligibility for full secondary certification by the end of the year. Cohorts 3 (40) begin their junior year as above and participate in early field experiences. The end of project funds will preclude scholarships for the final year of the program for Cohorts 3. MSDE projects that 30 of 40 will

complete their senior year and earn certification through stakeholders' efforts to support institutionalization of project. MSDE will sponsor a Secondary STEM Conference assembling members of STEM Innovation Network, participating LSSs and universities, teachers prepared through the project, mentors, principals, and content experts who will examine final project data, share experiences, act as Critical Friends to now-institutionalized Secondary STEM Teacher Education Programs, and identify future innovative efforts emerging as a result of the project.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Education Program Specialist, Grade 24 as Project Manager responsible for project management, facilitation, and oversight at 50%. (Note: additional .5 time and salary STEM Certification, D3, Goal 3a)	.5	\$44,717	\$184,307
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Years 1-4: Weekly travel for Project Manager, staff (1) from MSDE Department of Instruction, and staff (1) from Program Approval Branch to partner Institutions of Higher Education (3 staff X 48 weeks @ \$77 per trip) = 11,088 per year X 4 project years	576	\$77	\$44,352
Expenses for Project Manager or designee to attend (with IHE partners) annual 3-day national UTeach Conference (airfare @ \$700 x 4 = 2800), Registration (\$500 x 4 years = \$2,000), Hotel	4	\$2,000	\$8,000

(\$500 x 4 years = \$2,000), Meals (\$300 x 4 = \$1200).			
Years 1-2 Residential Training Academy preparing PDS Field Supervisors, Mentors, Principals for STEM candidates' field experiences and internships. 50 participants @ \$650 ea. For 2 ½ days training = \$32,500 Years 1 and 2 Year 3 STEM Colloquium, 50 participants @ \$650 ea. For 2 ½ day conference = \$32,500 Year 3 Year 4 Secondary STEM Conference, 50 participants @ \$650 ea. For 2 ½ days conference = \$32,500 Year 4	200	\$650	\$130,000

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Lap-top computer (1) @ \$1,700 to support Project Manager	\$1,700	Computer	\$1,700

5) Supplies

Office supplies for Project Manager and for Residential Trainings. \$2,994 per year.

6) Contractual

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36
Faculty collaboratively develop STEM-teacher focused education and content coursework, oversee delivery, set up data collection, analyze and share data results with educational Community, take leadership role in 3 rd year colloquium and 4 th year STEM Conference. 2 faculty from Arts and Sciences, 2 faculty from Departments of Education from UMCP and one other participating university = 8 x one course offset @ \$3500 each x 4 years = \$112,000.
8 liaisons x one course offset @ \$3500 x 4 years: \$112,000 Professional Development Schools (PDS) University Liaison to oversee development of STEM-specific UMCP secondary high school PDS in Prince George's County Public Schools and university partnership with Baltimore City Public Schools.
2 graduate students @ \$11 per hour x 250 hours x 4 years = \$22,000 One graduate student at each university to assist faculty in data system development, data entry, and analyses production.

Mentors in 8 PDS to support 40 candidates each year for 3 years (years 2-4). $40 \times \$1,000 \times 3 = \$120,000$

7) Training Stipends

Not applicable

8) Other

Scholarship incentives to recruited candidates 40 student per year x average equivalent costs per credit hour at @ \$255.50 x 12 credit hours = \$122,640 x 4 years = \$490,560

Book allowance for 40 candidates per year x \$59 (average cost of one book) = \$2,360 x 4 year

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$284,965	\$324,229	\$325,212	\$326,214	\$1,260,620

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$312,464	\$351,847	\$352,952	\$354,079	\$1,371,342

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.

Budget Part II: Project-Level Budget Table					
Project Name: International Partnerships to Recruit Teachers in Critical Needs Areas					
Associated with Criteria: D3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	-	-	-	-	-
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	15,000	22,500	37,500	45,000	120,000
13. Total Costs (lines 9-12)	15,000	22,500	37,500	45,000	120,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.					
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.					
Column (e): Show the total amount requested for all project years.					
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: International Partnerships to recruit teachers in critical needs areas

Criteria: D3 Increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas

Through international partnerships, LEAs will hire international teachers in critical needs areas, enabling Maryland students to excel while developing the 21st century skill of global awareness.

Project Description:

Maryland has entered into Memoranda of Understanding (MOU) with Spain, China, and Italy to enhance international education and world language programs. Among the benefits of these partnerships are options for LEAs to hire effective international teachers in critical needs/shortage areas through comprehensive visiting teacher programs sponsored, for example, by Spain and China. MSDE will expand international partnerships and provide funding to participating LEAs for expenses involved with the hiring of international teachers, including J-1 Visa fees.

Funding:

Participating LEAs may use this project funding to recruit and sponsor international teachers for new elementary world language programs in the B3 project, World Languages Pipelines.

Year by Year Description:

In years 1-4, MSDE will provide information sessions to LEAs regarding international partnership agreements and international visiting teacher programs. Supplemental funding will be provided for participating LEAs to recruit and sponsor international teachers for critical needs areas. LEAs or regional LEA consortia that propose to hire a minimum of five teachers will receive subgrants to fund expenses to recruit and sponsor international teachers in areas of critical needs.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
NOT APPLICABLE			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
NOT APPLICABLE		\$	\$

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
NOT APPLICABLE	\$		\$

5) Supplies

NOT APPLICABLE

6) Contractual

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$	\$	\$	\$	NOT APPLICABLE

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Participating LEAs will recruit and sponsor effective international teachers in critical needs areas through MD partnerships	All schools in participating LEAs will have access to international teachers for STEM, world languages, and other critical needs vacancies. Project funding will negate extra expenses for visa sponsorship. LEAs will pay the salary and fringe benefits for each international teacher.	\$750 J-1 Visa fee for at least 5 international teachers per LEA	20 Statewide total: 160 teachers	\$120,000

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$15,000	\$22,500	\$37,500	\$45,000	\$120,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: Incentives for Teachers Who Obtain ESOL Certification					
Associated with Criteria: D3					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	-	-	-	-	-
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	300,000	300,000	300,000	300,000	1,200,000
13. Total Costs (lines 9-12)	300,000	300,000	300,000	300,000	1,200,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Incentives for Teachers who obtain ESOL certification

Criteria: D3 Increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas.

Maryland will target programs and incentives to increase the number of teachers of English for Speakers of Other Languages (ESOL)

Project Description:

The number of English Language Learner (ELL) students has steadily increased in Maryland to approximately 44,062 ELL students in the 2009-2010 school year from 29,502 students in the 2004-2005 school year, a 49% increase. Content teachers who obtain an additional certification in ESOL are better prepared to work with the ELL students and meet the diversified needs to develop both language and content knowledge. RTTT funds will support LEAs to provide incentives to content teachers in low-achieving, high-minority, high-poverty schools with significant numbers of ESOL students who obtain certification in ESOL.

Funding:

LEAs would use this funding to provide incentives to effective and highly effective content teachers who obtain certification in ESOL and teach in high-minority, high-poverty schools.

Year by Year Description:

In years 1-4, MSDE will identify schools with low-achieving ELLs and link LEAs with Institutions of Higher Education (IHE) to establish cohorts of teachers to obtain ESOL certification. In the first year, MSDE would work to identify the IHEs and provide information sessions to LEAs and content area teachers regarding obtaining certification in ESOL. Teachers may become ESOL certified and teach ESOL or would obtain ESOL certification and continue to teach their content with ability to meet the unique needs of the ESOL student in their classroom. Incentives would be provided to teachers who complete the certification.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not Applicable		\$	\$

All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Not Applicable		\$	\$

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Not applicable	\$		\$

5) Supplies

Not applicable

6) Contractual

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$	\$	\$	\$	Not applicable

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use

of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Provide incentives for content teachers who complete ESOL Certification	Meet the language and content needs of the growing population of ELL students in Maryland	\$2,500 incentive per teacher for 24 LEAs for 5 teachers per LEA	24	\$300,000

Note: to the extent that Maryland has less than 24 participating LEAs, the grant amount per participating LEA will be increased, accordingly.

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$300,000	\$300,000	\$300,000	\$300,000	\$1,200,000

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.

Budget Part II: Project-Level Budget Table Project Name: Teacher Induction Academies Associated with Criteria: D5 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	73,674	75,147	76,650	-	225,471
2. Fringe Benefits	5,710	5,824	5,940	-	17,474
3. Travel	1,540	1,540	1,540	-	4,620
4. Equipment	1,730	-	-	-	1,730
5. Supplies	494	494	494	-	1,482
6. Contractual	550,000	550,000	550,000	-	1,650,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	633,148	633,005	634,624	-	1,900,777
10. Indirect Costs*	10,096	10,293	10,493	-	30,882
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	643,244	643,298	645,117	-	1,931,659

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 Title: D5 Teacher Induction Academies

Criteria: Providing Effective Support for Teachers and Principals

Ensure that teachers new to Maryland are fully supported in their efforts to access the curriculum, assessments, and instructional tools to deliver effective instruction.

Project Description:

Procure services to develop and conduct Teacher Induction Academies that train LEA Induction Program Coordinators and new teacher mentors (5 days in summer plus three follow up sessions). Academies will ensure that teachers at every Maryland public school participate in a high quality program of induction into the teaching profession. At least one mentor teacher for every 15 new teachers in Maryland will receive training through these academy experiences. Funds to conduct academies would be awarded through a procurement contract with potential providers such as the New Teacher Center, The New Teacher Project, Teach For America, and Maryland institutions of higher education. A Division of Instruction project manager will oversee the contract of the selected provider. Since Maryland LEAs hire approximately 7,500 new teachers each year, a total of 500 mentors (one for each of 15 new teachers) plus the 24 Induction Program Coordinators from the 24 LEAs will participate each of the three years in the Academy. Following the three year training investment, Maryland will have ensured LEA capacity to both run the Induction Programs in accordance with the regulations regarding comprehensive teacher induction programs adopted by the State Board of Education in April, 2010 and have a cadre of well-trained mentors to serve in those programs.

