

**NEW JERSEY
APPLICATION FOR FUNDING UNDER RACE TO THE TOP PHASE 3**

SECTION III. PART II APPLICATION

Following the notice of Department approval of a State's Part I application, a Governor must submit to the Department a Part II application including the information described below.

- I. State Plan Overview: In this section of Part II of the application, the State must provide an executive summary of its Phase 3 plan, including an explanation of why the State believes the activities selected from Phase 2 Race to the Top submission in its Phase 3 plan will have the greatest impact on advancing its overall statewide reform plan.
- II. Summary Table for Phase 3 Plan: In this table, the State must indicate which sub-criteria are addressed in the State's Phase 3 application.
- III. Narrative and Performance Measures: For each selection sub-criterion the State addresses, the State must write its narrative response in the text box below the selection sub-criterion. In this space, the State must describe how it has taken action or will take action to address that sub-criterion. While the Department recognizes that the limited funding available under Race to the Top Phase 3 will likely require adjustments to the scope, budget, timeline, and performance targets for activities selected for funding under Phase 3, eligible States must select activities from its Phase 2 application for funding under Race to the Top Phase 3, including activities that are most likely to improve STEM education. In addition to describing the activities selected from its Phase 2 plan, a State must also provide an explanation of why it has selected each of those activities.

For sub-criteria addressed in a State's Part II application, the State must provide goals and annual targets, baseline data, and other information for performance measures as indicated in the State's Phase 2 application. For each of those criteria, the State must complete the performance measure tables or provide an attachment with the required performance measure information. The limited scope of Race to the Top Phase 3 means that funded activities might not be covered by performance measures in the Race to the Top Phase 2 application, thus potentially preventing the meaningful evaluation of grantee performance. Consequently, applicants must develop and propose for the Department's approval performance measures for sub-criteria that do not have performance measures in the Race to the Top Phase 2 application. The State may provide additional performance measures, baseline data, and targets for a criterion if it chooses. If a State does not have baseline data for a performance measure, the State should indicate that the data are not available and explain why.

There will be selection sub-criteria in a State's Phase 2 application that the State does not address in its Phase 3 application. The State need not complete or include anything about those sub-criteria, including the performance measure, in its Phase 3 Part II application. In addition, since a State's Phase 2 application included specific evidence with respect to some selection criteria, a State need not resubmit this evidence unless it chooses to provide updated evidence in support of Phase 3 activities.

- IV. STEM Summary: An applicant must describe how it will allocate a meaningful share of its Phase 3 award to advance STEM education in the State. The State may meet this requirement by including in its plan and budget: (1) Activities proposed by the State to meet the competitive preference priority for STEM education, if applicable; or (2) Activities within one or more of the four core education reform areas that are most likely to improve STEM education. A State should address this requirement throughout the Part II application. In addition, the State provides a summary of how it is meeting this requirement in part V.
- V. Budget: The State must link its proposed reform plans to projects that the State believes are necessary in order to implement its Phase 3 plans. The State must also include how it plans to direct a meaningful share of its Phase 3 award to advance STEM education in the State. Providing additional budget detail through a project-level table and narrative allows the State to specifically describe how its budget aligns with its reform plans and how its budget supports the achievement of the State's goals. The total State budget should not exceed the budget amount provided to the State upon the approval of Part I.
- VI. Application Signature Page: The State must assure that all of the information and data in the Part II application and the certified assurances in the Part I application are true and correct. The State must further certify that the signatories have read the application, are fully committed to it, and will support its implementation.

I. STATE PLAN OVERVIEW

- A. Provide an executive summary of the State’s Phase 3 plan. Please include an explanation of why the State believes the activities in its Phase 3 plan will have the greatest impact on advancing its overall statewide reform plan.

The central goal of the New Jersey Department of Education (NJDOE) is to ensure that all children, regardless of life circumstances, graduate from high school ready for college and career. Currently, New Jersey is far from accomplishing this mission.

While in the aggregate, New Jersey’s students perform at nation-leading levels, the State has a number of troubling deficiencies. On the 2011 National Assessment of Educational Progress (NAEP) exam, New Jersey ranked 50 out of 51 States (including DC) in the size of the achievement gap between low and high-income students in 8th grade reading. Tens of thousands of children attend schools where only a minority of students meets basic levels of proficiency in reading and math. Across the State, over 40 percent of third graders are not reading on grade level. And perhaps most alarmingly, a distressingly high percentage of those who do graduate from high school are unprepared for success: nearly 90 percent of students entering some of New Jersey’s community colleges require remediation.

New Jersey has a comprehensive strategy for solving these challenges. It begins with an unwavering commitment to the highest expectations for all students and a single-minded, measureable goal of ensuring that all students leave high school with the skills and knowledge needed to succeed throughout life.

While the NJDOE celebrates the State’s successes, the Department also must honestly acknowledge the massive improvements that must be achieved to meet its ambitious goals. The NJDOE intends to close the achievement gap so student performance is no longer a function of demographics, while simultaneously pushing New Jersey’s highest-performing students to compete with and exceed the accomplishments of their excelling peers in other States and across the globe.

Although New Jersey did not receive funding in the second round of Race to the Top, that did not prevent the State from pursuing the ambitious reform plan outlined in that application. In fact, over the last year, the State has made remarkable progress.

Organizationally, the NJDOE restructured around four building blocks of reform—levers that are key to substantial and lasting improvement. This re-organization is directly aligned with the priorities within Race to the Top. They include:

- Academics (standards, assessments, curriculum, and instruction);
- Talent (educator effectiveness);
- Performance (targets, measurement, analysis, and accountability); and
- Innovation (high-quality, nontraditional methods of delivering K-12 schooling).

Within the Department, each building block has its own division, and each division is led by an experienced executive with expert staff. These divisions are leading the State's reform agenda, including priority initiatives such as implementing the Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC) assessments, developing a statewide framework for teacher and principal evaluations, growing the number of high-quality charter schools, and leveraging the effective use of data to improve instruction and drive student achievement.

The NJDOE is also fundamentally changing how it engages with and intervenes in schools and districts. The Department has moved away from acting primarily as a compliance monitor, transitioning into a performance-based organization and provider of high-quality services. The NJDOE's seven new field-based Regional Achievement Centers (RACs) are charged with driving academic achievement across the State, particularly in New Jersey's lowest-performing schools. RACs will ensure high-quality delivery of the NJDOE's services and will be instrumental in the execution of NJDOE initiatives. They will leverage State and local resources to reach explicit performance targets in specific schools and districts, and they will be held accountable for achieving results.

It is within this context that New Jersey submits its application for round three of Race to the Top (RTTT3). Though NJDOE has been aggressively implementing its comprehensive reform vision for over a year using existing resources, these additional federal funds will accelerate the pace, expand the scope, and improve the quality of the State's projects. The NJDOE can have the biggest impact on student achievement, particularly in New Jersey's most disadvantaged communities, by executing on a reform plan that targets RTTT3 funds in the following areas:

- B3 – Supporting the transition to enhanced standards and high-quality assessments;
- C3i – Implementing an instructional improvement system and instructional support tools;
- D2ii—Implementing a consistent, transparent evaluation system for school leaders and teachers;
- F2ii – Authorizing and monitoring high-quality charter schools; and
- A2ia – Building strong statewide capacity to implement, scale up, and sustain proposed plans.

The NJDOE has selected these initiatives from its previous application because, individually, each will address a major State need, and because they combine to form a comprehensive strategy for meeting New Jersey's ambitious goals. That is, by improving standards, assessments, and instructional materials, ensuring that every school is staffed by the most effective educators and leaders, and providing extra attention to our

most troubled schools while offering high-quality alternatives to the students assigned to them, the State can improve academic achievement for all students, especially among disadvantaged students.

B3: Supporting the transition to enhanced standards and high-quality assessments, p. 19-23

By adopting the CCSS, New Jersey took a crucial step toward the ambitious goal of preparing all students for college and career. As described in section B3, p. 19-23 of the State's second round application, the transition to full implementation of the standards across districts and schools requires the NJDOE to take a stronger leadership role in providing training and resources to districts and schools.

To that end, the NJDOE will engage local, state, and national experts in the development or procurement of model curriculum, formative assessments, and instructional supports so that the entire State is prepared for the transition to more rigorous standards and summative assessments. The State will use RTTT3 funds to support the development of model curriculum, which includes student learning objectives, units of study, and high-quality formative assessments housed on a statewide platform.

In addition, LEAs will have the opportunity to use allocated funds to support on-site professional development that will be made available by the NJDOE to ensure high-quality training on the new standards, curriculum, and assessments.

C3i: Instructional improvement system: instructional support tools, p. 10-15

The State's Phase Two application describes a comprehensive instructional improvement system (IIS). The State is requesting funds to support a similar IIS system that captures the key components from Phase Two and provides a range of resources to support schools' use of the model curriculum and formative assessments. However, due to the decreased funds in RTTT3, the NJDOE will scale it back in scope. The IIS components will include:

- A model curriculum and formative assessment platform that enables teachers to search, select, and add curricular and assessment content aligned with CCSS standards and associated student learning objectives;
- A content rating system that will empower districts and schools to select the instructional resources, materials, programs, and technology-based supports best suited to meet the needs of all students, including ELLs, students with disabilities, and low-achieving students. Ratings will be determined using a quality rating system designed by the NJDOE with input from State experts, and recognition will be given to teachers, schools, and districts that submit high-quality resources such as model lessons and performance tasks;
- An assessment-focused reporting tool aligned with NJ SMART that produces reports at the student, teacher, school, and district levels; and
- Online professional development resources for teachers and school leaders, including videos and webinars.

D2ii: A consistent, transparent evaluation system for school leaders and teachers, p. 20-32

A major component of New Jersey's second round application was the development of new teacher and leader evaluation systems. Though New Jersey did not receive funding in that round, the NJDOE vigorously pursued this goal nonetheless. The State is now in the second year of an ambitious and comprehensive five-year process that mirrors the plan outlined in that earlier application. The five stages of its phased implementation effort are as follows:

Year 1: Educator Effectiveness Task Force (EETF)¹ develops evaluation guidelines (2010-2011);

Year 2: Excellent Educators for New Jersey (EE4NJ) evaluation pilot program is implemented for teachers in pilot districts, Commissioner regulations are adopted on key provisions of a statewide framework for teacher and leader evaluations, Notice of Grant Opportunity is launched for principal pilot (2011-2012);

Year 3: Pilot expansion of teacher evaluation system (2012-2013), principal pilot implemented in a subset of districts;

Year 4: Complete implementation of new evaluation system for teachers and expanded program for principals(2013-2014); and

Year 5: Complete implementation of the new evaluation system for teachers and principals that informs personnel policies and practices (2014-2015).

This year, the NJDOE is focusing substantial resources in the LEAs participating in the EE4NJ pilot so that the lessons learned can inform the statewide expansion process in 2012-2013. The EE4NJ pilot is providing invaluable information to the State and pilot districts on the transition to a new teacher evaluation system. The NJDOE will use RTTT3 funds to support three implementation managers, field-based employees charged with ensuring pilot districts are well-informed and well-trained, gathering implementation best practices, and identifying common challenges. The implementation managers work with principals and central office staff to ensure that all teachers receive the professional development and training necessary to ensure a smooth transition to this new system. This role has been an essential component of the pilot's success to date. These temporary positions will ensure that these districts and schools receive the support they need and that the State collects the information necessary to ensure a successful statewide expansion in future years.

The NJDOE will also launch a principal evaluation pilot program that will mirror our successful teacher pilot. It will provide funding to interested

¹ This task force was referred to in the Phase 2 application as the Educational Effectiveness Evaluation Committee, or EEEEC.

districts so they can cover a range of implementation costs associated with the new teacher and leader evaluation systems, including training. The NJDOE will use RTTT3 funds to support a new principal pilot and expanded teacher pilot by funding sub-grants that will be made to pilot districts to support high-quality training on the new system. In addition, the NJDOE will partner with an external evaluator to study the implementation of the pilots as well as capture challenges, lessons learned, and successes of the pilot years.