Funding:

This project connects to the tools and resources for teachers described in section C(3) regarding the on-line instructional toolkit and the instructional intervention modules. It also connects to section B(2) and B(3) regarding the State Common Core Curriculum, emerging multi-state summative assessments and Maryland developed formative assessment tools. Thus, this work will support the funding LEAs currently have in place to implement their Induction Programs.

Year by Year Description:

This project is designed to fully prepare a state-wide cadre of teacher mentors over a three year period. Since the Induction Program Coordinators in each LEA are also participants, they will take over the ongoing training needs at the local level when the project ends after year three.

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Education Program Specialist to oversee the contract for the service provider to plan and organize teacher induction academies	1@ 100%	\$73,674	\$73,674
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Visit site of all academies plus meet with planning team during year	20	\$77	\$1540

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
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Computer	\$1730	Computer	\$1730
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5) Supplies

\$494 per year for three years

6) Contractual

A vendor will be procured to organize the logistics of the academies, assist with planning content, and provide the instruction. Total contract will be \$550,000 per year and the vendor will devote 100% FTE to the project. There is no alternative funding stream for this project.

TIn all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$633,148	\$633,005	\$634,624	\$0	\$1,900,777

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total

		\$/year x # years	\$
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13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$643,244	\$643,298	\$645,117	\$0	\$1,931,659

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.

Budget Part II: Project-Level Budget Table					
Project Name: Professional Development for Executive Officers					
Associated with Criteria: D5					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	89,434	241,517	246,347	251,274	828,572
2. Fringe Benefits	6,931	18,718	19,092	19,474	64,215
3. Travel	-	8,624	8,624	8,624	25,872
4. Equipment	2,950	5,900	-	-	8,850
5. Supplies	7,494	8,482	8,482	8,482	32,940
6. Contractual	125,000	-	-	-	125,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	231,809	283,241	282,545	287,854	1,085,449
10. Indirect Costs*	12,879	34,390	35,036	35,694	117,999
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	244,688	317,631	317,581	323,548	1,203,448

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 Title:**
Professional Development for Executive Officers**Criteria: (D) (5)(i)**

Provide effective data informed professional development to principals that is appropriate, ongoing, and job embedded. Based on their evaluations, all 1459 principals in Maryland will receive differentiated staff development delivered by their evaluators who are executive officers in each LEA.

Project Description:

In order to be world class, Maryland must have a principal rated Effective or Highly Effective in every school. To maximize individual potential, every principal will be provided with differentiated professional development based on their individual evaluations. This Project will work as follows:

- A) The contractor in collaboration with MSDE and the Center Coordinator will develop content and provide the training for two Regional Trainers
- B) The Coordinator and Regional Trainers will train every principal in the State through the executive officers

This professional development will enable both the executive officers and principals to implement the new evaluation system effectively, i.e. executive officers evaluating principals and principals evaluating teachers. Based on the principal evaluation, executive officers will provide the coaching and support to each principal to address their individual needs which surfaced from their evaluation. In addition, the Center Coordinator and Regional Trainers will work with individual LEAs to implement their succession plans.

Funding:

This project connects with the implementation of the new evaluation systems for teachers and principals.

Year by Year Description:

Project Year 1: In conjunction with MSDE and the Center Coordinator, an outside contractor will develop the content of the professional development for executive officers.

Project Years 2 – 4: The Center Coordinator and Regional Trainers will deliver and implement the professional development to executive officers at regional sites and provide individual follow-up. They will also work with LEAs to successfully implement each system's succession plan.

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
<p>(1) Center Coordinator (Education Program Manager) To be responsible for the overall leadership and management of the regional professional development centers for executive officers To assist the contractor in developing the content to provide professional development for executive officers to</p> <ul style="list-style-type: none"> • evaluate principals effectively and implement effective leadership development plans • help principals evaluate teachers using the Teacher Evaluation Framework • help implement LEA's Succession Plan <p>To train regional trainers to provide professional development for executive officers using the content developed by the contractor and coordinator</p>	1 @ 100%	\$89,434	\$368,612
<p>(2) Regional Trainers (Education Program Specialist) To provide professional development for executive officers using the content developed by the contractor and coordinator (The position begins July 1, 2011 and ends June 30, 2014)</p>	2@ 100%	\$75,147	\$459,960
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
All personnel hired to complete this project's key activities in the Regional Training Centers for Executive Officers will be provided with reimbursement for traveling to LEAs in Maryland	336	\$77	\$25,872

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Laptop Computers (3), Printer (1), LCD Projectors (3), Remote Controls (3): Three laptop computers, three LCD projectors, and three remote controls will be needed to meet the needs of the three new employees	\$1,700	Laptop Computer	\$5,100
	\$1,200	LCD Projector	\$3,600
	\$50	Remote Control	\$150

5) Supplies

Office Supplies \$494 per person per year	\$4,940
Printer lease for Project \$7,000 per year	\$28,000

6) Contractual

Working collaboratively with MSDE staff, the contractor will develop the content used to provide training for executive officers to be able to:

- Evaluate principals effectively and implement appropriate leadership development plans
- Assist principals in effectively evaluating teachers using the Teacher Evaluation Framework.

\$125,000 for Project Year 1

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$231,809	\$283,241	\$282,545	\$287,854	\$1,085,449

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of 12.4% on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting <u>not</u> to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).
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11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$244,688	\$317,631	\$317,581	\$323,548	\$1,203,448

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.

Budget Part II: Project-Level Budget Table					
Project Name: Educator Instructional Improvement Academies					
Associated with Criteria: D5					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	221,022	225,441	229,950	234,549	910,962
2. Fringe Benefits	17,129	17,472	17,821	18,178	70,600
3. Travel	4,620	4,620	4,620	1,540	15,400
4. Equipment	5,190	-	-	-	5,190
5. Supplies	1,482	1,482	1,482	1,482	5,928
6. Contractual	1,312,000	1,312,000	1,312,000	-	3,936,000
7. Training Stipends	-	-	-	-	-
8. Other	2,625,000	2,625,000	2,625,000	-	7,875,000
9. Total Direct Costs (lines 1-8)	4,186,443	4,186,015	4,190,873	255,749	12,819,080
10. Indirect Costs*	355,787	356,378	356,980	31,713	1,100,858
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	4,542,230	4,542,393	4,547,853	287,462	13,919,938
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: D5 Educator Instructional Improvement Academies

Criteria: Providing Effective Support for Teachers and Principals

Ensure that teachers and administrators in every public school in Maryland are supported in the professional development needs for effectively implementing all aspects of Maryland's reform plan. This project supports the work found in Section B3 regarding transition to curriculum and assessments, and section C3, implementation of an Instructional Improvement System in every LEA.

Project Description:

Educator Instructional Improvement Academies will provide high quality professional development for administrators and tenured teachers in teams (one coach or teacher leader in each content area of reading/English language arts, mathematics and STEM) from each of the 1,400 schools to participate in Educator Common Core Academies. Principals will receive similar but differentiated training as appropriate. This three-year investment (five days of training in the summer and two days during the school year for each of three years from 2011-2013) will ensure that the school teams have the skills and materials to support teachers in their schools. Content in these Academies will focus on (1) effective strategies for implementing curriculum based on Common Core, (2) using the new formative, interim, and summative assessments, and (3) using the Instructional Improvement System (IIS) and Online Instructional Toolkit (all described more fully in section (B)(3)). LEA Central Office Instructional and Professional Development Staff and representatives from the Maryland State Education Association and the Baltimore Teachers Union also will be invited to participate in these Academies. The total number of participants engaged in this critical professional development will total 5,800 teachers, administrators, and teacher association representatives.

This project requires three project managers to plan and deliver the academies and the follow ups for the three years they will be offered as face to face programs. In the fourth year, project managers will work overseeing the implementation of the on-line resources.

Master teachers will be recruited and contracted to deliver instruction each year in the face to face academies. Teachers not under a 12 month contract will be provided a stipend of \$125 per day (currently, this is the stipend paid to Governor's Academy participants).

Academies will occur in seven regions throughout the state to minimize teacher travel during the summer and follow up sessions. Each Academy will work with coaches in groups of 20 – 35 depending on the region.

Funding:

This project connects to the tools and resources for teachers described in section C(3) regarding the on-line instructional toolkit and the instructional intervention modules. It also connects to section B(2) B(3) regarding formative assessment tools. It also connects with the project in this section regarding the development of virtual academies for educators, since the content and

lessons learned from the face to face academies will be used to plan the on-line experiences. There is no other funding stream identified for this project.

Year by Year Description:

Funding is stable for the first three years of this project as MSDE seeks to build the capacity in every school to implement Maryland's reform plan by training school-based coaches.

In the final year, the academies will use an on-line delivery model. However, the three project managers will teach these academies and oversee implementation.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Education Program specialist to plan, organize, and deliver instruction in Common Core Teacher Academies and follow-ups. These individuals will also assist with work regarding the development of components associated with the Instructional Improvement System	#3@ 100%	\$73,674	\$910,962
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Specialists must visit the sites of all academies plus plan during the year (This figure is per year, per specialist)	20 per specialist per year	\$77	\$1540 per year per specialist

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
One computer per specialist (3)	\$1730	Computer	\$5190

5) Supplies

\$494 per year per specialist, 3 x 494 = \$1,482 per year = \$5,928 total

6) Contractual

Master teachers will work under contract for the academies at the rate of \$400 per day (This is the current pay structure for master teachers in Maryland's Governors Academies). Each region will require 22 master teachers for a total of 154 master teachers.

Assuming a total of 10 days per year (7 actual teaching academies/follow-ups plus three planning days) @ 400 per day for 154 master teachers = \$616,000 per year for 3 years = **\$1,848,000.**

Academy costs: Location, materials and related costs:

Daily costs: 5800 participants at 7 days each at \$10 per day = \$406,000 each year

Per participant costs: 5800 at \$50 per participant = \$290,000 each year

Total Annual Academy Costs: \$696,000 for 3 years = **\$2,088,000**

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Teachers are not under contract for the summer. Using the daily stipend of \$125 per day provided to teachers participating in Maryland's existing Governors Academy as a guide, the cost of stipends will be 4200 teacher participants for 5 days @ \$125 per day = \$2,625,000 per year with a total three year cost of \$7,875,000.

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$4,186,443	\$4,186,015	\$4,190,873	\$255,749	\$12,819,080

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of

Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$4,542,230	\$4,542,393	\$4,547,853	\$287,462	\$13,919,938

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.

Budget Part II: Project-Level Budget Table Project Name: Expand Maryland Principals' Academy to Target Principals of Low Achieving Schools Associated with Criteria: D5 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	-	62,000	62,000	-	124,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	-	62,000	62,000	-	124,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	-	62,000	62,000	-	124,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**Project Title:****Expand Maryland Principals' Academy to Target Principals of Low Achieving Schools****Criteria: (D)(5)(i)**

Provide ongoing researched based professional development with content that will include data-driven decision making, designing instructional strategies for improvement, differentiating instruction, creating school environments focused on teaching and learning, and implementing instruction to meet the specific needs of high needs students for principals of the 200 schools in school improvement, corrective action, or restructuring.

Project Description:

In order to be world class, Maryland must have principals who are steeped in research-based best practices that will effectively impact student achievement in low achieving schools. The new principals' academy will be modeled on the existing successful year-long Principals' Academy and will focus on best practices for success in low achieving schools. MSDE will establish a partnership with Johns Hopkins University and/or other Institutes of Higher Education to design, develop, and implement the expansion of the Maryland Principals' Academy to target low achieving schools. By targeting the 200 principals of the lowest achieving schools in the State over a two year span, a critical mass will be created to impact the students in the most need.

Funding:

This project relates to the Building Leadership Capacity in Low Achieving Urban and Rural Districts Project.

Year by Year Description:

Project Year 1: Identify the IHE partner(s)

Project Year 2: Design, develop, and implement the expansion of the Maryland Principals' Academy to target 100 low achieving schools

Project Year 3: Design, develop, and implement the expansion of the Maryland Principals' Academy to target the remaining 100 low achieving schools

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not applicable		\$	\$

All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Not applicable		\$	\$

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
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Not applicable	\$		\$
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5) Supplies

Not applicable

6) Contractual

Establish a partnership with Johns Hopkins University and/or other Institutes of Higher Education to design, develop, and implement the expansion of the Maryland Principals' Academy to target low achieving schools

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$0	\$62,000	\$62,000	\$0	\$124,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of 12.4% on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting <u>not</u> to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).
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11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$0	\$62,000	\$62,000	\$0	\$124,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: Develop On-Line PD on Educator Instructional Improvement Content					
Associated with Criteria: D5					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	-	-	1,500,000	1,500,000	3,000,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	-	-	1,500,000	1,500,000	3,000,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	-	-	1,500,000	1,500,000	3,000,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**Project Title: D5 Develop On-Line PD on Educator Instructional Improvement Content****Criteria: D5 Providing Effective Support for Teachers and Principals**

This project extends the work of the Educator Instructional Improvement Academies by making them sustainable for the future. This project ensures that the content presented in the face-to-face academies is accessible to teachers across the state for years to come.

Project Description:

Develop an on-line model to deliver teacher academies regarding Common Core Curriculum, Assessments, and effective use of the Instructional Improvement System in future years. A total of 12 courses must be developed: Elementary reading, math, and STEM, middle school reading, math, and STEM, Algebra I and II, English 10 and 11, and 2 high school STEM courses. Development will take place in the most cost effective manner by either buying existing course content and adapting it to Maryland's needs or hiring a consultant to develop courses as part of a procurement contract. Initial projections indicate a development cost of \$250,000 per course for a total of \$3,000,000 over two years.(\$1,500,000 per year)

Funding:

This project connects to the Educator Instructional Improvement Academy project also described in this section. The 12 courses developed as part of this project will be accessible to educators across the state each year, and the content can be updated yearly by existing staff in the Division of Instruction. Once the courses are developed, tuition paid by future course takers will fund ongoing development and expenses.

Year by Year Description:

Academies will be taught face to face for the first three years. Beginning with year 4, academy courses will be offered as an on-line model. Initial projections indicate a development cost of \$250,000 per course for a total of \$3,000,000 over two years.(\$1,500,000 per year).

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not Applicable			
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Not Applicable		\$	\$

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Not Applicable	\$		\$

5) Supplies

Not Applicable

6) Contractual

Development will take place in the most cost effective manner by either buying existing course content and adapting it to Maryland's needs or hiring a consultant to develop courses as part of a procurement contract. Total cost for the purchase/procurement are projected to be \$1,500,000 per year for a total award of \$3,000,000. The time the vendor devotes to the project is 100% FTE. There is no alternative funding stream for this project.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not Applicable

8) Other

Not Applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$0	\$0	\$1,500,000	\$1,500,000	\$3,000,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of 12.4% on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting <u>not</u> to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).
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11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
				\$

LEA	Rationale	Supplemental Subgrant Cost	Total

		\$/year x # years	\$
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13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$0	\$0	\$1,500,000	\$1,500,000	\$3,000,000

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.

Budget Part II: Project-Level Budget Table					
Project Name: The Breakthrough Center					
Associated with Criteria: E2					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	41,250	42,075	42,917	43,775	170,017
2. Fringe Benefits	3,197	3,261	3,326	3,393	13,177
3. Travel	49,920	49,920	49,920	49,920	199,680
4. Equipment	1,700	-	-	-	1,700
5. Supplies	494	494	494	494	1,976
6. Contractual	991,250	991,250	991,250	991,250	3,965,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	1,087,811	1,087,000	1,087,907	1,088,832	4,351,550
10. Indirect Costs*	11,763	11,873	11,985	12,100	47,721
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	1,099,574	1,098,873	1,099,892	1,100,932	4,399,271

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 Title: The Breakthrough Center

Criteria: Section E (2) (ii)

Project Description: The Breakthrough Center

In 2008, the State Superintendent of Schools took bold and culture-changing action to address long-standing challenges that limited MSDE's ability to deliver effective and successful support to low-achieving schools. Challenges such as the pervasive lack of 1) coordination in services provided by MSDE offices and external partners; 2) clarity or prioritization around which schools are required to participate in which services; 3) breakthrough vision, standards, and services to address the needs of low-achieving schools; and 4) cohesive dashboard of turnaround services.

To address these challenges — and the urgency for improved performance in persistently low-achieving schools — MSDE launched a major organizational and operational shift with the creation of the Breakthrough Center (the Center). The Center is the leading edge of Maryland's school turnaround work. The Center gives high visibility and high priority to the provision of integrated public and private services to support reform in underperforming districts and schools. It serves as *the* interface among MSDE, LEAs, and identified chronically underperforming schools adopting one of the four intervention models — Turnaround, Restart, Closure, and Transformation — and places strong emphasis on building capacity in these districts and schools so that turnaround is not just achieved, but sustained.

The mission of the Center is to ensure that the right services are delivered to the right districts and schools at the right time to: (1) accelerate school performance; and (2) cultivate people by improving the capacity of individuals through Breakthrough Leading and Teaching. The core work of the Center's operation is instruction. Every effort, every expectation, and every consequence leads to the same result: *improved teaching, improved school leadership, and improved learning.*

The Center establishes personal and customized relationships with district and school leaders and instructional staff. These solid, candid partnerships give way to authentic assessment of need and capacity for change, as well as clarity regarding the expectations and consequences when performance falls short. The outcome, coupled with a mutual drive to turnaround low performance, informs a tight *and focused* path to achievement. The newly achieved coordination at the State level makes it easier for districts and schools to navigate the turnaround process and gain access to supports and services that will

make a difference.

The Center is unique for many reasons: its strategic identification and allocation of resources (human, material, fiscal), its integrative approach, its knowledge-management repository, and its cross-district sharing of best practices. In addition, the Center is structured to operate on two tracks: basic and deep support.

Basic support: At its most basic level, the Center supports districts and schools at risk of moving deeper into improvement status. Often, it is the result of one or two subgroups in these districts and schools failing to meet performance targets. The needs are isolated, but they require focused and immediate intervention. In these cases, the Center currently works with districts and schools to:

- Assess their comprehensive capacity to improve;
- Streamline and differentiate the services and supports consistent with capacity and need;
- Collaborate in the development and execution of structures and strategies to build and sustain their capacity to improve; and
- Spearhead the identification of policies and conditions that will enable them to successfully turnaround their patterns of underperformance.

Deep support: At its most intense level, the Center will work with persistently low-achieving districts and schools — those in the bottom 5 percent plus their feeder schools— to provide the above-mentioned activities as well as the following:

- Negotiate with partner districts on the adoption of one of the four school intervention models and the development of a detailed and sound plan for implementing the model;
- Drive the passage and adoption of policy-changing conditions in cooperation with the partner districts that will grant access to monetary and human supports, teachers specially trained and skilled to work in low-achieving schools, and specially trained and/or highly effective principals;
- Deliver access to real-time data through an integrated State and district data system that will allow teams to make instructional decisions using integrated, comprehensive, and accurate formative and summative performance and behavioral data;
- Provide targeted and intensive principal leadership development and teacher professional development;
- Ensure local curriculum alignment with the Maryland State Curriculum and assessments; and
- Engage students, families, and the community in improvement efforts.