Finally, the NJDOE will use funds to support two project managers and a communications manager. The project managers will be charged with ensuring the overall success of the pilots and the statewide rollouts, and that the work is progressing along the State's ambitious timeline. The communications manager will collaborate with our Director of Communications and Strategic Partnerships to make certain that communications with teachers, districts, and other stakeholders is timely and clear.

F2ii: Charter school authorization and monitoring, p. 7-13

The NJDOE is committed to growing the number and diversity of new, high-quality school options, particularly in the State's most distressed urban areas. Two major components of this strategy are the development of new charter schools and the expansion of existing high-performing charters. As outlined in the State's second round application, State law empowers the NJDOE as the sole charter authorizer, enabling the Department to set a very high bar for charter quality across the State and to use chartering strategically and as part of a comprehensive reform plan.

In order to ensure that only the very best charters open and continue serving students, the NJDOE will use RTTT3 funds to engage national experts to advise our application review and renewal processes. These outside reviewers will support the NJDOE's system for vetting charter applications and assessing whether schools reaching the end of their charter terms have earned a contract extension. In addition, the State will use RTTT3 funds to support three full-time charter evaluation managers, who will oversee the annual renewal and application cycles. Ensuring the rigor of these processes will greatly support the State's efforts to maintain a high-quality charter schools sector.

A2ia: Building strong statewide capacity to implement, scale up, and sustain proposed plans, p. 32-33

The NJDOE will use a portion of its RTTT3 funding to build internal administrative capacity to lead and manage this grant. The Department has re-organized itself to emphasize the importance and make the greatest use of its four "building blocks." It will be the responsibility of the chiefs of the four reform divisions and the leadership team overseeing the RACs to ensure that all departmental initiatives are successfully developed and implemented. In addition, the NJDOE's Office of Grants Management will ensure that participating LEAs faithfully comply with the conditions of the grant.

However, additional capacity in the form of two RTTT3 Program Managers is needed to ensure that the initiatives funded by this grant are successfully executed and lead to meaningful results. The program managers will work closely with the departmental executives implementing grant-funded activities; for example, significant internal administrative support will be needed to ensure that the State's model curriculum and

formative assessments are designed and delivered on-time and that LEAs and districts receive the required training for successful implementation. The Program Managers will also ensure that participating LEAs develop and faithfully adhere to work plans that ensure the success of the grant. Finally, these individuals will work with the Department's Grants Management Team to monitor the expenditure of grant funds.

STEM Priorities

STEM initiatives are prioritized throughout the State's RTTT3 plan. Specifically, science and mathematics units within the model curriculum will include performance tasks and assessments and the use of technology in real-world applications to address STEM needs. In addition, within the RACs, the state's mechanism for turning around the lowest-performing schools, are instructional content specialists focused on improving math outcomes in Priority and Focus schools. Finally, the State is partnering with the Progressive Science Initiative and the Progressive Math Initiative, a State program that is improving math and science education through the use of technology and professional development, to advance LEAs' ability to train and grow the number of highly effective math and science educators across the State.

B. Provide student outcome goals, overall and by student subgroup, for—

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

The NJDOE is aligning the student outcome goals in its RTTT3 application with the performance targets in the State's recently submitted ESEA waiver application. In that application the NJDOE set targets in equal annual increments so that within six years the percentage of non-proficient students in the "all students" group and in each subgroup is reduced by half. For example, if the 'all students' group is currently demonstrating a proficiency rate of 40 percent, the methodology would take the 60 percentage-point gap between 100 percent proficiency and the current rate ($100 - 40 = 60$) and then divide the gap in half to determine the target for the sixth year (a gain of 30 percentage points: $60 / 2 = 30$). Then, the 30-percentage point gain is divided into six equal increments ($30/6 = 5$) to derive annual targets.

Thus, the school in this example begins with a proficiency rate of 40 percent and is then expected to move to 45 percent, 50 percent, 55 percent, 60 percent, 65 percent, and 70 percent in the six following years, respectively. To remain consistent in its performance targets, the NJDOE is submitting goals based on the identical methodology in all of the required categories so that over the four years of this grant, the State remains on-track to achieving these outcomes.

See Appendix F for detailed student outcome goals.

II. SUMMARY TABLE FOR PHASE 3 PLAN

Please indicate which sub-criteria are addressed in the State’s Phase 3 application.

Elements of State Reform Plans	Performance Measure	Check the appropriate box
A. State Success Factors²		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	<i>Must be proposed by Applicant</i>	X
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	<i>Must be proposed by Applicant</i>	
B. Standards and Assessments		
(B)(1) Developing and adopting common standards	<i>Must be proposed by Applicant</i>	
(B)(2) Developing and implementing common, high-quality assessments	<i>Must be proposed by Applicant</i>	
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	<i>Must be proposed by Applicant</i>	X
C. Data Systems to Support Instruction		
(C)(1) Fully implementing a statewide longitudinal data system	<i>Must be proposed by Applicant</i>	
(C)(2) Accessing and using State data	<i>Must be proposed by Applicant</i>	
(C)(3) Using data to improve instruction:	<i>Must be proposed by Applicant</i>	X
D. Great Teachers and Leaders		
(D)(1) Providing high-quality pathways for aspiring teachers and principals	<i>Must be proposed by Applicant</i>	
(D)(2) Improving teacher and principal effectiveness based on performance	From Phase 2 application	X
(D)(3) Ensuring equitable distribution of effective teachers and principals	From Phase 2 application	

² We do not expect States to write to sub-criterion (A)(1) since States will be working with LEAs regarding their participation during the scope of work process.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	From Phase 2 application	
(D)(5) Providing effective support to teachers and principals	<i>Must be proposed by Applicant</i>	
E. Turning Around the Lowest-Achieving Schools		
(E)(1) Intervening in the lowest-achieving schools and LEAs	<i>Must be proposed by Applicant</i>	
(E)(2) Turning around the lowest-achieving schools	From Phase 2 application	
F. General Section Criteria		
(F)(1) Making education funding a priority	<i>Must be proposed by Applicant</i>	
(F)(2) Ensuring successful conditions for high-performing charters and other innovative schools	<i>Must be proposed by Applicant</i>	X
(F)(3) Demonstrating other significant reform conditions	<i>Must be proposed by Applicant</i>	
Emphasis on Science, Technology, Engineering, and Mathematics (STEM)	<i>Must be proposed by Applicant</i>	X

III. NARRATIVE

In the text box below, the State must list the selection sub-criterion from its Phase 2 application the State is proposing to address in Phase 3 (*e.g.*, (D2)), the page reference from the Phase 2 application where the original plan for addressing the sub-criterion can be found, and a narrative description of the Phase 3 plan to address that sub-criterion.

The Phase 3 plan should include, at a minimum, the goals, activities, timelines, and responsible parties for each proposed activity. A Phase 3 applicant need not resubmit evidence from its Phase 2 application. If it chooses, a Phase 3 applicant may provide updated evidence if it supports the Phase 3 activities. Any new supporting evidence the State believes will be helpful must be described and, where relevant, included an Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

For a full description of the selection criteria, please see Section VII.

Selection sub-criterion	B3	Page references from State's Phase 2 application	p. 19-23
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The successful transition to full implementation of the CCSS across districts and schools requires the NJDOE to take a stronger leadership role in helping the State understand the instructional changes necessary to implement these more rigorous standards. To that end, the NJDOE is prepared to engage State and national experts in the development or adoption of a model curriculum that all New Jersey districts can use to guide their implementation of the standards and to prepare all students for college and career. The State's Phase Two application, p. 19, references the State developing "exemplar units" aligned to the CCSS, that include suggested materials, tasks, and teaching routines, as well as accompanying training for curriculum experts, instructional coaches, school leaders, and teachers. Although the activities proposed in this application are some of the same set of activities as those in the previous application, to have consistency in the language submitted in NJDOE's ESEA waiver application, the State is referring to these units as "model curriculum" and the accompanying training as "professional development aligned to the model curriculum." Included in that model curriculum are defined student learning objectives divided into units of study, formative assessments, and user-created model lessons. The NJDOE is requesting RTTT3 funds to support this development, described in the State's second-round application as "Curriculum and Instructional Tools in the Curriculum and Assessment Spine to Transform Classroom Practice". This includes:

- The development of a model curriculum broken into 6-week units of student learning objectives (SLOs) aligned to CCSS with a bank of aligned formative assessments and instructional resources;

- An online platform to house formative assessments and model curriculum (described more in criterion C3i); and
- Funding for LEAs to access professional development aligned to the model curriculum and CCSS.

The NJDOE has been engaging districts across the State since the CCSS were adopted by the New Jersey State Board of Education (NJSBOE) in June 2010. In order for districts and schools to fully appreciate the shifts in teaching and learning required to implement the CCSS, the NJDOE held information sessions with over 300 groups including teachers, administrators, superintendents, parents, and board members. Feedback from these sessions revealed broad support for the NJDOE taking a leadership role in engaging experts to develop and/or adopt a “model” CCSS-aligned curriculum and formative assessments.

The NJDOE will engage national experts and partners across the State to assist in the adoption and/or development of a model curriculum while forming a statewide coalition of curriculum experts, including members of the State’s institutions of higher education, to inform this work. SLO teams and assessment teams, along with NJDOE directors, with oversight from the State’s CAO, will lead this important work. In the State’s Phase Two application, p. 20, it is stated that these instructional resources (model curriculum units and accompanying lessons and formative assessments), would be developed by a contractor with input from New Jersey teachers. Given the decreased funding available in RTTT3 and the compressed timeline the State plans to use a combination of in-house experts, volunteers, and external consultants to develop these materials. New Jersey teachers will be able to submit model lessons for review and approval (see p. 22, “exemplar lesson bank”) to be included and accessed through the IIS, described more thoroughly in criterion C3i.

The NJDOE expects to publish model reading/language arts K-12 and mathematics K-12 curriculum for implementation in schools and districts by the Fall of 2012. In addition, the State will work to build model curriculum to increase high school rigor. All high school social studies and science courses will include well-defined CCSS Literacy in Science- and Literacy in Social Studies-aligned curriculum (including formative and end-of-course assessments) developed in collaboration with State institutions of higher education. This curriculum system will form a quality foundation for achievement, including the effective differentiation of learning through the use of model lessons and formative assessments that will meet the needs of all students including students with disabilities and English Language Learners (ELLs). The curriculum adoption and development processes will include a thorough review of unit-based learning objectives and assessments by experts in the field of special education to determine the appropriate accommodations necessary to scaffold learning goals to allow students with disabilities to access CCSS on the same schedule as other students. The accommodations will be published within each unit, allowing general and special education teachers to view the same document while planning to fully support students with disabilities. ELLs will be supported through the adoption of WIDA (Work-Class Instructional Design and Assessment) ELP (English Language Programs) standards, which will be aligned to CCSS for ELA and

math in 2012. This alignment will ensure the connections between content and language standards fully support ELLs in accessing the CCSS on the same schedule as all students.

As mentioned in the second-round application's B3 section, p. 19, for most LEAs these resources will provide a template to guide the revision of local curriculum and, in the case of chronically low-performing schools, these units will provide an alternative curriculum. For Priority Schools, the State will mandate this curriculum and support via the Regional Achievement Centers.

Online curriculum and assessment platform (IIS)

At the same time the State is developing the content of the model curriculum and formative assessments, it will also secure a delivery system to ensure the content is accessible to all LEAs and schools across the State. Drawing on both in-house and contracted curriculum, assessment, and educational technology experts, the State will design an online curriculum and assessment platform. (More information about the platform is described in section C3.) This IIS will be operational by Fall 2013; however, in the interim year between the time the model curriculum, formative assessments, and instructional resources are developed (Fall 2012) and the IIS is launched (Fall 2013), the State will ensure that all content will be made available to all LEAs via an interactive website by Fall 2012.

Professional development

The development of model curriculum, assessments, and interventions cannot drive the instructional changes necessary to improve student achievement without high-quality on-going professional development. Therefore, the NJDOE, working with national- and State-level experts, will provide training sessions to continually support teachers and principals in fully implementing the CCSS. This is mentioned in the State's Phase 2 application on p. 19 – "Curriculum experts, instructional coaches, school leaders, and teachers will also receive training and support to adapt existing curriculum and instructional resources to support these evidence-based strategies." Participating LEAs will be able to use RTTT3 funding to access this training and development.