In order to fully leverage the coordinating and brokering capacity of the Breakthrough Center, Maryland is instituting a **Breakthrough Zone**. Schools and districts identified for inclusion in the Breakthrough Zone will have access to policy, monetary, and assistance resources to support the implementation of one of the four intervention models and promote rapid and sustained student achievement.

Maryland has identified five Tier I and eleven Tier II schools that will be part of the Breakthrough Zone, as well as feeder schools. The Center will expand its work to include the Tier I and Tier II schools in Baltimore City and Prince George's County school systems (16 schools identified in the 1003(g) Title I School Improvement Grant; 10 additional schools which are low-achieving feeder schools for the Tier I and Tier II schools) with Race to the Top funding.

Funding:

Funding for the operation of the Breakthrough Center will be provided by the 1003(g) Title I School Improvement Grant (16 schools) and Race to the Top (additional 10 low-achieving feeder schools).

Year by Year Description:

A. Establish LEA/MSDE District Turnaround Teams, develop MOU (partnership agreement) established between LEAs and Breakthrough Center with agreed deliverables based on needs assessment.	Fall 2010 and ongoing	MSDE Title I Office, Breakthrough Center, MSDE/LEA District Support Teams
B. Monitor and assess the implementation of improvement strategies and determine impact at all levels, classroom, school, district, MSDE and partners.	2010-14 and ongoing	Breakthrough Center, MSDE/LEA District Support Teams, MSDE Title I Office
C. Restructuring Implementation Technical Assistance (RITA) Teams will conduct school audits for Tier I and II feeder schools. Audits will provide feedback to the school and district with a focus on building the capacity of the district and school to meet needs. Recommendations will be used to modify improvement strategies. The Breakthrough Center and MSDE will:	Spring 2011 and ongoing	Breakthrough Center, MSDE Title I Office, MSDE RITA team, MSDE/LEA District Support Teams, MSDE Title I Family Involvement Staff, LEA

<ul style="list-style-type: none"> • Provide and broker services and set fiscal priorities • Identify funding streams for sustainability of improvement activities • Monitor and refine implementation of intervention model, adjust strategies based on analysis of performance indicators • Continue to use a variety of strategies to monitor progress including the use of RITA audits, school “walk-throughs,” climate surveys, etc. • Provide /facilitate professional development to district leaders, school staff, and parents on building capacity for schools and families. 		Family Involvement staff, LEA/School staff
<p>D. Schools and Districts will:</p> <ul style="list-style-type: none"> • Continue implementation of intervention model, adjust strategies based on analysis of performance indicators • Revise and incorporate improvement strategies into district’s Master Plan and individual school improvement plans • Determine district capacity to sustain improvement efforts and provide support from MSDE as appropriate 	2010-14	LEAs, Schools, Breakthrough Center, MSDE Title I Office

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
A technical specialist will be hired and responsible for the overall development and management of a school improvement knowledge management system via the website for The Breakthrough Center, provide technical support for online professional development, produce video segments for the website, and coordinate online e-communities among practitioners in low-performing schools.	1.0	\$41,250	\$170,017
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.
Total: \$13,177

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Travel expenses include the average mile reimbursements of \$26 per trip for English/Language Arts, mathematics, social studies and science consultants. (160 trips per year/consultant X 12 consultants = 1920/year X \$26 = \$49920/ year)	1920/year	\$26.00	\$199,680

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Laptop computer	\$ 1,700		\$1,700

5) Supplies

\$494 per year \$1,976

6) Contractual

Contracted services will provide for job-embedded teacher professional development to close the achievement gap among student groups in the lowest-achieving 16 Tier I and Tier II Title I schools and 10 feeder schools. The Department will contract to provide professional development for teachers of English/Language Arts and mathematics in elementary and middle schools and the high school assessed courses in Algebra, Biology, American Government and English. Amounts allocated for contracted employees will be determined on analysis of low-performing school's needs assessments. (\$ 960,000/year) Funds will also be used to contract an external evaluator to conduct a formative assessment of the operations of The Breakthrough Center among the 26 schools. (\$31,250/year) Total: (\$991,250 /year)

7) Training Stipends

Not applicable

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,087,811	\$1,087,000	\$1,087,907	\$1,088,832	\$4,351,550

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$1,099,574	\$1,098,873	\$1,099,892	\$1,100,932	\$4,399,271

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.

Budget Part II: Project-Level Budget Table Project Name: RITA Team Audits Associated with Criteria: E2 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	202,500	202,500	-	-	405,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	202,500	202,500	-	-	405,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	202,500	202,500	-	-	405,000
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Restructuring Implementation Technical Assistance Team Audits (RITA)

Criteria: (E)(2) Turning around the lowest-achieving schools

RITA on-site school/district audit teams will analyze all facets of the identified school's programs and operations and the district's support of those schools. RITA audit recommendations will be used by the school, district, and MSDE through the Breakthrough Center to prioritize the critical technical assistance MSDE will provide to drive reform in 20 of the lowest-achieving Tier I and Tier II feeder schools ranked in order by performance.

Project Description: In order to provide support to turn around the lowest-achieving schools, MSDE through the Breakthrough Center will conduct a variety of robust, evidence-based needs assessments to determine priorities for district action and state assistance. One essential component of the comprehensive needs assessment process is the Restructuring Implementation Technical Assistance (RITA) school/district audits. In January, 2011 and January, 2012, MSDE's Division of Business Support will release "Request for Qualified Providers" bid requests for highly qualified and effective educators to serve as RITA Team Leaders and RITA Team Members to conduct on-site school audits in 20 of the lowest-achieving Tier I and Tier II feeder schools (10 schools and 2 districts in year 1 and 10 schools and 2 districts in year 2). RITA audit reports will provide critical feedback to the school and district with a focus on building the capacity of the district and school to meet the identified priority needs. Recommendations will be used to rapidly leverage focused improvement strategies and technical assistance for the school and district.

Funding: After feeder schools are identified, there may be some Title I, Part A; Title I 1003(g); or Title I 1003(a) funding available to support and continue the RITA initiative. If those funds become available, the RTTT funds could be supplemented and RITA audits could be provided annually to provide additional technical assistance.

Year by Year Description:

2010-2011: March, 2011, RITA on-site school audits for 10 of the lowest-achieving Tier I and Tier II feeder schools

2011-2012: March, 2012, RITA on-site school audits for 10 additional lowest-achieving Tier I and Tier II feeder schools

2012-2013: no funding requested; work will be continued as school and district capacity is enhanced to conduct their own school and district audits

2013-2014: no funding requested; work will be continued as school and district capacity is enhanced to conduct their own school and district audits

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
<u>Not Applicable</u>		\$	\$
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
<u>Not Applicable</u>		\$	\$

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
<u>Not Applicable</u>	\$		\$

5) Supplies

Not Applicable

6) Contractual

Copying of RITA materials placed in binders with tabs for 20 school audits

- Year 1 \$5,000.
- Year 2 \$5,000.

(Year 1 and 2) **Subtotal \$10,000**

Contract Work (per hour bid includes mileage, meals, lodging, etc)

- Year 1 RITA Team Leaders for 10 school audits
[5 Team Leaders x 150 hours x \$90.00 per hour] = \$67,500.

- Year 1 RITA Team Members for 10 school audits
[20 Team Members x 100 hours x \$65.00 per hour]= \$130,000.
Costs for 5 RITA Teams Subtotal for Year 1 \$197,500.
 - Year 2 RITA Team Leaders for 10 school audits
[5 Team Leaders x 150 hours x \$90.00 per hour] = \$67,500.
 - Year 2 RITA Team Members for 10 school audits
[20 Team Members x 100 hours x \$65.00 per hour] = \$130,000.
Costs for 5 RITA Teams Subtotal for Year 2 \$197,500.
- Costs for 5 RITA Teams Total for Year 1 and 2 \$395,000**
Costs for copying for Year 1 and Year 2 + \$ 10,000
\$405,000

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not Applicable

8) Other

Not Applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$202,500	\$202,500	\$0	\$0	\$405,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not Applicable				\$

LEA	Rationale	Supplemental	Total
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		Subgrant Cost	
Not Applicable			\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$202,500	\$202,500	\$0	\$0	\$405,000

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.

Budget Part II: Project-Level Budget Table Project Name: Extend Student Learning and Improve School Culture, Climate, and Student Support Associated with Criteria: E2 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	94,299	96,185	98,109	100,071	388,664
2. Fringe Benefits	7,308	7,454	7,603	7,756	30,121
3. Travel	4,966	4,966	4,966	4,966	19,864
4. Equipment	1,500	-	-	-	1,500
5. Supplies	741	741	741	741	2,964
6. Contractual	-	50,000	250,000	200,000	500,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	108,814	159,346	361,419	313,534	943,113
10. Indirect Costs*	13,307	13,559	13,816	14,078	54,760
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	102,500	102,500	102,500	102,500	410,000
13. Total Costs (lines 9-12)	224,621	275,405	477,735	430,112	1,407,873
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**Project Title: Extend Student Learning and Improve School Culture, Climate, and Student Support**

Criteria: (E)(2)(ii) An analysis of suspension data for the schools involved in the project revealed high numbers of out-of-school suspensions for a variety of offenses. Some of these schools have either been on probationary status as at risk for becoming persistently dangerous and have been designated persistently dangerous under the State's Unsafe School Choice Option Policy. When a high rate of misbehavior is occurring and un-checked, academic instruction and learning is compromised.

Project Description: The State has a national reputation for its Positive Behavioral Interventions and Supports Initiative (PBIS). Since 1999, the MSDE has been in partnership with the Sheppard Pratt Health System and the twenty-four local school systems to implement PBIS with fidelity. The Johns Hopkins University has joined the partnership to conduct research studies on the effectiveness of PBIS in improving school culture. The results of those studies are very promising.