In order to best meet teacher needs, the sessions will be delivered on a variety of platforms, including on-line and in large and small groups. Sessions will focus on five key areas:

- 1) Grade-level and content-area student learning requirements;
- 2) The level of rigor required to effectively assess CCSS student learning requirements;
- 3) Effective lesson design and instructional strategies for scaffolding learning, particularly for struggling students (e.g., ELLs and special

education students) as they progress towards mastery of CCSS;

- 4) The design and use of effective formative assessments, in order to inform and empower teachers to use data to better meet the individual needs of the students in their classroom; and
- 5) Effective protocols for analyzing and using multiple data sources.

Instructional leadership

To ensure the successful implementation of the CCSS, principals must have access to high-quality professional development. The NJDOE will work with national- and State-level experts to develop principal-focused professional development.

The professional development sessions, including follow-up sessions, will be presented in a variety of formats to meet the needs of principals throughout the State. Sessions will focus on three areas:

- 1) Collecting classroom data to verify that educators are teaching the CCSS at the appropriate level of rigor and using strategies that meet the needs of all students;
- 2) Collecting and analyzing assessment data to drive the work of teacher teams and individual teachers in using data to improve and differentiate instruction; and
- 3) Forming teacher teams that become responsible for the continuous improvement of instruction and student achievement through the effective use of classroom observation and assessment data.

See Appendix A for a detailed activity plan to implement the model curriculum and formative assessments.

In addition to addressing this sub-criterion, please explain why your State has selected to address the activities in this sub-criterion in its Race to the Top Phase 3 application.

The NJDOE believes that the successful implementation of CCSS is an essential component of the State's effort to prepare all students for college and career. Rigorous standards and aligned formative and summative assessments form the foundation of New Jersey's reform strategy; all of our other priority initiatives, such as efforts to improve educator effectiveness and develop a new accountability system, are influenced by our transition to CCSS.

For this transition to be successful, schools and districts will need a wide array of resources. The activities listed in this section will enable the State to develop and make available these resources. The model curriculum will ensure that educators are prepared to deliver high-quality instruction aligned with the new standards. The platform will ensure that supports, like formative assessments, are accessible to every teacher in the State. The professional development programs will ensure that all educators receive the ongoing training needed to make this transition a success.

Selection sub-criterion	C3i	Page references from State’s Phase 2 application	p. 10-15
<p>Consistent with NJDOE’s second round application, the State plans to develop an IIS to support LEAs in accessing model curriculum, formative assessments, other instructional resources, student-level data reports, and more. By doing so, the State will greatly expand its data capacity, make use of economies of scale, and help LEAs improve instruction. The NJDOE will use RTTT3 funding to support the development of an IIS in four ways. First, funding will be used to support a portion of the overall cost to design, procure, and operate an instructional improvement system that LEAs can use to access model curriculum aligned to the CCSS, 6-week unit-aligned formative assessments, teacher-rated instructional resources, student-level reports to inform and drive instruction, and online professional development resources. Secondly, the State will use RTTT3 funds to provide full funding of implementation of the IIS in all Priority schools, and in Focus schools where the RACs have identified a great need for quality curriculum, assessment, and data-driven instruction. Third, NJDOE will provide \$3 million in grants to participating and involved LEAs to use toward implementing the IIS through a notice of grant opportunity. Finally, all participating LEAs will be able to use a portion or all of their RTTT3 funds to support the implementation of the IIS in any or all of their schools. This will allow NJDOE to initially build the system on a smaller, pilot scale and make it available to LEAs that are in most need of its use and those interested in partnering with the State during the system’s early stages. Over time, as demand builds for access to the system and the State refines its various components, other LEAs will continuously have the opportunity to join the system.</p> <p>The State’s Phase Two application anticipated making this system available immediately to all participating LEAs; however, the cost of such an endeavor could not be supported with the more limited funds available in RTTT3. So instead, the State will prioritize implementing the IIS in the schools likeliest to need it the most (Priority and Focus), and then make the system available to all LEAs willing to help cover the costs of procurement. District RTTT3 allotments and State sub-grants will help LEAs offset these costs.</p> <p>Upon receipt of RTTT3 funds, the State will begin the procurement process, with leadership provided by an IIS committee of representatives from the NJDOE and LEAs. The development process will identify features and functionality that best meet the needs of teachers, school leaders, district personnel, and the State. The State will select a vendor by December 2012, and in spring 2013, the NJDOE program offices,</p>			

primarily the Academics Division and Performance Division, will begin populating the system, preparing for a fall 2013 launch date.

The IIS key components will include:

- A model curriculum and formative assessment platform that enables teachers to search, select, and add curricular and assessment content (including model lessons and assessment item banks) aligned with CCSS standards and associated student learning objectives;
- A content rating system that will empower districts and schools to select the instructional resources, materials, programs and technology-based supports best suited to meet the needs of all students, including ELLs, students with disabilities, and low-achieving students. Ratings will be determined using a quality rating system designed by the NJDOE with input from State experts. Teachers that submit highly rated resources will receive monetary awards and be recognized on the IIS, along with their schools, and districts;
- An assessment-focused reporting tool aligned with New Jersey Standards Measurement and Resource for Teaching³ (NJ SMART) that produces reports at the student, teacher, school, and district levels; and
- Online professional development resources for teachers and school leaders, including videos and webinars;
- A mechanism for teachers, school-based staff, district personnel, and NJDOE to provide feedback on the system that will be incorporated into the IIS on an ongoing basis.

By connecting NJ SMART to the IIS, the NJDOE will be able to monitor the use of the IIS by school and district-level staff on an ongoing basis. This will allow the State to identify the system features that are providing the most and least utility to educators. Ongoing professional development on the IIS for school and district-based staff will be made available to LEAs in an effort to ensure that teachers and school leaders have the necessary skills and knowledge to access it.

See Appendix B for an activity plan to implement the IIS.

In addition to addressing this sub-criterion, please explain why your State has selected to address the activities in this sub-criterion in its Race to the Top Phase 3 application.

³ NJ SMART is New Jersey's statewide longitudinal data system; a comprehensive data warehouse, student level data reporting, and unique student identification (SID) system.

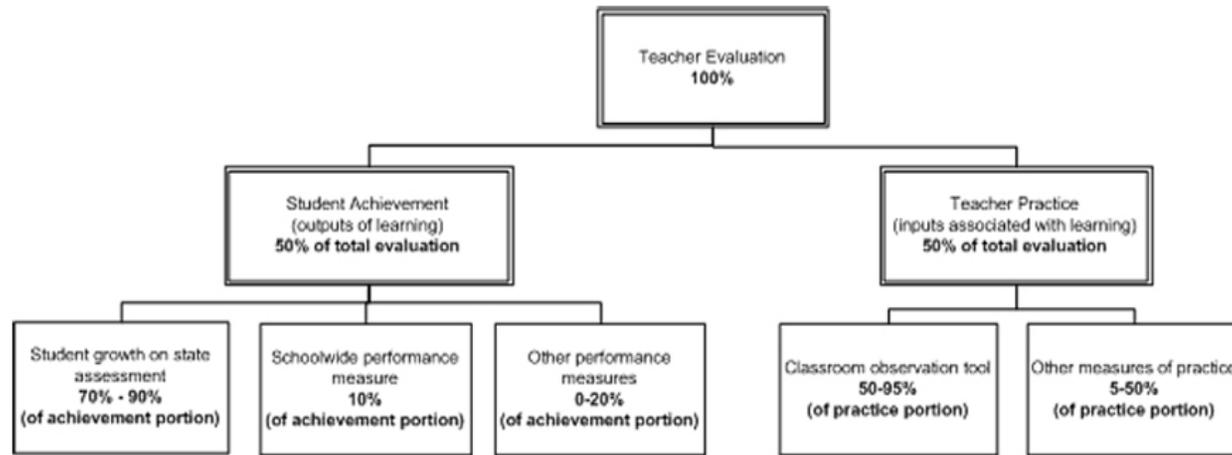
By developing a high-quality instructional improvement system, New Jersey will be in position to successfully implement the CCSS and prepare for the State’s transition to PARCC assessments, both of which are activities central to preparing all students for college and career. RTTT3 funds will enable the State to cover the early costs associated with building this valuable infrastructure. The development, construction, and implementation of this IIS will facilitate the State’s engagement with educators on CCSS transition, ensure LEAs have access to valuable resources, and enable the State to generate and analyze critical data. The activities in C3i are tightly linked to the other elements of this plan, such as improving educator effectiveness and transitioning to challenging standards and assessments, and serve as an important component of New Jersey’s comprehensive reform strategy.

Selection sub-criterion	D2ii	Page references from State’s Phase 2 application	p. 20-32; p. 44
<p>Consistent with the State’s second-round application, New Jersey is developing and implementing a State-level teacher and school leader evaluation framework. Five months into the evaluation pilot, the NJDOE has a clearer understanding of what resources and capacity are necessary to implement the activities described in the Phase Two application. To ensure the success of these initiatives, the State is requesting RTTT3 funds to support:</p>			
<ul style="list-style-type: none"> • Three evaluation implementation managers to support the teacher evaluation pilots and to facilitate the upcoming principal evaluation pilot; • Sub-grants for LEAs that wish to participate in the 2012-13 pilots; • Two project managers to ensure the overall success of pilots and statewide rollouts; • A communications manager to facilitate communications and collaboration with teachers, principals, and other stakeholder groups; and • A qualified research partner to evaluate the pilots and identify successes and challenges throughout the pilot year. 			
<p>In October of 2010, Governor Christie appointed the Educator Effectiveness Task Force (EETF), an expert committee charged with recommending a fair and transparent system of educator evaluations centered on student achievement. The task force was comprised of nine</p>			

members, including teachers and other stakeholders.

Over four months, the task force worked with experts on various elements of educator evaluation systems, researched model evaluation systems in the State and across the nation, and solicited guidance from numerous stakeholder groups. The task force recommendations included a clear framework for evaluating teachers based on equal parts practice (inputs) and student learning (outputs).

Task Force Recommended Framework for the New Teacher Evaluation System



In addition to the framework above, the task force report emphasized how a strong evaluation system can facilitate educators' continuous improvement by clarifying expectations, providing actionable information, facilitating collaboration among educators, and targeting professional development to teachers' needs. Finally, it recommended a teacher evaluation system with four summative categories (highly effective, effective, partially effective, and ineffective) to more accurately differentiate levels of performance.

The task force also recommended components and weights for a new principal evaluation system:

- Measures of student achievement (50 percent);
- Measures of effective practice (40 percent); and

- Differential retention of effective teachers (hiring and retaining effective teachers and exiting poor performers (10 percent).

Based on the recommendations of the task force, the NJDOE launched Excellent Educators for New Jersey (EE4NJ), an initiative to pilot a new teacher evaluation system in a wide variety of LEAs in the 2011-2012 school year.

To help pilot districts implement the recommended framework, the NJDOE awarded \$1,160,000 in EE4NJ grants to pilot districts. The funding is being used primarily to train teachers and principals on the new system, particularly on the use of high-quality observation frameworks. This was a major investment in this critical work and demonstrated the NJDOE's commitment to working with districts and schools as partners.

Pilot districts were selected to represent the State's geographic and socio-economic diversity: ten districts received EE4NJ grant funds and Newark is participating through its own funding sources. The NJDOE also required all SIG schools (19) to participate in the pilot. Pilot districts and SIG schools must implement the core components of the new framework, including:

- Thorough training of evaluators and teachers in effective teacher practices based on professional standards;
- Annual evaluations that include multiple observations and result in clear, actionable feedback for improvement;
- Multiple measures of teacher practice and student performance with student academic progress or growth as a key measure;
- A summative rating that combines the scores of all the measures of teaching practice and student achievement;
- Four summative rating categories that clearly differentiate levels of performance; and
- Professional development opportunities that meet the needs of educators at all levels of practice.

By the end of the 2011-2012 school year, the NJDOE will have adopted regulations that provide guidance to districts on principal and teacher evaluations. Additional districts will pilot the teacher evaluation system in 2012-13 and then all districts will implement the system in all schools in 2013-14.

Though only several months into the teacher pilot, the State has already learned that successful implementation of the new system requires a great deal of direct engagement between the NJDOE, districts, and schools. The NJDOE requests RTTT3 funding to support three implementation managers to facilitate the work in pilot districts as described in the State's Phase Two application on p. 24 and in the activity

plan on p. 44. Specifically:

- Supporting and informing the training for teachers and school leaders on the new evaluation system, specifically the new observation frameworks;
- Working with pilot districts to improve the use of local measures of effectiveness, especially in non-tested grades and subjects; and
- Testing and capturing key lessons on the mechanics of evaluation implementation within schools.

The State will use RTTT3 funds to support these implementation managers to increase LEA engagement during the pilot years and statewide implementation years. These roles are vital to NJDOE's efforts to improve teacher evaluations in the State.

In addition, the NJDOE requests RTTT3 funds to support two project managers and a communications manager to oversee the various work streams associated with the pilots and evaluation systems roll out, in addition to ensuring successful collaboration and communication with teachers, school leaders, and other stakeholder groups. The project managers will facilitate the activities described in the State's Phase Two application on p. 25-30. Specifically:

- Ensuring schools and districts have adequate guidance on the multiple measures of student learning and measures of effective practice for evaluations (p. 25);
- Oversee any professional development for teachers and school leaders regarding the use of classroom observations and other methods of obtaining evidence of effective classroom practice and linking feedback to the evidence collected (p. 27);
- Organize and secure a qualified research partner to evaluate the overall pilot efforts in an effort to continuously improve and incorporate lessons learned(p. 29);
- Support schools and districts in utilizing effectiveness data to inform and trigger human-capital decisions (p.32) and
- Oversee all other work streams associated with the pilot years and statewide rollouts as necessary.

Finally, the NJDOE will launch a principal pilot, conducted similarly to the teacher pilot, in Fall 2012. The State will solicit applications from LEAs interested in participating in the program. RTTT3 funds will be used to provide grants to the districts selected for a principal pilot, as well as an expanded teacher pilot; these sub-grants will support the training of teachers, principals, and central office administrators on the new systems. The awarding of grants to districts participating in the teacher pilot has proven to be one of the most important aspects of that initiative. It provided an incentive for participation, enabled districts to provide training to teachers and administrators, and showed that the State was intent on building a strong partnership with LEAs.

See Appendix C for an activity plan for the above initiatives.

In addition to addressing this sub-criterion, please explain why your State has selected to address the activities in this sub-criterion in its Race to the Top Phase 3 application.

The NJDOE has made improved evaluation systems the cornerstone of the State's efforts to improve educator effectiveness. Strong, trusted teacher and leader evaluation frameworks will help the State improve policies and practices associated with recruitment, preparation, certification, professional development, tenure, compensation, and more.

The NJDOE has completed much of the front-end work discussed in our second round application. The task force was convened, thoroughly studied these issues, and recommended new teacher and leader frameworks. The State is now carefully implementing these recommendations through pilot programs. The NJDOE's experience to date indicates that the continued success of the teacher pilot requires greater State-LEA collaboration; this can be accomplished through additional staff capacity in the form of a second implementation manager. Similarly, the principal and teacher pilots will be aided by funding for training sub grants for participating districts and an NJDOE staff member responsible for collaborating with the State's LEA partners.

Selection sub-criterion	F2ii	Page references from State’s Phase 2 application	p. 7-13
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As described in the State’s second round application, New Jersey is committed to growing the number of high-quality charter schools. The NJDOE is the sole charter school authorizer in the State and one of the largest in the nation, overseeing nearly 100 schools. Over the last three application cycles, the NJDOE has reviewed on average 45-50 applications per cycle. Each year, the Department also must thoroughly review the track records of approximately 20 existing charters through the State’s renewal process. If the State is to ensure that all charter schools are excellent, these two processes—application reviews and renewals—must be extraordinarily rigorous. Accordingly, the State will use RTTT3 funds to support three charter evaluation managers to oversee the annual cycle of renewals and new applications and to engage expert external reviewers to assist the NJDOE’s Office of Charter Schools in these areas.

In the application process, the evaluation managers and external experts will provide support in a number of areas. Each external reviewer will serve on a review team, led by an evaluation manager, reading and assessing multiple applications. They will determine if initial submissions meet the NJDOE’s quality criteria, develop the clarifying questions to which applicants must respond, and review resubmissions. They will help develop questions for the interview process and serve on interview panels. Finally, they will contribute to team recommendations (approval or denial) to the Commissioner of Education.

In the renewal process, the external reviewers will play a similar role. They will assess schools’ renewal applications, participate in site visits, analyze student performance data and other indicators of success, and contribute to the Department’s final renewal decisions.

The evaluation managers will oversee all aspects of the review and application cycles and ensure all reviewers are normed on the qualities and evidence necessary for a charter to be renewed or accepted. In an effort to grow the number of high-quality operators and ensure all applicants have a clear sense of the renewal and application cycle, these managers will also provide technical assistance to support quality applications (p. 10). Finally, these managers will oversee all steps in the authorization process, including compiling, organizing, and reviewing written applications, organizing and facilitating interview processes, and organizing and participating in sight visits (p. 11).

For the last two years, the NJDOE has had a partnership with the National Association of Charter School Authorizers (NACSA), the nation’s leading support organization for authorizers. This partnership included the engagement of external experts to assist with the State’s charter application cycle. That support increased the rigor of the Department’s process, which will have enormous long-term benefits for the State’s charter sector. This partnership was funded via philanthropic support, which is coming to an end. The NJDOE hopes to continue this type of engagement with external experts so the State can maintain a high bar for application and renewal decisions. RTTT3 funds will enable NJDOE to continue these charter-related activities, which are described in the Phase 2 application and were undertaken using private funds.

See Appendix E for an activity plan to implement high-quality charter review processes.

In addition to addressing this sub-criterion, please explain why your State has selected to address the activities in this sub-criterion in its Race to the Top Phase 3 application.

New Jersey believes in a two-pronged approach to helping students assigned to persistently underperforming schools. The first, discussed in previous sections, is the wide array of activities designed to improve student achievement in those schools. The second is creating new, higher-quality schools for those students. As the State’s only charter authorizer, the NJDOE is well-positioned to make use of a “new schools” strategy. The NJDOE selected the activities in this section to ensure that this line of work is of the highest quality.

Selection sub-criterion	A2ia	Page references from State’s Phase 2 application	p. 32-33
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In the State’s second round application, the NJDOE outlined a comprehensive approach to RTTT project management, including a Chief RTTT Officer, two project managers, and a fiscal manager. Given the reduced funding available in this round, the decreased number of projects and initiatives being funded, and the recent NJDOE reorganization (which aligns with the RTTT reform areas), the NJDOE will require a smaller RTTT oversight and management team than previously anticipated. The State will use RTTT3 funds to support two project managers to coordinate all NJDOE activities associated with RTTT3, as described on p. 32.

Reporting directly to the Deputy Commissioner, the RTTT3 project managers will ensure communication and collaboration between the NJDOE, participating LEAs, and the U.S. Department of Education (USDOE) to ensure that the NJDOE’s and participating districts’ ambitious goals are achieved. The project managers will work closely with the Department’s senior leaders responsible for administering the grant’s activities and with the leadership of participating LEAs to ensure that strong results are realized. They will ensure compliance with federal and State laws and regulations and work with LEAs to develop and adhere to their Scopes of Work (SOW). The project managers will also work with the NJDOE Grants Management Team to monitor the expenditure of funds. Finally, they will be responsible for measuring the effectiveness of grant programs and reporting to USDOE.

In December, NJDOE will craft a detailed job description and preferred qualifications for the project manager role and post it publicly in January; this timeline will help ensure that the project managers will be hired in time to support the memoranda of understanding (MOU) and SOW collaboration process with LEAs.

In addition to addressing this sub-criterion, please explain why your State has selected to address the activities in this sub-criterion in its Race to the Top Phase 3 application.

The NJDOE is committed to ensuring that RTTT3 implementation is a success. Having full-time project managers responsible for the duties outlined above will support this goal.

PERFORMANCE MEASURES

There will be selection sub-criteria in a State’s Race to the Top Phase 2 application that the State does not address in its Phase 3 application. The State need not complete or include anything about those sub-criteria, including the performance measures, in its Phase 3 Part II application. For sub-criteria to which a State is responding that are included in its Phase 2 application, the State must provide goals and annual targets, baseline data, and other information for performance measures as indicated in the Phase 2 application. For each of those criteria, the State must complete the performance measure tables or provide an attachment with the required performance measure information. In addition, the limited scope of Race to the Top Phase 3 means that funded activities might not be covered by performance measures in the Race to the Top Phase 2 application, thus potentially preventing the meaningful evaluation of grantee performance. Consequently, applicants must develop and propose for the Department’s approval performance measures for sub-criteria that do not have performance measures in the Race to the Top Phase 2 application. The State may provide additional performance measures, baseline data, and targets for a criterion if it chooses. If a State does not have baseline data for a performance measure, the State should indicate that the data are not available and explain why.

(D)(2) sub-criterion performance measure

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section VI. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent) 2010-11	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth	100%	100%	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	Data not available	*9%	*14%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.		0%	**6.5%	100%	100%

(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals. 	Data not available	9%	14%	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 		0% See note (A) below	0%	5%	10%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 		0% See note (B) below	0%	5%	10%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 		0% See note (C) below	0%	5%	10%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 		0% See note (D) below	0%	0%	100%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 		0% See note (D) below	0%	0%	100%
General data to be provided at time of application:						
Total number of participating LEAs.		200				
Total number of principals* in participating LEAs.		1,478				
Total number of teachers in participating LEAs.		78,946				

*9% of RTTT3 participating LEAs with qualifying evaluation systems for teachers in 2011-12 was calculated by taking the current 11 pilot districts + 7 SIG districts for a total of 18 LEAs with qualifying evaluation systems in 2011-12, divided by the estimated number of participating RTTT3 LEAs (200). If the number of participating LEAs is higher or lower than 200, the State will amend these numbers to reflect that change once the count of all participating LEAs is finalized, in mid-February 2012.

*14% of RTTT3 participating LEAs with qualifying evaluation systems for teachers in 2012-13 was calculated by assuming the 18 pilot districts from 2011-12 will participate in RTTT3 and continue to pilot their systems in 2012-13. In addition, 10 new RTTT3 participating districts (1/3 of 30 new pilot districts in the expanded statewide teacher pilot), will pilot, which equates to 28 total participating districts piloting in 2012-13. As a percentage of the estimated 200 total participating districts, this equates to 14%. If the number of participating LEAs is higher or lower than 200, the State will amend these numbers to reflect that change once the count of all participating LEAs is finalized, in mid-February 2012.

- (A) **6.5% of RTTT3 participating LEAs with qualifying evaluation systems for principals in 2012-13 assume 40 principal pilots occurring across the state in 2012-13, 1/3 of which will be RTTT3 participating districts. As a percentage of the estimated 200 RTTT3 participating districts, this number equates to 6.5%. If the number of participating LEAs is higher or lower than 200, the State will amend these numbers to reflect that change once the count of all participating LEAs is finalized, in mid-February 2012. Currently, compensation predicated on evaluation results is a local decision that is not mandated by the NJDOE.
- (B) Currently, promotion predicated on evaluation results is a local decision that is not mandated by the NJDOE
- (C) The State envisions the new evaluation systems will help LEAs in implementing human capital retention strategies
- (D) The administration is supporting pending legislation that ties tenure decisions (granting and removing) to evaluation ratings.

Criterion	Data to be requested of grantees in the future:			
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.			
(D)(2)(iii) ⁴	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.			