Some of these schools have been trained in PBIS but failed to implement. This project seeks to train these schools and coaches for these schools in PBIS, to monitor the progress in implementation, and to provide ongoing technical assistance to the LEAs and schools in order to build system capacity for PBIS.

Once the foundation system of PBIS is in place, trainings will need to be offered based on needs assessment in such areas as classroom management, cooperative discipline, and de-escalation techniques.

Funding: Additional funding for this project comes from MSDE funds used to support PBIS. Moreover, the LEAs have a history of appropriating funding for the support of PBIS.

Year by Year Description:

Aside from the year 1 purchase of equipment, the cost of this project remains constant over the four year project period.

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Education Program Specialist, Behavioral Interventions, Grade 21	1@ 100%	\$73,674	\$73,674
Administrative Specialist, Grade 12	1@ 50%	\$41,250	\$20,625

All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
It is expected that the Education Specialist will spend the majority of time in the LEAs working with schools and the central office staff. The purpose of the travel is to provide firsthand technical assistance in the initiatives to improve school climate, including, but not limited, to implementing PBIS with fidelity, acting as PBIS coach to the schools and training coaches, and assisting school improvement teams with the use of	191	\$26	\$4,966

climate survey data to create school improvement plans that have goals, objectives, strategies, and activities driven by data.

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
1 Computer	\$1,500	Computer	\$1,500

5) Supplies

Supplies for office set up and materials for trainings in classroom management and de-escalation techniques. \$741 per year x 4 years=2,964

6) Contractual

The hiring of an outside evaluator to evaluate the effectiveness of this project. Beginning in year 2. Total cost: \$500,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

None

8) Other

None

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$108,814	\$159,346	\$361,419	\$313,534	\$943,113

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Funding for teams to attend Summer Institute and follow-up meetings, travel, and substitutes is

102,500 per year. Total=\$410,000

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$224,621	\$275,405	\$477,735	\$430,112	\$1,407,873

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.

Budget Part II: Project-Level Budget Table Project Name: Coordinated Student Services Associated with Criteria: E2 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	114,924	117,222	119,567	121,958	473,671
2. Fringe Benefits	8,907	9,085	9,266	9,452	36,710
3. Travel	936	936	936	936	3,744
4. Equipment	4,000	-	-	-	4,000
5. Supplies	988	-	-	-	988
6. Contractual	-	5,000	5,000	-	10,000
7. Training Stipends	-	-	-	-	-
8. Other	3,000	2,000	2,000	-	7,000
9. Total Direct Costs (lines 1-8)	132,755	134,243	136,769	132,346	536,113
10. Indirect Costs*	15,966	16,026	16,339	16,411	64,742
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	113,610	113,610	113,610	113,610	454,440
13. Total Costs (lines 9-12)	262,331	263,879	266,718	262,367	1,055,295
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Coordinated Student Services

Criteria: (E)(2)(ii) In order for issues that relate to and impede instruction, a process needs to be in place to address the needs of the whole child—emotional, physical, psychological, and behavioral. Maryland has mandated a coordinated program of student services that includes health services, counseling, social work, psychological services, and pupil personnel services since the mid-1980s to which all students have access. Experience has taught that schools without a functioning student services teams has no mechanism by which to prevent and intervene in issues such as high absenteeism, chronic misbehavior, drug and alcohol involvement, etc.

Project Description: This project entails the assessment of the existence and level of functioning of student services teams in the Tier I and Tier II Breakthrough Zone schools and the capacity for the central offices to oversee a coordinated program. A program specialist will be hired to work in conjunction with the local educational agency, to conduct audits of student services teams. The audits are specifically intended to determine the capacity of the teams to manage cases, use effective, evidenced-base interventions, and to monitor student progress in order to witness and evaluate improvement.

The audits will produce a needs assessment. Based on the needs assessment, specialists will implement the Positive Behavior Intervention Support (PBIS) Initiative and provide ongoing professional development in areas such as classroom management, anger management, de-escalation skills, and cooperative discipline.

In years two and three, effective case management systems and evidence-based interventions will be implemented with contracted services.

Training will be provided in years 1 through 3. In year one, a two day retreat will be offered. In years two and three, a one day training in effective case management and evidence-based interventions.

A supplemental grant will be provided to Baltimore City Public Schools to hire two guidance counselors to support elementary, middle and elementary/middle schools.

Funding: The funding request is paired with local school system funding for student services and the State's resources for providing leadership and technical assistance in this area.

Year by Year Description:

The funding remains constant over the four years except in Years two and three where contractual services will be needed to hire national consultants on effective case management and evidence-based interventions.

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Educational Program Specialist, Student Services, Grade 21	1 @ 100%	\$73,674	\$303,655
Administrative Specialist, Grade 12	1 @ 100%	\$41,250	\$170,016
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
The Educational Program Specialist will spend the majority of time in the LEAs at the central office or the schools. This is estimated at 36 trips per year.	144	\$26	\$3,744

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments

and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Purchase of two computers and printers	\$2,000	Computer and printer	\$4,000

5) Supplies

One time cost of supplies for new offices \$494 per person. Total-\$988

6) Contractual

Contracted services to provide effective case management systems and evidence-based interventions in years two and three. \$5,000 per year Total-\$10,000.

Their time will be dedicated 100% to the Tier I and Tier II Breakthrough Zone schools.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

None

8) Other

The first three years will entail a great deal of training.

Year 1: two-day retreat will be held for school teams, central office supervisors and MSDE partners. Materials and space is estimated at \$3,000

Year 2 and 3: one-day training will occur for school teams and central office staff in effective case management and evidence-based interventions. Materials and space is estimated at \$2,000 per year.

Total-\$7,000

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$132,755	\$134,243	\$132,769	\$132,346	\$536,113

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Hiring of 2 school counselors	A supplemental grant will be provided to Baltimore City Public Schools to hire two guidance counselors to support elementary, middle and elementary/middle schools.	2 x \$56,805	1	\$454,440

LEA	Rationale	Supplemental Subgrant Cost	Total
1	Guidance support at elementary and middle school level	\$113,610 x 4 years	\$454,440

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$262,331	\$263,879	\$266,718	\$262,367	\$1,055,295

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.

Budget Part II: Project-Level Budget Table Project Name: School Health Services Associated with Criteria: E2 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	73,674	75,147	76,650	78,183	303,654
2. Fringe Benefits	5,710	5,824	5,940	6,059	23,533
3. Travel	2,600	2,600	2,600	2,600	10,400
4. Equipment	9,000	2,500	2,500	2,500	16,500
5. Supplies	494	494	494	494	1,976
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	91,478	86,565	88,184	89,836	356,063
10. Indirect Costs*	10,227	10,424	10,625	10,830	42,106
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	35,600	-	-	-	35,600
13. Total Costs (lines 9-12)	137,305	96,989	98,809	100,666	433,769
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE**Project Title: School Health Services**

Criteria: (E)(2)(ii) A great body of evidence shows that a quality school health services program within a school improves attendance. Thus, allowing students to be present for learning.

Project Description: This project is essential to coordinating the collaboration between the nurses in each of the schools, the central offices health services staff, and the Department of Health and Mental Hygiene. The position requested here is essential in overseeing the implementation of the Children's Health Alert Network (CHAN) which is a program tracking school absenteeism rates on a daily basis. These results assist school staff, central office staff, and state and local health department officials to track outbreaks of illnesses within the given school communities. The position will also provide training for school and central office personnel in the CHAN and provide daily, ongoing technical assistance in its use and how to use the data to make appropriate health decisions. Moreover, this position will work with school personnel in the use of CHAN data to improve school attendance.

Funding: This project will be also funded through the monies appropriated to provide school health services in the school systems.

Year by Year Description: The costs remain virtually the same across all years of the project, except in the first year where there are start up costs in the way of equipment for the schools.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
One full time equivalent of a Education Program Specialist, Health Services, Grade 21	1.0 @ 73,674	\$73,674	\$303,654
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
This position will work daily in the schools and school systems.	100	\$26	\$2,600 per year

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
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Purchase of a computer for new employee	\$1,500	Computer	\$1,500
Purchase of a CHAN Server	\$5,000	Server	\$5,000
Software Development	\$2,500	Software	\$2,500

5) Supplies

One time cost of outfitting new employee's office with office supplies Total-\$494

6) Contractual

Not applicable

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

None

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$91,478	\$86,565	\$88,184	\$89,836	\$356,063

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
One computer for each of the 16 Tier I and Tier II Schools (\$1,500)	Implement the Childrens Health Alert Network (CHAN)	\$1,500	16 sites	\$24,000

One data line for each of the 16 Tier I and Tier II Schools (\$1,500)	Implement the Childrens Health Alert Network (CHAN)	\$600	16 sites	\$9,600
Training on use of the system	Implement the Childrens Health Alert Network (CHAN)			\$2,000

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$137,305	\$96,989	\$98,809	\$100,666	\$433,769

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.

Budget Part II: Project-Level Budget Table					
Project Name: Physical Activity					
Associated with Criteria: E2					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	57,462	58,612	59,784	60,980	236,838
2. Fringe Benefits	4,453	4,542	4,633	4,726	18,354
3. Travel	1,300	1,300	1,300	1,300	5,200
4. Equipment	1,500	-	-	-	1,500
5. Supplies	494	494	494	494	1,976
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	65,209	64,948	66,211	67,500	263,868
10. Indirect Costs*	7,900	8,054	8,210	8,370	32,534
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	41,000	8,000	8,000	8,000	65,000
13. Total Costs (lines 9-12)	114,109	81,002	82,421	83,870	361,402

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 Title: Physical Activity**

Criteria: (E)(2)(ii) A growing body of research suggests a correlation between physical activity and student attention span as well as academic achievement. The goal of this project is to increase student activity, improve classroom atmosphere, and develop life-long positive habits concerning exercise.

Project Description: This project entails working with school and central office personnel to assess the quality and level of implementation of school wellness plans. Moreover, classroom teachers will be trained in the usage of the computer program entitled 'Fitness Gram.' Materials to use in the conducting of physical activities will be purchased on a yearly basis. The project requests funding for half-time equivalents of a Education Program Specialist I, Grade 21 and Administrative Specialist, Grade 12 to aid the school system central office personnel to assess the level of wellness and the wellness plans at the school sites, train school personnel in methods of incorporating physical activity into the normal daily routine of the classroom and school in a seamless fashion that supports high quality instruction. This project spans all four years.

Funding: This funding will be supported by existing funding that the school systems have for physical fitness, nutrition, and obesity prevention.

Year by Year Description: Year 1 funding requires the hiring of personnel, the purchase of equipment and materials to support those individuals. Also, included is the purchase of the hardware and software for Fitness Gram/Fitness Activity Computer Software.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Education Program Specialist, Grade 21	.5 @ 73,674	\$36,837	\$36,837
Administrative Specialist, Grade 12	.5 @ 20,625	\$20,625	\$20,625
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
The Education Program Specialist will work directly with the central office supervisor of physical education and the staff in the school.	50	\$26	\$1,300

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments

and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Purchase of one computer	\$1,500	Computer	\$1,500

5) Supplies

The purchase of office supplies to outfit the offices to be used by the two personnel over four years. \$494 per year x four years = \$1,976.

6) Contractual

Not applicable

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$65,209	\$64,948	\$66,211	\$67,500	\$263,868

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Purchase of software,	Ready for	Year 1-\$20,500	2	\$65,000

computers, and materials for each site.	incorporating physical activity in the daily school routine.	Year 2-\$4,000 Year 3-\$4,000 Year 4-\$4,000		
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LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$114,109	\$81,002	\$82,421	\$83,870	\$361,402

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.

Budget Part II: Project-Level Budget Table					
Project Name: Extended Learning					
Associated with Criteria: E2					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	126,863	129,400	131,988	134,628	522,879
2. Fringe Benefits	9,832	10,029	10,229	10,434	40,524
3. Travel	728	728	728	728	2,912
4. Equipment	3,000	-	-	-	3,000
5. Supplies	247	247	247	247	988
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	140,670	140,404	143,192	146,037	570,303
10. Indirect Costs*	17,071	17,410	17,756	18,109	70,346
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	157,741	157,814	160,948	164,146	640,649
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 Title: Extended Learning

Criteria: (E)(2)(ii)

Project Description: Where dictated by needs assessments, Maryland will require LEAs with Tier I and Tier II Breakthrough Zone schools and their feeder pattern/cluster schools to apply for 21st Century Community Learning Centers (CCLC) awards to fund after-school and summer programs. If the LEA and school are not awarded a 21st CCLC grant due to a lack of available funding, they will implement these programs using RTTT funds based on priority need.

An Extended Learning Coordinator /Education Program Specialist will be hired to plan and coordinate, in conjunction with the Tier I and Tier II Breakthrough Zone schools and the local school system, successful grant applications and the implementation of the 21st CCLC programs in these schools. A Site Coordinator/Education Staff Specialist will be responsible for the day-to-day operations of the program.

Funding: RTTT funds would be used to fund 21st Century Community Learning Center programs for eligible Tier I and Tier II Breakthrough Zone schools that may not otherwise be served due to a lack of available 21st Century Community Learning Center program grant funds.

Year by Year Description: Race to the Top grant funds will be used to implement 21st CCLC programs in Tier I and Tier II Breakthrough Zone schools in each of the four years of the grant. These funds will be required in the event 21st CCLC grant funds are not available.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
An Extended Learning Coordinator /Education Program Specialist will be hired to plan and coordinate, in conjunction with the Tier I and Tier II Breakthrough Zone schools and the local school system, successful grant applications and the implementation of the 21 st CCLC programs in these schools.	1 @ 1.0	\$73,674	\$303,654
A Site Coordinator/Education Staff Specialist will be responsible for the day-to-day operations of the program.	1 @ 1.0	\$53,189	\$219,224
The State Director of the Youth Development Branch will also be providing oversight and support to the project. This Office is responsible for providing leadership to the development of youth development programs in schools in Maryland. Her salary is funded partially by the State of Maryland and partially by federal funds.		\$0	\$0
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
In order to fully implement all of the strategies in this grant proposal, the Extended Learning Administrator and Coordinator will be required to attend bi-monthly networking meetings held within the State of Maryland to network with other extended learning specialists and participate in professional development.	Approximately 28 trips @ \$26 for four years.	\$26	\$2,912

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
The Extended Learning Coordinator and Site Coordinator will each need a computer to effectively perform required activities. The cost of computers is based on the MSDE current procurement contract.	2 @ \$1,500 ea = \$3,000	Computer	\$3,000

5) Supplies

Office supplies calculations are based on current MSDE cost estimates. These funds will support the expenses involved in the management of the project including office supplies, mailing supplies, copying supplies and other materials that will be used to support the delivery of technical assistance. \$247 per year for four years = \$988

6) Contractual

Not applicable.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$140,670	\$140,404	\$143,192	\$146,037	\$570,303

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of 12.4% on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting <u>not</u> to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).
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11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$157,741	\$157,814	\$160,948	\$164,146	\$640,649

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.

Budget Part II: Project-Level Budget Table Project Name: STEM Project Lead The Way Associated with Criteria: E2 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	-	-	-	-	-
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	240,000	30,000	30,000	30,000	330,000
13. Total Costs (lines 9-12)	240,000	30,000	30,000	30,000	330,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: STEM Project Lead The Way – Gateway To Technology

Criteria: (E)(2)(ii) Maryland has identified the persistently lowest-achieving schools, ten of which are middle schools. Grants will be provided to the local school systems to implement STEM curriculum provided by Project Lead The Way using the Gateway To Technology (GTT) modules as one of many intervention models used to transform the school and increase student achievement in mathematics and science. The GTT modules are designed to actively engage students in rigorous problem solving through project-based learning.

Project Description:

RTTT funds will support the implementation of Project Lead The Way's Gateway to Technology (GTT) integrated math, science, and technology modules in 10 low-achieving middle schools and provide professional development to teachers in cooperation with the national Project Lead The Way and the University of Maryland at Baltimore County (UMBC). Funds will be used to purchase the necessary materials and supplies as indicated in the PLTW purchasing manual for GTT as well as pay registration fees to UMBC for teachers to attend the two-week professional development offered at UMBC.

The Project Lead The Way (PLTW) middle school program, Gateway To Technology (GTT), is an activities-oriented program designed to help students in grades six through eight see the connections among math, science, and technology through hands-on projects. It gives students the foundational knowledge and skills needed to be successful in the high school PLTW Engineering program. GTT is comprised of six independent units: Design and Modeling, Automation and Robotics, the Magic of Electrons, the Science of Technology, Flight and Space, and Energy and the Environment, which is currently under development.

Funding: Currently, 40 Maryland middle schools in 11 local school systems are or soon will be implementing the GTT modules. A variety of funding sources have been used to initiate GTT including State STEM dollars as well as Federal Perkins dollars. Perkins dollars have been used to support GTT in schools that feed to high schools with the Project Lead The Way Engineering Career and Technology Education Program of Study.

Year by Year Description:

Year 1: The first year of the project, 10 low performing middle schools will receive grants of up to \$21,000 to implement the Project Lead The Way (PLTW) middle school modules called Gateway To Technology (GTT). An additional \$3,000 will be available for teachers to attend the Summer Training Institute provided by the University of Maryland, Baltimore County, Maryland's PLTW Affiliate. By the end of year one, 10 middle schools will be ready to implement the GTT modules. Baseline data will be tracked to determine whether students show an increase in their scores on Maryland's Student Assessments and other available data.

Year 2: During the second year, grants of up to \$3,000 will be available to each of the 10 low performing schools for ongoing professional development and to acquire additional resources (equipment and supplies) for continued implementation of the modules. Compare and analyze data to determine adjustments needed to improve instruction and student performance.

Year 3: During the third year, grants of up to \$3,000 will be available to each of the 10 low performing schools for ongoing professional development and to acquire additional resources (equipment and supplies) for continued implementation of the modules. Compare and analyze data to determine adjustments needed to improve instruction and student performance.

Year 4: During the fourth year, grants of up to \$3,000 will be available to each of the 10 low performing schools for ongoing professional development and to acquire additional resources (equipment and supplies) for continued implementation of the modules. Compare and analyze data to determine adjustments needed to improve instruction and student performance.

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not applicable		\$	\$

All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.
N/A

3) Travel

Travel:	# of Trips	\$ per Trip	Total

Not applicable		\$	\$
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4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Not applicable	\$		\$

5) Supplies

Not applicable

6) Contractual

Not applicable

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Not applicable

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$0	\$0	\$0	\$0	\$0

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Support 10 low-achieving middle schools to implement Project Lead The Way's Gateway To Technology	Provide students with experiences and applications improving their STEM knowledge and skills.	\$21,000/yr. x 1 st year x 10 sites = \$210,000 \$3,000/yr. x 4 years x 10 sites = \$120,000	10	\$330,000

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$240,000	\$30,000	\$30,000	\$30,000	\$330,000

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.

Budget Part II: Project-Level Budget Table Project Name: Primary Talent Development Associated with Criteria: E2 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	1,400	1,400	1,400	1,400	5,600
6. Contractual	-	-	-	-	-
7. Training Stipends	4,500	4,500	4,500	4,500	18,000
8. Other	3,300	3,300	3,300	3,300	13,200
9. Total Direct Costs (lines 1-8)	9,200	9,200	9,200	9,200	36,800
10. Indirect Costs*	1,141	1,141	1,141	1,141	4,564
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	10,341	10,341	10,341	10,341	41,364
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Primary Talent Development

Criteria: (E)(2)(ii) The **Primary Talent Development** initiative will train teachers to identify potential in students attending the 20 low-performing elementary schools that feed into the identified lowest performing schools in Baltimore City and Prince Georges County.