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

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

(D)(3) sub-criterion performance measure – N/A to the State’s application

Performance Measures for (D)(3)(i) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data:	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
	Baseline (Current school year or				
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 who are highly effective.					
Percentage of teachers in schools that are low-poverty, low-minority, or both who are highly effective.					
Percentage of teachers in schools that are high-poverty, high-minority, or both who are ineffective.					
Percentage of teachers in schools that are low-poverty, low-minority, or both who are ineffective.					
Percentage of principals leading schools that are high-poverty, high-minority, or both who are highly effective.					
Percentage of principals leading schools that are low-poverty, low-minority, or both who are highly effective.					
Percentage of principals leading schools that are high-poverty, high-minority, or both who are ineffective.					
Percentage of principals leading schools that are low-poverty, low-minority, or both who are ineffective.					
[Optional: Enter text here to clarify or explain any of the data]					
General data to be provided at time of application:					
Total number of schools that are high-poverty, high-minority, or both.					
Total number of schools that are low-poverty, low-minority, or both.					
Total number of teachers in schools that are high-poverty, high-minority, or both.					
Total number of teachers in schools that are low-poverty, low-minority, or both.					
Total number of principals leading schools that are high-poverty, high-minority, or both.					
Total number of principals leading schools that are low-poverty, low-minority, or both.					
[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 who were evaluated as highly effective in the prior academic year.				
Number of teachers and principals in schools that are low-poverty, low-minority, or both who were evaluated as highly effective in the prior academic year.				
Number of teachers and principals in schools that are high-poverty, high-minority, or both 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 who were evaluated as ineffective in the prior academic year.				

(D)(4) sub-criterion performance measure – N/A to the State’s application

Performance Measures	Actual Data: Baseline (Current)	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
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 of the graduates’ students.					
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth of the graduates’ students.					
[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.					
Total number of principal credentialing programs in the State.					
Total number of teachers in the State.					

Total number of principals in the State.				
[Optional: Enter text here to clarify or explain any of the data]				
Data to be requested of grantees in the future:				
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.				
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.				
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.				
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.				
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.				
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.				

Self-Developed sub-criterion performance measure

Sub-criterion: A2ia

Performance Measures <i>Applicants must develop and propose for the Department’s approval performance measure(s) for any sub-criterion that did not include performance measures in the Phase 2 application. Please enter the proposed performance measure in the row in this table and provide annual targets in the columns provided.</i>	Actual Data: Baseline (Current school year or most recent) 2010-11	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
Degree to which Participating LEAs are satisfied with RTTT3 grant program and its administration based on survey feedback (to be administered annually). This survey will include multiple measures for ‘satisfaction’, including, but not limited to, the extent to which the RTTT3 grant program and administration was integral to the outcomes achieved by participating LEAs, as it relates to the activities they undertake within this application.	n/a	70%	80%	90%	90%

Self-Developed sub-criterion performance measure

Performance Measures <i>Applicants must develop and propose for the Department’s approval performance measure(s) for any sub-criterion that did not include performance measures in the Phase 2 application. Please enter the proposed performance measure in the row in this table and provide annual targets in the columns provided.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
(This table is currently empty)					

Percentage of Participating LEAs using CCSS-aligned curriculum	Data not available	25%	50%	75%	100%
Sub-criterion: <u> B3 </u>					

Self-Developed sub-criterion performance measure

Sub-criterion: <u> C3i </u>					
Performance Measures <i>Applicants must develop and propose for the Department's approval performance measure(s) for any sub-criterion that did not include performance measures in the Phase 2 application. Please enter the proposed performance measure in the row in this table and provide annual targets in the columns provided.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
	Percentage of Participating LEAs across the State actively utilizing Instructional Improvement System platform to access model curriculum, formative assessments, and data reports	Data not available	n/a	10%	20%

Self-Developed sub-criterion performance measure

Sub-criterion: F2ii

<p>Performance Measures</p> <p><i>Applicants must develop and propose for the Department’s approval performance measure(s) for any sub-criterion that did not include performance measures in the Phase 2 application. Please enter the proposed performance measure in the row in this table and provide annual targets in the columns provided.</i></p>	<p>Actual Data: Baseline (Current school year or most recent) 2010-11</p>	<p>End of SY 2011-2012</p>	<p>End of SY 2012-2013</p>	<p>End of SY 2013-2014</p>	<p>End of SY 2014-2015</p>
<p>Number of high-quality charter seats*</p>	<p>Data not available</p>	<p>10,719**</p>	<p>11,700</p>	<p>17,100</p>	<p>23,200</p>
<p>*High-quality charter seats are defined as seats in schools: Ranking in the Top 30th Percentile of all NJ Public Schools on Statewide Assessments, OR Demonstrating proficiency rates of at least +15 percentage points above their district-of- residence on Statewide Assessments.</p> <p>**Rankings were determined by evaluating <u>levels of proficiency</u> in Math and LAL on the NJASK and HSPA exams in 2010-2011¹.</p>					

IV. SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) SUMMARY

An applicant must explain in its detailed plan and budget for Phase 3 funding how it will allocate a meaningful share of its Phase 3 award to advance STEM education in the State. You may meet this requirement by including in your plans and budgets:

- 1) Activities proposed by the State to meet the competitive preference priority for STEM education, if applicable; or
- 2) Activities within one or more of the four core education reform areas that are most likely to improve STEM education.

A State should address this requirement throughout the Part II application (*i.e.*, indicate the plan, performance measures and budget by addressing applicable sub-criterion). Use the text box below to provide a summary of how the State is meeting this requirement.

As described throughout this application, STEM is infused into many projects that the State intends to support with RTTT3 funds:

B3 – The State will invest significantly in the development of science and math units and assessments at the elementary and secondary level. Science units and mathematics units within the model curriculum will include performance tasks and assessments and the use of technology, in real-world applications to address STEM needs. Under the direction of the Chief Academic Officer, the NJDOE Director of STEM will help lead the development of these tools. The creation and execution of professional development offered to participating LEAs will also draw upon best practices in the STEM field.

LEA allocation - Finally, our MOUs and Scopes of Work with participating LEAs will include specific ways that LEAs will be permitted to use funding from RTTT3. One of options will be partnering with the Progressive Science Initiative (PSI) or Progressive Math Initiative (PMI) of the New Jersey Center for Teaching and Learning (CTL). In the competitive preference priority portion of the State’s Phase Two application p.3, and in criterion D3, p.64, the NJDOE described working to *expand* and *adapt* the PSI model. Due to limited funds in the States RTTT3 application, the NJDOE plans to encourage LEAs to use their funds to expand PSI and PMI training programs, to increase the number of highly-trained math and science teachers across the state. However, working with PSI and PMI to adapt their model is no longer feasible within the limited scope of this application. PSI and PMI are highly successful programs designed to improve science and math instruction. Through innovative professional development of math and science teachers (specifically physics, chemistry, and biology, and K-12 math), PSI and PMI support more than 20 courses in math and science. PSI and PMI have had demonstrated success in both effective classroom learning and in teacher training. The program also makes effective use of interactive digital technology. By embedding the full curriculum into the interactive white board (IWB) presentation software, the program has made content much more accessible. Because of the program’s great success, the work of CTL has spread rapidly over the last three years to more than 50 schools in New Jersey and is now being adopted in other

states, including Colorado, New York, and Rhode Island. LEAs will be able to partner with PMI/PSI on professional development, training on technology, and/or educating classroom teachers to become math or science teachers.

Sub-criterion: STEM

Performance Measures <i>Applicants must develop and propose for the Department's approval performance measure(s) for any sub-criterion that did not include performance measures in the Phase 2 application. Please enter the proposed performance measure in the row in this table and provide annual targets in the columns provided.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
Percentage of Participating LEAs participating in model curriculum and formative assessment science and math professional development as determined by the NJDOE Chief Academic Officer	n/a	n/a	25%	50%	75%
Percentage of Participating LEAs participating in PSI and PMI	n/a	n/a	5%	10%	15%

V. RACE TO THE TOP PHASE 3 BUDGET

BUDGET SUMMARY

Budget Summary Table: Attached to this Application Package is the Budget Summary Table in Excel format (titled Race to the Top Phase 3 Budget). States should complete the Budget Summary Table as the final step in their budgeting process, and include this table as the first page of the State's budget.

The State must include, on Line 14 of the Budget Summary Table, the amount of funding to be subgranted to its participating LEAs based on their relative shares of funding under Part A of Title I of the ESEA for the most recent year (that is, FY 2011), as required under section 14006(c) of the ARRA. States are not required to provide budgets for how the participating LEAs would use their funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that participating LEAs spend these funds in accordance with the State's plan and the scope of work described in the agreement between the State and the participating LEA.

STATE NAME	New Jersey
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TOTAL	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ 784,166	\$ 955,115	\$ 871,571	\$ 884,644	\$ 3,495,496
2. Fringe	\$ 301,904	\$ 367,719	\$ 335,555	\$ 340,588	\$ 1,345,766
3. Travel	\$ 99,000	\$ 6,000	\$ 5,000	\$ 5,000	\$ 115,000
4. Equip	\$ 2,745	\$ -	\$ -	\$ -	\$ 2,745
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 1,310,000	\$ 5,070,125	\$ 1,879,667	\$ 1,079,667	\$ 9,339,459
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 45,000	\$ 89,000	\$ 86,700	\$ 86,700	\$ 307,400
9. Total Direct (1-8)	\$ 2,542,815	\$ 6,487,959	\$ 3,178,493	\$ 2,396,599	\$ 14,605,866
10. Indirect	\$ 51,873	\$ 59,196	\$ 53,579	\$ 53,310	\$ 217,958
11. Involved LEAs	\$ 275,000	\$ 775,000	\$ 500,000	\$ 500,000	\$ 2,050,000
12. Supplements to participating LEA	\$ 275,000	\$ 775,000	\$ 500,000	\$ 500,000	\$ 2,050,000
13. Total Costs (lines 9-12)	\$ 3,144,688	\$ 8,097,155	\$ 4,232,072	\$ 3,449,909	\$ 18,923,824
14. Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ 4,730,956	\$ 4,730,956	\$ 4,730,956	\$ 4,730,956	\$ 18,923,824
15. Total Budget (lines 13-14)	\$ 7,875,644	\$ 12,828,111	\$ 8,963,028	\$ 8,180,865	\$ 37,847,648

Budget Summary Narrative: A budget narrative that accompanies the Budget Summary Table should provide an overview of the projects that the State has included in its budget. Applicants should use their budget narratives to provide a detailed description of how they plan to use their Federal grant funds and how they plan to leverage other Federal, State, and local funds to achieve their reform goals. The budget narrative should be of sufficient scope and detail for the Department to determine if the costs are necessary, reasonable, and allowable. The State must also include how it plans to direct a meaningful share of its Phase 3 award to advance STEM education in the State.

Over the last year, New Jersey has undertaken a comprehensive set of reforms aimed at dramatically reducing the State's achievement gap and preparing all students for success in college and career. The four areas of reform in which the State has chosen to focus (academics, talent, performance, and innovation) have been prioritized and funded accordingly. Many of the plans contemplated in the State's second round application, including launching a statewide teacher evaluation pilot, hiring Network Turnaround Officers to support SIG schools, and

enhancing our student longitudinal data system, NJ SMART, have already been undertaken and funded as part of the State’s comprehensive reform agenda.

The State will use RTTT3 funds to accelerate several key initiatives from its previous application because, individually, each will address a major State need, and because when taken together with reform initiatives already underway, they represent a comprehensive strategy for meeting New Jersey’s ambitious goals. That is, by improving standards, assessments, and instructional materials; ensuring that every school is staffed by the most effective educators and leaders; and providing extra attention to our most troubled schools while offering high-quality alternatives to the students assigned to them, the State can improve academic achievement across the State, especially among disadvantaged students.

New Jersey has chosen to use the State’s allocation to fund five projects, four of which were budgeted in RTTT2:

Project	Total Cost	% of State allocation
1. RTTT Administration	\$ 1,097,955	6%
2. Instructional Improvement System	\$ 6,303,819	33%
3. Curriculum and Assessment Enhancement	\$ 5,667,672	30%
4. Teacher and Leader Effectiveness	\$ 3,850,752	20%
5. High-quality School Options	\$ 2,003,626	11%
Total State allocation	\$ 18,923,824	100%

Budgeted amounts have been revised in many cases to fit within the reduced award amount of RTTT3. In some cases, adjustments have been made to ensure affordability, such as procuring an instructional improvement system instead of building a more comprehensive system at the NJDOE. The State’s primary investment areas in RTTT3 are as follows:

- Project management support to ensure high-quality RTTT3 plan implementation and grant administration;
- The creation of CCSS-aligned model curriculum and formative assessments made available to districts on a web-based Instructional

Improvement System (IIS) platform;

- Support for high-quality implementation of the state-wide EE4NJ pilot program;
- Implementation support and sub-grant awards for the principal evaluation pilot program;
- Staff support and a partnership with an external organization to support high-quality charter application reviews and renewals.

STEM education will be advanced in the State through the creation and deployment of math and science model curriculum and formative assessments. Funding for these items totals approximately 1,889,223.80, which represents a meaningful, long-term investment of the State's RTTT3 funds. Additionally, the State will work with LEAs to fund high-impact STEM professional development using LEA allocated funds.

The NJDOE made a concerted effort to budget for items that will not create a long-term financial responsibility for the State. For example, most of the staff positions funded in RTTT3 are temporary. Where positions are not temporary, the State has plans to fund these positions following the grant period using a combination of funds made available through attrition and reallocation. Other funded items include one-time investments that will deliver value for years to come, such as the creation of a model curriculum and formative assessments.

Additionally, the State will work with Participating LEAs to ensure that allocated funds are maximized. For example, the State will provide CCSS professional development opportunities that LEAs may use allocated funds to purchase. The NJDOE will also develop and deploy an instructional improvement system (IIS) that will be made available to the State's lowest performing schools and to Participating and Involved LEAs through a sub-grant process. By subsidizing LEA costs, the State will be able to introduce the system in a timely manner while providing LEAs with adequate time to reallocate funds for the continued use of the system beyond the grant period.

Finally, the funds made available through RTTT3 will not work in isolation. A summary of existing State and federal funds that will be used to support RTTT3 plans and activities is as follows:

Fund type	Amount	Percent of total additional funds
School Improvement Grants (federal)	\$47.2 million	34.9
Title I Part A SIA Funds (federal)	\$40.0 million	29.6

IDEA Funds	\$5.2 million	3.8
State funds to support longitudinal data system implementation	\$25.3 million	18.7
Title II Staff Development	\$5.6 million	4.1
Additional State funds to be used for Regional Achievement Centers	\$12.1 million	8.9
Total	\$135.4 million	100.0

PROJECT LEVEL BUDGET

The supporting project-level detail is required as back-up to the budget summary. For each project that the State is proposing in order to implement the plans described in its Race to the Top Phase 3 application, the State should complete the following:

Project-Level Budget Table. Attached to this Application Package is a template for project-level budgets in Excel format. States should complete a project-level budget table for each project, by budget category and for each year for which funding is requested.

State Name	New Jersey				
Project Name:	1. RTTT Administration				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ 158,333	\$ 192,850	\$ 195,743	\$ 198,679	\$ 745,605
2. Fringe Benefits	\$ 60,958	\$ 74,247	\$ 75,361	\$ 76,491	\$ 287,058
3. Travel	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
4. Equip	\$ 1,745	\$ -	\$ -	\$ -	\$ 1,745
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 18,400
9. Total Direct (Lines 1-8)	\$ 226,636	\$ 272,697	\$ 276,704	\$ 280,770	\$ 1,056,808
10. Indirect Costs	\$ 8,771	\$ 10,635	\$ 10,791	\$ 10,950	\$ 41,147
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 235,407	\$ 283,332	\$ 287,496	\$ 291,720	\$ 1,097,955

Fringe - Check

Rate	38.50%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ 60,958.21	\$ 74,247.25	\$ 75,361.06	\$ 76,491.42	\$ 287,057.93

Indirect - Check

Rate	3.90%				
	Yr 1	Yr 2	Yr 3	Yr 4	total

\$	8,770.76	\$	10,635.19	\$	10,791.46	\$	10,950.05	\$	41,147.45
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Project-Level Budget Narrative: Provide a budget narrative that accompanies the Project-Level Budget Table and backup detail associated with each budget category in the Project-Level Budget.

Project 1 – RTTT Administration

To support high-quality implementation of the State’s RTTT3 plans and activities, and to support the work of the NJDOE Grants Management Team, four reform divisions, and Delivery Unit offices that will play a major role in administering the RTTT3 grant and plans, the State will hire two full-time project managers using RTTT3 funds. These positions will not continue beyond the grant period.

1) Personnel

New Jersey is requesting funds to hire two full-time project managers to drive strong implementation of the State’s RTTT3 plans. The responsibilities of the Project Managers are as follows:

- Support participating LEAs in finalizing their scopes of work and developing more detailed implementation plans. Work with the NJDOE Grants Management Team to track LEA completion of revised scopes of work;
- Provide ongoing support to LEAs as they work to implement State plans;
- Deliver monthly reports to senior NJDOE staff on the progress of State-led and Participating LEA plans and activities. Raise issues requiring senior decision making in a timely manner. Track State progress against each performance measure included in the Phase 3 application;
- Synthesize data and content required to develop regular reports for the U.S. Department of Education; and
- Support NJDOE administrators with implementation of RTTT3 projects. Support may include drafting requests for proposals, tracking NJDOE staff progress, overseeing contracted services, and organizing meetings for stakeholder engagement.

Title	# FTEs	Salary	Approximate Total per project year	Total over RTTT Phase 3	Notes

Project Manager	2	\$95,000	\$190,000	\$745,605	Assume a Year 1 start date of March 2012 and a 1.5% COLA Years 2, 3, 4
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2) Fringe Benefits

Title	# FTEs	Fringe Benefit rate	Approximate Total per project year	Total over RTTT Phase 3
Project Manager	2	38.5%	\$73,150	\$287,058

3) Travel

One Project Manager will regularly travel to visit participating LEAs and to host regional meetings with participating LEAs regarding scope of work completion and plan implementation. This Project Manager will travel approximately once per week (~50 trips per year) with an average round trip distance of 65 miles. The second Project Manager will be based at the NJDOE full-time and will not travel regularly.

Title	FTEs	Explanation	\$ per trip	Total per project year	Total over RTTT Phase 3
Project Manager	1	~50 trips taken per year; 65 miles round trip; \$0.31 reimbursement per mile	\$20.15	\$1,000	\$4,000

4) Equipment

Consistent with NJDOE policy, a new computer will be purchased for new full-time employees.

Explanation	Units	Item cost	Year of purchase	Total cost
New computers	2	\$872	Year 1	\$1,745

8) Other

The NJDOE assumes a standard cost of \$2,300 for each full-time employee that includes the cost of phone, technology, and other miscellaneous charges.

Other	Units	Item cost	Years of purchase	Total cost
Standard technology, phone, and other charges	2	\$2,300	Years 1-4	\$18,400

9) Total Direct Costs and 10) Indirect Costs

The State’s indirect cost agreement with the US Department of Education is 3.9%.

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Direct Costs	\$226,636	\$272,697	\$276,704	\$280,770	\$1,056,808
Indirect Costs	\$8,771	\$10,635	\$10,791	\$10,950	\$41,147

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State Name	New Jersey				
Project Name:	2. Instructional Improvement System				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equip	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 50,000	\$ 1,290,585	\$ 979,667	\$ 979,667	\$ 3,299,919
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct (Lines 1-8)	\$ 50,000	\$ 1,290,585	\$ 979,667	\$ 979,667	\$ 3,299,919
10. Indirect Costs	\$ 975	\$ 975	\$ 975	\$ 975	\$ 3,900
11. Funding for Involved LEAs	\$ -	\$ 500,000	\$ 500,000	\$ 500,000	\$ 1,500,000
12. Supplemental Funding for Participating LEAs	\$ -	\$ 500,000	\$ 500,000	\$ 500,000	\$ 1,500,000
13. Total Costs (lines 9-12)	\$ 50,975	\$ 2,291,560	\$ 1,980,642	\$ 1,980,642	\$ 6,303,819

Fringe - Check

Rate	38.50%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -

Indirect - Check

Rate	3.90%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ 975	\$ 975	\$ 975	\$ 975	\$ 3,900

Project-Level Budget Narrative: Provide a budget narrative that accompanies the Project-Level Budget Table and backup detail associated with each budget category in the Project-Level Budget.

Project 2 – Instructional Improvement System

Consistent with the NJDOE’s Phase Two application, the State plans to invest in an instructional improvement system (IIS) to support LEAs across the State in accessing CCSS-aligned model curriculum, formative assessments, online professional development resources, and student and school-level data reports. Beginning in January 2012, the State will form an IIS committee made up of NJDOE staff, staff from the Office of Information Technology, and selected LEAs. Input and research from LEAs and the NJDOE program offices on the necessary components and features of the system will be critical in ensuring that it meets the needs of teachers, school leaders, district personnel, and the State. The IIS committee will define the required features and functionality of the system to be procured and will develop the parameters for a sub-grant award process to provide Participating and Involved LEAs with funding for the IIS.

An RFP will be completed by the NJDOE in late spring 2012, and the State will select a suitable vendor by December 2012 through a procurement process and in conjunction with the IIS Committee, and Office of Information Technology. During spring 2013, the NJDOE program divisions, primarily the Academics Division and Performance Division, will work with the selected vendor to upload the necessary resources to the system, for access by selected schools and LEAs in Fall 2013.

Because of the reduced RTTT3 award amount, the NJDOE will not cover the cost of the entire system, but will instead use RTTT3 funds to provide the system to the State’s lowest performing schools, and to provide grants to LEAs seeking to implement the IIS. By seeding the development of the IIS, the NJDOE will create an economy of scale, provide incentives for LEAs to participate, and provide funding to cover a portion of LEA costs while LEAs work to repurpose funds to support the system in the long run. Participating LEAs may also choose to use a portion of their LEA allocated funds to pay for the cost of IIS implementation.

Specific items that the NJDOE will fund using RTTT3-award dollars include:

- The cost of temporary consultant support to develop detailed plans for the IIS in consultation with the IIS committee, which will include stakeholder engagement, expert consultation, and a grant award process for participating LEAs. This consultant will also develop a short-term plan for distributing the model curriculum and formative assessments during fall 2012 before the IIS platform is

launched.

- The cost of implementing the IIS in the State’s lowest performing schools (all Priority schools and approximately two thirds of Focus schools), including the cost of setting up the instructional improvement system in each school, the cost of operating the instructional improvement system platform, and the cost of professional development for teachers and administrators.
- Sub-grants to Participating and Involved LEAs to cover a portion of the total cost to implement the IIS. Grants may cover the cost of technology upgrades, school setup, operating fees, or professional development.

6) Contractual

Implementation of the IIS will involve two contracts. As described above, the NJDOE will hire a temporary consultant to provide targeted planning support in early 2012. A second contract will be used to procure IIS system setup, the IIS operating system, and IIS professional development. The system will initially be introduced in the State’s lowest performing schools, which includes all schools identified as Priority in New Jersey’s ESEA waiver (76 schools) and approximately two thirds of Focus schools (121 schools). Focus schools will be selected based on the outcome of quality school reviews (QSRs), which may determine the need for the use of formative assessments, implementation of the model curriculum, or improved use of student data to drive instruction. By introducing the IIS in these schools, the NJDOE will be able to bolster turnaround efforts already underway and provide evidence of how the system works to Participating LEAs interested in applying for IIS sub-grants.

New Jersey will follow the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

Item	Explanation	Total cost (Year 1)	Total cost (Year 2)	Total cost (Year 3)	Total cost (Year 4)	Total cost (all four years)
IIS Committee support	Contract to cover the cost of temporary consulting support for the development of IIS plans in support of the IIS committee (\$500 per day for 100 days of support)	\$50,000	\$0	\$0	\$0	\$50,000

IIS school setup fee	\$740 per school to cover the cost of installing the IIS and any minor network/equipment modifications (197 schools at \$740 per school)	\$0	\$145,806	\$0	\$0	\$145,806
IIS system operating cost	Approximately \$7 per student to cover the cost of the ongoing operating and license expense (132,090 students at \$7 per student per year)	\$0	\$924,630	\$924,630	\$924,630	\$2,773,890
IIS professional development	Approximately \$50 per teacher in Year 2 to cover the cost of IIS training and instruction, plus \$12.50 per teacher in Years 3 and 4 for follow up professional development (~4,403 teachers total)	\$0	\$220,149	\$55,037	\$55,037	\$330,223

9) Total Direct Costs and 10) Indirect Costs

The State’s indirect cost agreement with the US Department of Education is 3.9%. The NJDOE includes indirect costs of 3.9% on the first \$25,000 of all contracts above that amount (\$975 per contract).