Project Description:

PTD is a science-based expert thinking curriculum based on gifted education and early childhood education theory and practice. The PTD methodology provides data about student achievement that may not be directly assessed by state proficiency tests but actually may be a more reliable predictor of what students can achieve in the real world. By the completion of Grade 2, each student has a cumulative PTD Behavioral Scale documented by portfolio artifacts that can be used to make referrals for gifted and talented student identification.

The two PTD modules in each grade focus on four of the seven learning behaviors. Each time one of the seven behaviors is introduced, the module includes a PTD behavior *Focus Lesson* to define and model the learning behavior. Students learn that these behaviors are valued in the learning community and are important tools for academic success and lifelong achievement. Each module consists of six to eight sequenced lessons and a summative product-based *bridging experience*.

Three *Essential Strategies* are scaffolded across the modules to provide challenge and increase the intensity, frequency, and/or complexity of students' responses. The strategies include *analyzing attributes*, *questioning*, and *creative problem solving*.

Goals of the Primary Talent Development Early Learning Program

- Provide opportunities for *all* children to develop and demonstrate advanced learning behaviors, including children from groups underrepresented in advanced programs.
- Build a profile of student strengths over time, prekindergarten – second grade, which can be used to document the need for differentiated instruction and gifted and talented education.
- Provide models of the Essential Strategies of analyzing attributes, questioning, and creative problem solving scaffolded across the early learning years which are transferrable to new learning situations.

Along with implementing the PTD modules and collecting data on students' behavioral responses, teachers begin to use the strategies modeled in the lessons to provide continued challenge. Teachers are encouraged to capture the learning behaviors as they are revealed using checklists embedded in lessons, sticky notes, or audio/video tape recordings as documentation for students' portfolios

Funding: There is no other funding available for this project at this time.

Year by Year Description:

Year 1: One pre-kindergarten teacher from each of the 20 feeder elementary schools will be identified for training in the use of the Primary Talent Development materials and will work with all students at that grade level in their assigned school. These teachers will receive 9 hours of training, all materials and an on-line professional development course in early talent development.

Year 2: One kindergarten teacher from each of the 20 feeder elementary schools will be identified for training in the use of the Primary Talent Development materials and will work with all students at that grade level in their assigned school. These teachers will receive 9 hours of training, all materials and an on-line professional development course in early talent development.

Year 3: One first grade teacher from each of the 20 feeder elementary schools will be identified for training in the use of the Primary Talent Development materials and will work with all students at that grade level in their assigned school. These teachers will receive 9 hours of training, all materials and an on-line professional development course in early talent development.

Year 4: One second grade teacher from each of the 20 feeder elementary schools will be identified for training in the use of the Primary Talent Development materials and will work with all students at that grade level in their assigned school. These teachers will receive 9 hours of training, all materials and an on-line professional development course in early talent development.

All trained teachers will form the early talent development team for each of the schools.

Details by Category:**1) Personnel**

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not applicable		\$	\$
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
Not Applicable		\$	\$

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
Not Applicable	\$		\$

5) Supplies

Primary Talent Development Guide and CD - \$40 per teacher
 Print resources - \$30 per teacher
 20 teachers per year @ \$70 = \$1,400 x 4 years = \$5,600

6) Contractual

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

\$25 per hour for nine hours = \$225 per teacher
 20 teachers per year = \$ 4,500 x 4 years = \$18,000

8) Other

MSDE Early Talent Development on-line continuing professional development course
 \$165 per teacher
 20 teachers @ \$165 = \$ 3300 x4 years = \$13,200

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$9,200	\$9,200	\$9,200	\$9,200	\$36,800

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Not applicable				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
Not Applicable		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$10,341	\$10,341	\$10,341	\$10,341	\$41,364

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.

Budget Part II: Project-Level Budget Table					
Project Name: Charter Schools					
Associated with Criteria: F2					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	73,674	75,147	76,650	78,183	303,654
2. Fringe Benefits	5,710	5,824	5,940	6,059	23,533
3. Travel	616	616	616	616	2,464
4. Equipment	1,500	-	-	-	1,500
5. Supplies	494	494	494	494	1,976
6. Contractual	150,000	75,000	37,500	37,500	300,000
7. Training Stipends	-	-	-	-	-
8. Other	-	400,000	400,000	400,000	1,200,000
9. Total Direct Costs (lines 1-8)	231,994	557,081	521,200	522,852	1,833,127
10. Indirect Costs*	9,981	59,778	59,979	60,184	189,922
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	300,000	350,000	350,000	300,000	1,300,000
13. Total Costs (lines 9-12)	541,975	966,859	931,179	883,036	3,323,049
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 Title: Charter Schools****Criteria: (F)(2)****Project Description:**

Charter schools are an integral part of Maryland's public education landscape. The State's charter schools have often served at the forefront of innovation and have represented much-needed choices for families who previously had few or no options for their children. As the charter movement grows in Maryland, the State will focus its efforts on ensuring not only the quantity of its charter schools but also their quality. Maryland will use Race to the Top (RTTT) funds to help advance the crucial goals of 1) making sure that only high-quality charter schools exist and thrive across the state, 2) creating incentives for charter schools to be used as a school turnaround strategy, and 3) improving the transparency and consistency of the charter school approval process.

Race to the Top funds give the state additional opportunities to ensure that charter schools are true partners in Maryland's education reform strategy. This is particularly relevant when it comes to the state's persistently lowest-achieving schools. Charter schools have a role in the turnaround strategy both as one of the options allowed in the RTTT guidelines and as a way to enable LEAs to develop portfolios of schools with innovative approaches.

Funding: Two charter schools in two different LEAs will be selected to pilot the self assessment process using the developed Quality Standards. One of the schools will be a K- 8 school and the second one will be a high school. Each school will receive \$50,000 as an incentive to pilot the assessment.

Year by Year Description:
Specific Activities:

Using the RTTT funds, Maryland proposes to implement the following strategies and tactics upon receipt of RTTT funds and continuing for the four-year grant:

- Maryland will design Maryland’s Charter School Quality Standards and implement related learning experiences that will be shared with all charter schools and authorizers. These standards will serve as the framework for charter schools to conduct self-assessments (similar to the public school accreditation process) every three years to help guide the schools’ improvement and strategic development efforts. Maryland will work with the charter school community and LEA authorizers to develop these standards as the backbone of charter school development, application, and renewal processes.
- Maryland will share these standards, learning experiences, and self-assessments with LEAs, with the goal of serving as a vehicle for learning and possible replication.
- One charter school in two different LEAs will be selected to pilot the self assessment process using the developed Quality Standards. One school will pilot in year 2 and the other will pilot in year 3. One of the schools will be a K- 8 school and the second one will be a high school.
- The State will partner with two school systems that have the greatest number low-performing schools and provide an incentive for these systems to convert two of their schools in restructuring to charter schools. The school systems will be able to secure charter school operators with proven success to re-open the schools as public charter schools by 2012-2013 after thoughtful planning with the operator, the LEA, the Breakthrough Center (described in Section (E)(2)), and the school community.
- The State will identify four high performing charter schools to initiate a partnership with the four schools in restructuring selected by the two LEAs. The partnership will provide mentoring and coaching on implement of successful practices.
- Maryland will strengthen the charter school authorizing processes by adopting a State Board Policy that will provide clear guidance on the mission of charter schools in Maryland and will serve to improve upon the charter school application process.
- Maryland will coordinate this effort through the Office of School Innovation as well as the Breakthrough Center (described in Section E) as part of the state’s strategy to turn around its persistently lowest-achieving schools.

Details by Category:

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
The following requested personnel will be hired as a full time employee to support the management of the project:	1 @ 1.0	\$73,674	\$303,654

<u>Education Program Specialist (1):</u>			
The Specialist will be responsible for the planning, coordination and management of the project and related contractual services.			
The State Director of the Office of School Innovations will also be providing oversight and support to the project. This Office is responsible for providing leadership to the development of charter schools in Maryland. Her salary is funded by the State of Maryland.	n/a	\$	\$
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
In order to fully implement all of the strategies in this grant proposal, the Project Director and Education Specialist will travel extensively across the State of Maryland to coordinate project activities, provide technical assistance and conduct onsite program evaluation activities.	Approx. 8 trips/year = 32	\$77	\$2,464

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Total
The Education Specialist will need a computer to effectively perform required activities. The cost of computers is to be based on the MSDE current procurement contract.	\$1,500	Computer	\$1,500

5) Supplies

Office supplies calculations are based on current MSDE cost estimates. These funds will support the expenses involved in the management of the project including office supplies, mailing supplies, copying supplies and other materials that will be used to support the delivery of technical assistance. \$494 per person for four years = \$1,976

6) Contractual

Contracted services are required for the development, dissemination and implementation of charter school quality standards. Specifically, the contract work will include:

- Coordinate and support the committee work of stakeholders' charged with the development of charter school quality standards,
- Develop training manuals,
- Develop self assessment processes and related tools.
- Align all current processes and resources to the new quality standards including charter school policies, manuals, charter school application processes and the model performance contract.

The majority of this work is planned in years one and two.

Year 1: \$150,000

Year 2: \$75,000

Year 3: \$37,500

Year 4: \$37,500

Total: \$300,000

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

Not applicable

8) Other

Four high performing charter schools will be selected to form a three year partnership with the four low-performing public schools as they transition from low performing public schools in restructuring and reopen as charter schools. The partnership will provide coaching and mentoring on the implementation of successful practices. Each of the four high performing charter schools will receive a grant of \$250,000 over the three-year partnership. In addition, the four schools will receive an allocation of \$200,000 over the course of the partnership to be used as a resource to support partnership activities and to support the study, publication and dissemination of partnership successes.