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Direct Costs	\$ 50,000	\$ 1,290,585	\$ 979,667	\$ 979,667	\$ 3,299,919
Indirect Costs	\$ 975	\$ 975	\$ 975	\$ 975	\$ 3,900

11) Funding for Involved LEAs

Working with the IIS Committee, the NJDOE will develop a sub-grant award process to support Involved LEAs in implementing the IIS starting in Year 2. Once a final count for participating and involved LEAs is complete in mid-February, the amounts budgeted may change.

Item	Explanation	Total cost (Year 1)	Total cost (Year 2)	Total cost (Year 3)	Total cost (Year 4)	Total cost (all four years)
IIS sub-grants to qualifying Involved LEAs	Sub grants of various amounts awarded to LEAs to cover the cost of IIS school setup, technology modifications, IIS operating costs, and/or professional development; (single-year grants in various amounts, totaling no more than \$500,000 per year)	\$0	\$500,000	\$500,000	\$500,000	\$1,500,000

12) Supplemental Funding for Participating LEAs

Working with the IIS Committee, the NJDOE will develop a sub-grant award process to support Participating LEAs in implementing the IIS starting in Year 2. Once a final count for participating and involved LEAs is complete in mid-February, the amounts budgeted may change.

Item	Explanation	Total cost (Year 1)	Total cost (Year 2)	Total cost (Year 3)	Total cost (Year 4)	Total cost (all four years)
IIS sub-grants to qualifying	Sub grants of various amounts awarded to LEAs to cover the cost of IIS school setup, technology modifications,	\$0	\$500,000	\$500,000	\$500,000	\$1,500,000

Participating LEAs	IIS operating costs, and/or professional development; (single-year grants in various amounts, totaling no more than \$500,000 per year)						
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State Name	New Jersey				
Project Name:	3. Curriculum and Assessment Enhancement				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 93,000	\$ -	\$ -	\$ -	\$ 93,000
4. Equip	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 1,000,000	\$ 3,539,540	\$ 800,000	\$ -	\$ 5,339,540
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 22,000	\$ 66,000	\$ 66,000	\$ 66,000	\$ 220,000
9. Total Direct (Lines 1-8)	\$ 1,115,000	\$ 3,605,540	\$ 866,000	\$ 66,000	\$ 5,652,540
10. Indirect Costs	\$ 5,460	\$ 3,549	\$ 3,549	\$ 2,574	\$ 15,132
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 1,120,460	\$ 3,609,089	\$ 869,549	\$ 68,574	\$ 5,667,672

Fringe - Check

Rate	38.50%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
\$	-	-	-	-	-

Indirect - Check

Rate	3.90%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
\$	5,460.00	3,549.00	3,549.00	2,574.00	15,132.00

Project-Level Budget Narrative: Provide a budget narrative that accompanies the Project-Level Budget Table and backup detail associated with each budget category in the Project-Level Budget.

Project 3 – Curriculum and Assessment Enhancement

As detailed in the State’s second round application and more recent ESEA waiver application, the NJDOE is developing CCSS-aligned model curriculum and formative assessments (within an assessment item bank) that will be made available in part to LEAs in fall 2012.

The State has already begun work to develop model curriculum for grades K-12 ELA, math, science, social studies, world language, and Health/PE. The State will use RTTT3 funds to hire additional curriculum and assessment writers and reviewers to support NJDOE staff and/or to procure selected content (e.g., tenth grade math curriculum) necessary to complete development of the model curriculum and formative assessments.

3) Travel

The State will use volunteer curriculum writers (Superintendents, Curriculum Supervisors, Department Heads, and Teachers) who have engaged in high quality curriculum writing in the past. They have been recommended to the state by their District Superintendent or curriculum consortium lead and vetted by the NJ DOE Directors of Literacy and STEM Education. These writers in the first year of the grant will be working in writing teams by grade and subject with 3-4 members per team and 9-12 per grade band (k-2, 3-5, 9-12). The writers will be traveling from across the state bi-weekly in order to participate in grade level face to face meetings to align their work, develop SLOs, and plan future work associated with the model curriculum from February 2012 to June 2012, as the first version of the model curriculum is created.

Item	Explanation	Total cost (Year 1)	Total cost (Year 2)	Total cost (Year 3)	Total cost (Year 4)	Total cost (all four years)
Support of model curriculum team members	Team members will be traveling from across the state to be a part	93,000	0	0	0	93,000

	of their grade level team meetings. (Avg. travel 150 miles roundtrip with 200 writers meeting bi-weekly)					
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6) Contractual

The State will use RTTT3 funds to either hire curriculum and assessment writers to support NJDOE staff and/or to procure selected content necessary to complete development of the model curriculum and formative assessments. The NJDOE estimated about 50 days for reviewers of curriculum and about 87 days for assessment writers for each subject and each grade. The NJDOE estimated the content procurement to be about the same if we chose to go that route based on our experience with Early Childhood Education curriculum and assessment expenditures.

New Jersey will follow the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

Item	Explanation	Total cost (Year 1)	Total cost (Year 2)	Total cost (Year 3)	Total cost (Year 4)	Total cost (all four years)
Model curriculum support	\$25,058.21 per subject per grade (78 Units developed over three years); cost to cover independent consultant to write and review curriculum (\$501.16 per day for 50 days) or procurement of curriculum	\$200,000	\$1,454,540	\$300,000	\$0	\$1,954,540

Assessment item bank support	\$43,397.44 per subject per grade (78 Units over three years); cost to cover independent consultant (\$498.82 per day for 87 days) or procurement of assessments	\$800,000	\$2,085,000	\$500,000	\$0	\$3,385,000
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8) Other

To complete the development of the model curriculum and to ensure that teachers across the State have high quality support and resources to teach the CCSS standards, the NJDOE will provide awards in the amount of \$500 to teachers who submit taped model lessons for a selected number of CCSS standards. The IIS platform will showcase approved lessons and the teachers who developed them, along with recognizing the school and district of that teacher.

The NJDOE will award \$66,000 each year starting in Year Two of the grant. Over the course of three years, this will fund almost 400 teacher awards. Following the grant period, the NJDOE will sustain the cost of the competition using State funds.

Each model curriculum writing team in their first year will be meeting bi-weekly to align their work, develop SLOs, participate in training sessions, and plan for future work to create the model curriculum. In order to maximize the efficiency of these meetings a light lunch would allow teachers to work throughout the day without a break.

Item	Explanation	Total cost (Year 1)	Total cost (Year 2)	Total cost (Year 3)	Total cost (Year 4)	Total cost (all four years)
Model lesson awards	\$500 award to teachers who submit an approved model lesson that demonstrates how to successfully teach a tough CCSS standard.	\$0	\$66,000	\$66,000	\$66,000	\$198,000

Support of Model Curriculum Team Meetings	As 200 writers meet bi-weekly in different locations, food is needed to maximize time in these sessions. Working lunches allow members to work throughout the day as they have traveled from across the state to be in these meetings.	\$22,000	\$0	\$0	\$0	\$22,000
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9) Total Direct Costs and 10) Indirect Costs

The State's indirect cost agreement with the US Department of Education is 3.9%.

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Direct Costs	\$ 1,115,000	\$ 4,726,000	\$ 866,000	\$ 66,000	\$ 5,652,540
Indirect Costs	\$ 5,460	\$ 3,549	\$ 2,574	\$ 2,574	\$ 15,132

State Name	New Jersey				
Project Name:	4. Teacher and Leader Effectiveness				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ 395,833	\$ 482,125	\$ 391,486	\$ 397,358	\$ 1,666,802
2. Fringe Benefits	\$ 152,396	\$ 185,618	\$ 150,722	\$ 152,983	\$ 641,719
3. Travel	\$ 2,000	\$ 2,000	\$ 1,000	\$ 1,000	\$ 6,000
4. Equip	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 160,000	\$ 140,000	\$ -	\$ -	\$ 300,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 11,500	\$ 11,500	\$ 9,200	\$ 9,200	\$ 41,400
9. Total Direct (Lines 1-8)	\$ 722,729	\$ 821,243	\$ 552,408	\$ 560,541	\$ 2,656,921
10. Indirect Costs	\$ 22,882	\$ 27,543	\$ 21,544	\$ 21,861	\$ 93,831
11. Funding for Involved LEAs	\$ 275,000	\$ 275,000	\$ -	\$ -	\$ 550,000
12. Supplemental Funding for Participating LEAs	\$ 275,000	\$ 275,000	\$ -	\$ -	\$ 550,000
13. Total Costs (lines 9-12)	\$ 1,295,611	\$ 1,398,787	\$ 573,952	\$ 582,402	\$ 3,850,752

Fringe - Check

Rate	38.50%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ 152,396	\$ 185,618	\$ 150,722	\$ 152,983	\$ 641,719

Indirect - Check

Rate	3.90%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ 22,882	\$ 27,543	\$ 21,544	\$ 21,861	\$ 93,831

Project-Level Budget Narrative: Provide a budget narrative that accompanies the Project-Level Budget Table and backup detail associated with each budget category in the Project-Level Budget.

Project 4 – Teacher and Leader Effectiveness

The NJDOE will use RTTT3 funds to support the Statewide expansion of EE4NJ, New Jersey’s teacher evaluation pilot, and to launch a principal evaluation pilot modeled after EE4NJ.

1) Personnel

The NJDOE will fund the following positions using RTTT3 funds:

- Two EE4NJ implementation managers to support districts and schools as they work to transition to a new teacher evaluation system. One of the EE4NJ implementation managers will be funded for all four years of the grant, and one EE4NJ implementation manager will be funded during years one and two when more intensive implementation support is needed.
- Two project managers to guide the teacher and principal evaluation pilots and the statewide rollout of each, and to ensure that the work is progressing along the State’s ambitious timeline. The project manager positions will continue for four years during the grant period.
- One communications manager to collaborate with our Director of Communications and Strategic Partnerships to make certain that communications with teachers, districts, and other stakeholders are timely and clear. The communications manager position is a four-year position to be funded during the grant period.

Title	# FTEs	Salary	Approximate Total per project year	Total over RTTT Phase 3	Notes
EE4NJ Implementation manager (two	1	\$95,000	\$95,000	\$175,592	Assume a Year 1 start date of March 2012 and a

years)						1.5% COLA Year 2
EE4NJ Implementation manager (four years)	1	\$95,000	\$95,000	\$372,802		Assume a Year 1 start date of March 2012 and a 1.5% COLA Years 2, 3, 4
Project Manager	2	\$95,000	\$190,000	\$745,606		Assume a Year 1 start date of March 2012 and a 1.5% COLA Years 2, 3, 4
Communications Manager	1	\$95,000	\$95,000	\$372,802		Assume a Year 1 start date of March 2012 and a 1.5% COLA Years 2, 3, 4

2) Fringe Benefits

Title	# FTEs	Fringe Benefit rate	Approximate Total per project year	Total over RTTT Phase 3
EE4NJ Implementation manager (two	1	38.5%	\$36,575	\$67,603

years)				
EE4NJ Implementation manager (four years)	1	38.5%	\$36,575	\$143,529
Project Manager	2	38.5%	\$36,575	\$287,058
Communications Manager	1	38.5%	\$36,575	\$143,529

3) Travel

The EE4NJ implementation managers will be based at the NJDOE, but will travel regularly to assist districts, provide PD, and convene stakeholders. It is assumed that \$1,000 per year will cover at least 50 trips (one trip per week), and that the average distance covered will be approximately 65 miles round trip.

Title	FTEs	Explanation	\$ per trip	Total per project year	Total over RTTT Phase 3
EE4NJ implementation manager (two years)	1	~50 trips taken per year; 65 miles round trip; \$0.31 reimbursement per mile	\$20.15	\$1,000	\$2,000
EE4NJ implementation	1	~50 trips taken per year; 65 miles round	\$20.15	\$1,000	\$4,000

manager (four years)		trip; \$0.31 reimbursement per mile			
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4) Equipment

Consistent with NJDOE policy, a new computer will be purchased for new full-time employees. The NJDOE assumes a standard cost of \$1,000 for each computer purchase. RTTT3 funds will be used to cover the cost of the two-year EE4NJ implementation manager’s computer.