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$231,994	\$557,081	\$521,200	\$522,852	\$1,833,127

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
One charter school in two different LEAs will be selected to pilot the self assessment process using the developed Quality Standards. One school will pilot in year 2 and the other will pilot in year 3. One of the schools will be a K- 8 school and the second one will be a high school. Each school will receive \$50,000 as an incentive to pilot the assessment.	Pilot the self assessment process	\$50,000	2	\$100,000

LEA	Rationale	Supplemental Subgrant Cost	Total
2	A partnership initiative between the	300,000/year	\$1,200,000

	<p>Maryland State Department of Education and two of the States lowest performing school systems will encourage the use of charter schools as a viable option for schools in restructuring. Each of the two school systems will each identify two schools in restructuring that will reopen as charter schools. Participating school systems will receive an incentive grant of \$600,000 to support activities related to the closing and conversion of these two schools in restructuring to charter schools</p> <p>The four schools in restructuring will reopen as charter schools and will participate in a three year partnership with a high performing charter schools to replicate successful charter school practices that will increase student achievement. These schools will also qualify for the Charter School Program Grant and the incentive award offered to schools in restructuring that convert into charter schools.</p>	x 4 years	
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13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$541,975	\$966,859	\$931,179	\$880,036	\$3,323,049

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.

Budget Part II: Project-Level Budget Table					
Project Name: Implement Statewide Centralized Student Transcript System					
Associated with Criteria: Invitational Priority 4					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	468,000	669,000	-	-	1,137,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	468,000	669,000	-	-	1,137,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	468,000	669,000	-	-	1,137,000

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

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

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

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

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Implement Statewide, Centralized Student Transcript System

Criteria:

- **Priority 4 Expansion and Adaptation of Statewide Longitudinal Data Systems**

Project Description:

Solution Overview: This is a 2 year project to implement a statewide, centralized transcript system capable of supporting national standards that will provide Maryland's schools with the ability to efficiently produce, maintain, and transmit student transcripts.

Type of Project: Implementation of the NTC transcript service that integrates with states MLDS system and existing limited within-state transcript system.

Benefits:

- Use of IES/SCED standardized courses and grades to promote national standardization
- Using a standard data translation engine allowing schools to exchange academic records/transcripts with institutions that use other course and grade data standards
- Savings of several million dollars a year in time and money by reducing mail and labor costs for producing over 500,000 transcripts a year for Maryland students applying to higher education institutions
- Ability to send electronic K12 transcripts to colleges rapidly improving services to students applying for admission to higher education institutions
- Transcript history and maintenance for students

Participants: Maryland State Department of Education and LEAs

Funding: This funding request is new and is not funded by any other source. The funding for this project will support the educational improvement and testing reforms presented in this Race to the Top grant.

Year by Year Description:

Overview: This is a 2 year development and upgrade project for the EIS system. Year 1 is focused on project planning, procurement of resources and beginning of development. Year 2 is full year of development, testing, and rollout of the system to the LEAs.

Year 1: Project Planning, Procurement, Requirements, Initiate Development

1. Project planning and management
2. Meet and coordinate with LEAs to plan implementation of centralized system

3. Define transcripts layout standards and processes
4. Define implementation plan to implement the NTC system
5. Define integration of current Maryland electronic system into NTC system

Year 2: Development, Testing, and Implementation

1. Update all student and grade data in the MLDS from LEAs
2. Convert each LEA and MLDS data to NTC transcript system
3. Pilot system
4. Develop online school counselor training and system documentation
5. Train all HS counselors in state via webinar and online training system
6. Go Live
7. Web-surveys to evaluate success of implementation and satisfaction with system

Year 3: NA

Year 4: NA

Details by Category:

1) Personnel

2)

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Not Applicable	# @ ??%	\$	\$
All personnel are contractual, not permanent State staff. Personnel costs are estimated to rise by 2% annually throughout the grant period.			

2) Fringe Benefits

All requested positions to be funded through Race to the Top grant will be contractual personnel. The State fringe benefit package does not apply. The percentage used throughout the application, 7.75%, represents the costs of Social Security and Workers' Compensation.

3) Travel

Travel:	# of Trips	\$ per Trip	Total
NOT APPLICABLE			

4) Equipment

Equipment: means any equipment item or furnishing having a probable useful life in excess of one year and a procurement cost of \$100 or more per unit, such as, furniture, machinery, instruments and other apparatus. It also includes sensitive items having a procurement cost of \$50 or more and a useful life of one year or more.

Equipment Item	Cost of Item	Item Description	Totals
NOT APPLICABLE			

5) Supplies

NOT APPLICABLE

6) Contractual

This is a fixed price contract for software process services and for data conversion implementation services Conversion Cost is to convert LEA and MLDS data to the NTSC system. Total cost: \$1,110,000.

In all applicable procurements the State has and will abide by 34 CFR Parts 74.4 – 74.48 and Part 80.36

7) Training Stipends

NOT APPLICABLE

8) Other

NOT APPLICABLE

9) Total Direct Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$468,000	\$669,000	\$ 0	\$ 0	\$1,137,000

10) Indirect Costs

Maryland's approved Indirect Cost agreement negotiated with the U.S. Department of Education allows application of a rate of **12.4%** on restricted funds. To allow the maximum use of grant funding toward program operations, and minimize indirect costs, **Maryland is opting not to apply the rate against subgrants, equipment, or contracts (contract costs are usually assessable).**

11) Funding for Involved LEAs

Not applicable.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
NOT APPLICABLE				\$

LEA	Rationale	Supplemental Subgrant Cost	Total
		\$/year x # years	\$

13) Total Costs

Project Year 1	Project Yr. 2	Project Yr 3	Project Yr 4	Total
\$468,000	\$669,000	\$ 0	\$ 0	\$1,137,000

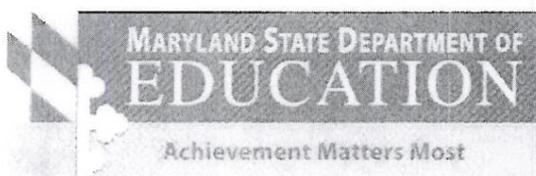
Budget: Indirect Cost Information

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

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



Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

TO: MSDE Executive Team

FROM: Steve Brooks, Assistant State Superintendent
Division of Business Services

DATE: October 9, 2009

SUBJECT: Approved Indirect Cost Rates – Fiscal Year 2010

We received the official Indirect Cost Rate Agreement for Fiscal Year 2010. In accordance with this Agreement, the rates are as follows:

Restricted	12.4%
Unrestricted	13.9%
Disability Determination Services	14.3%

Your staff should begin using these rates for budget alignments affecting Fiscal Year 2010. If you have any questions regarding the use of these rates, please feel free to contact Richard Baker at 410.767.4419.

c: MSDE Financial Representatives
Janice Quinton

Maryland Public Schools #1 in the Nation

marylandpublicschools.org



Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

October 9, 2009

US Department of Education
OCFO/FIPAO/ICG
Attention: Mary Gougisha
400 Maryland Avenue, SW
Washington, DC 20202-4450

Reference: 2009-130

Dear Ms. Gougisha:

Enclosed please find the signed original Indirect Cost Rate Agreement for Fiscal Year 2010, based on the fiscal year ended June 30, 2008. We kept a copy for our records per your instructions. This agreement covers an effective period of July 1, 2009 through June 30, 2010.

If you or your staff requires additional information, please feel free to contact Richard Baker at 410.767.4419. Thank you for all the assistance and consideration provided in approval of these rates.

Sincerely,

Stephen A. Brooks
Assistant State Superintendent
Division of Business Services

SAB:dbs

Enclosure

c: Richard Baker

Maryland Public Schools #1 in the Nation

marylandpublicschools.org

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Maryland State Department of
Education
200 West Baltimore Street
Baltimore, Maryland 21201

DATE: SEP 30 2008AGREEMENT NO. 2009-130

FILING REFERENCE: This replaces
previous Agreement No. 2008-142
dated August 8, 2008

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies.

The rates were negotiated by the U.S. Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

TYPE	Effective Period		Rate	Base	Coverage	
	From	To			Location	Applicability
Fixed	07-01-09	06-30-10	14.3%	<u>1/</u>	All	Disability <u>2/</u>
Fixed	07-01-09	06-30-10	13.9%	<u>1/</u>	All	Unrestricted <u>3/</u>
Fixed	07-01-09	06-30-10	12.4%	<u>1/</u>	All	Restricted <u>4/</u>

1/ Total direct cost less equipment, medical payments, alterations, renovations, pass-through funds and subcontracts with administrative fees. Items of equipment are capitalized if the initial acquisition cost is at least \$50 (sensitive items) or \$100 (non-sensitive items).

2/ For use on Disability Determination Services programs.

3/ For use on Federal programs which do not require use of a restricted rate as defined by 34 CFR 75.563 and 34 CFR 76.563.

4/ For use on Federal programs which require the use of a restricted rate as defined by 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs. In accordance with OMB Circular A-87, Attachment B, 8.d.(3), payments to separating employees for unused leave are treated as indirect costs.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Maryland State Department of Education and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the State Education Agency were included in indirect cost pools as finally accepted, and that such costs are legal obligations of the State Education Agency and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the State Education Agency, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

COPY

ORGANIZATION: MARYLAND STATE DEPARTMENT OF EDUCATION

Page 03

Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this Agreement should be directed to the Negotiator.
3. Approval of the rates(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV - ApprovalsFor the State Education Agency:

Maryland State Department of
Education
200 West Baltimore Street
Baltimore, Maryland 21201

Signature


Stephen A. Brooks

Asst St Superintendent

Name

Asst St Superintendent

Title

10/4/09

Date

For the Federal Government:

U.S. Department of Education
OCFO / FIPAO / ICG
400 Maryland Avenue, SW
Washington, DC 20202-4450

Signature



Mary Gougisha

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