Explanation	Units	Item cost	Year of purchase	Total cost
New computer	1	\$1,000	Year 1	\$1,000

6) Contractual

The NJDOE will hire a consultant to guide the launch and implementation of the principal evaluation pilot. This will be a temporary, 20-month position. The Principal Pilot implementation manager will begin work in February 2012 and will manage components of the pilot throughout the 2012-2013 school year. The Principal Pilot implementation manager will put plans into place for the NJDOE to manage statewide implementation in 2013-2014.

Additionally, RTTT3 funds will be used to hire a qualified research partner to evaluate the fairness, reliability, and validity of the EE4NJ pilot and measures of effective teaching, as well as to measure the overall effectiveness and success of the principal pilot, and to share lessons and challenges throughout the pilot year.

New Jersey will follow the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

Item	Explanation	Cost per year	Total cost
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Principal Pilot implementation manager	Consultant (\$120,000 per year) for 20 months, starting in February 2012; assumes all costs (e.g., travel, equipment) are covered in consulting fee	\$110,000 in Year 1; \$90,000 in Year 2	\$200,000
Contract for external evaluation	Funds to support review, data analysis, and creation and syndication of final report	\$50,000	\$100,000

8) Other

The NJDOE assumes a standard annual cost of \$2,300 for each full-time employee that includes the cost of phone, technology, and other miscellaneous charges. The NJDOE will use RTTT3 funds to cover these expenses for five NJDOE positions (two EE4NJ implementation managers, two project managers, one communications manager).

Other	Units	Item cost	Years of purchase	Total cost
Standard technology, phone, and other charges (two-year EE4NJ implementation manager)	1	\$2,300	Two years	\$4,600
Standard technology, phone, and other charges (four-year EE4NJ implementation manager, two project managers, one communications manager)	4	\$2,300	Four years	\$36,800

9) Total Direct Costs and 10) Indirect Costs

The State’s indirect cost agreement with the US Department of Education is 3.9%. The NJDOE includes indirect costs of 3.9% on the first \$25,000 of all contracts above that amount (\$975 per contract).

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Direct Costs	\$ 722,729	\$ 821,243	\$ 552,408	\$ 560,541	\$ 2,656,921
Indirect Costs	\$ 22,882	\$ 27,543	\$ 21,544	\$ 21,861	\$ 93,831

11) Funding for Involved LEAs

During Project Years 1 and 2, the NJDOE will provide sub-grants to a subset of districts participating in the principal evaluation pilot or expanded teacher pilot to provide an incentive for participation and to support high-quality training of teachers, principals, and administrators on the new systems. Once a count of involved and participating LEAs is finalized the numbers below may change.

Principal and expanded teacher evaluation pilot	Units	Item cost	Years of purchase	Total cost
Sub-grants to LEAs participating in principal and expanded teacher evaluation pilots	11	\$50,000 per district	Two years (50% year one, 50% year two)	\$550,000

12) Supplemental Funding for Participating LEAs

During Project Years 1 and 2, the NJDOE will provide sub-grants to a subset of districts participating in the principal evaluation pilot and expanded teacher pilot to provide an incentive for participation and to support high-quality training of teachers, principals, and administrators on the new systems.

Principal evaluation pilot	Units	Item cost	Years of purchase	Total cost
Sub-grants to LEAs participating in principal and expanded teacher evaluation pilots	11	\$50,000 per district	Two years (50% year one, 50% year two)	\$550,000

State Name	New Jersey				
Project Name:	5. High Quality School Options				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ 230,000	\$ 280,140	\$ 284,342	\$ 288,607	\$ 1,083,089
2. Fringe Benefits	\$ 88,550	\$ 107,854	\$ 109,472	\$ 111,114	\$ 416,989
3. Travel	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
4. Equip	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 6,900	\$ 6,900	\$ 6,900	\$ 6,900	\$ 27,600
9. Total Direct (Lines 1-8)	\$ 428,450	\$ 497,894	\$ 503,714	\$ 509,621	\$ 1,939,678
10. Indirect Costs	\$ 13,785	\$ 16,493	\$ 16,720	\$ 16,950	\$ 63,947
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 442,235	\$ 514,387	\$ 520,434	\$ 526,571	\$ 2,003,626

Fringe - Check

Rate	38.50%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ 88,550.00	\$ 107,853.90	\$ 109,471.67	\$ 111,113.70	\$ 416,989.27

Indirect - Check

Rate	3.90%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ 13,785	\$ 16,493	\$ 16,720	\$ 16,950	\$ 63,947

Project-Level Budget Narrative: Provide a budget narrative that accompanies the Project-Level Budget Table and backup detail associated with each budget category in the Project-Level Budget.

Project 5 – High-quality school options

In order to ensure high-quality charter school authorizations, the NJDOE will use RTTT3 funds to fund three full-time charter evaluation managers who will oversee the annual renewal and application cycles. Additionally, the NJDOE will use RTTT3 funds to fund a partnership with an external organization that will provide additional capacity and expertise during the charter application review and renewal cycles. Our partner will work with NJDOE staff to improve the review process, review applications, and provide guidance to organizations seeking authorization.

1) Personnel

Three charter evaluation managers will oversee all aspects of the review and application cycles and ensure all reviewers are normed on the qualities and evidence necessary for a charter to be renewed or accepted. In an effort to grow the number of high-quality operators and ensure all applicants have a clear sense of the renewal and application cycle, these managers will also provide technical assistance to support quality applications. Finally, these managers will oversee all steps in the authorization process, including compiling, organizing, and reviewing written applications, organizing and facilitating interview processes, and organizing and participating in site visits. These positions will be sustained by the State following the RTTT3 grant period through a mix of attrition and reallocation.

Title	# FTEs	Salary	Approximate Total per project year	Total over RTTT Phase 3	Notes
Charter Evaluation Manager	3	\$92,000	\$276,000	\$1,083,089	Assume a Year 1 start date of March 2012 and a 1.5% COLA Years 2, 3, 4

2) Fringe Benefits

Title	# FTEs	Fringe Benefit rate	Approximate Total per project year	Total over RTTT Phase 3
Charter Evaluation Manager	3	38.5%	\$106,260	\$416,989

3) Travel

The Charter Evaluation Managers will be based at the NJDOE, but will travel regularly to conduct site visits. It is assumed that \$1,000 per year will cover at least 50 trips (one trip per week), and that the average distance covered will be approximately 65 miles round trip.

Title	FTEs	Explanation	\$ per trip	Total per project year	Total over RTTT Phase 3
Charter Evaluation Manager	3	~50 trips taken per year; 65 miles round trip; \$0.31 reimbursement per mile	\$20.15	\$3,000	\$12,000

6) Contractual

The State will fund a partnership with an external organization at \$100,000 per year to cover the cost of support for the charter application

review and renewal process, which takes place approximately three times per year.

New Jersey will follow the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

Item	Explanation	Cost per year	Total cost
Contract with partner organization	Support to review applications, provide feedback to applicants, and support improvements to the charter review/renewal process (3 cycles per year) (~\$33,333 per review cycle; ~\$1,000 per day for 33-34 days of partner support)	\$100,000	\$400,000

8) Other

The NJDOE assumes a standard annual cost of \$2,300 for each full-time employee that includes the cost of phone, technology, and other miscellaneous charges.

Other	Units	Item cost	Years of purchase	Total cost
Standard technology, phone, and other charges (two year implementation manager)	3	\$2,300	Years 1 – 4	\$27,600

9) Total Direct Costs and 10) Indirect Costs

The State's indirect cost agreement with the US Department of Education is 3.9%. The NJDOE includes indirect costs of 3.9% on the first \$25,000 of all contracts (\$975 per contract).

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Direct Costs	\$ 428,450	\$ 497,894	\$ 503,714	\$ 509,621	\$ 1,939,678
Indirect Costs	\$ 13,785	\$ 16,493	\$ 16,720	\$ 16,950	\$ 63,947

STEM

The State has chosen to fund state-wide initiatives that include a strong STEM component, and to encourage Participating LEAs to fund specific STEM initiatives using their allocated RTTT3 funds.

Project 3 – Curriculum and Assessment Enhancement

A significant portion of the development of model curriculum and assessments will be focused on developing math and science units and assessments at the elementary and secondary level. A specific focus on using integrated, applied math and science skills, and leveraging technology in the classroom will be embedded into curriculum tools and resources within the system. Under the management of the Chief Academic Officer, the NJDOE Director of STEM will be involved with building these tools throughout the development and distribution of the model curriculum and formative assessments.

Item	Total cost
Development of K-12 math curriculum and formative assessments	\$944,611.90
Development of K-12 science curriculum and formative assessments	\$944,611.90
Total NJDOE budget for STEM	\$1,889,223.80

LEA allocation

MOUs and Scopes of Work with participating LEAs will include specific activities that LEAs will be permitted to fund using RTTT3 allocations (see draft below). Based upon their allocations, LEAs will choose the specific activities in which they choose to participate.

Among other activities, LEAs may use their RTTT3 allocations to partner with the Progressive Science Initiative (PSI) or Progressive Math Initiative (PMI) of the New Jersey Center for Teaching and Learning (CTL). PSI/PMI was discussed and funded in part in the State’s previous application, and has already been implemented in several New Jersey school districts. Many other approved LEA activities will include STEM components.

Sub-criterion	Approved LEA activity (DRAFT)	Estimated cost per LEA
STEM	Implementing PSI/PMI programs (training) Approved professional development to support classroom transition to CCSS curriculum and assessments	\$2,000 - \$35,000 (before purchasing any equipment) Will vary
B3	Approved professional development and resources to support transition to CCSS curriculum and assessments	Will vary
C3i	Implementation of the IIS platform: -School setup -Platform operating cost -IIS professional development -Technology upgrades	~\$740 per school ~\$7 per student ~\$50 per teacher Will vary
D2	Professional development on NJDOE-approved observation frameworks (could include training stipends)	Will vary

BUDGET: INDIRECT COST INFORMATION

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

Does the State have an Indirect Cost Rate Agreement approved by the Federal Government?

YES
NO

If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 07/01/2011 To: 06/30/2016

Approving Federal agency: ED Other
(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal Government.
2. If “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.
3. 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.

Appendix A – B3 Activity Plan

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence/Goals
Execute Information Sessions - introduction to the CCSS and the shifts inherent in transitioning to the standards	Aug. 2010 - Dec. 2011	NJDOE, teachers, administrators, superintendents, parents, and board members	Survey results indicating broad statewide understanding of Common Core and PARCC
Convene a coalition of curriculum, instruction, and assessment experts - to develop or adopt a CCSS-aligned “model” curriculum system	Dec. 2011-Jan.2012	NJDOE in collaboration with State and national curriculum experts (TBA)	Group convened and working on model curriculum during 2012-13 school year
Model Curriculum and Assessment Instructional Improvement System – Convene working group, research, cost-out, and coordinate a procurement process for purchasing an online platform to house all curriculum and assessment items (more detail in criterion C3)	Mar. 2012 – Dec. 2012	NJDOE Chief Academic Officer, Office of Budget & Accounting and Grants Management	Online platform purchased by Aug. 2012, uploaded with model curriculum and assessment items by Sept. 2012

<p>Develop "Model" Curriculum System 1) Will include defined student learning objectives divided into units of study with model lessons, formative assessments, and a list of quality instructional resources</p>	<p>Feb. 2012 - May 2012</p>	<p>NJDOE Chief Academic Officer, NJDOE Director of Standards, Literacy, and Mathematics in collaboration with state level coalition of curriculum, instruction, and assessment experts</p>	<p>Model Curriculum System, K-12, ELA, and mathematics - complete by May 2012</p>
<p>Develop "Model" Curriculum System 2) Experts in the field of special education will analyze the learning required in each instructional unit to determine the accommodation factors necessary to ensure students with disabilities have the opportunity to access CCSS on the same schedule as all students</p>	<p>Feb. 2012 - May 2012</p>	<p>NJDOE Chief Academic Officer, NJDOE Director of Special Education in collaboration with special education experts</p>	<p>Model Curriculum System, K-12, ELA, and mathematics including unit level accommodations supporting students with disabilities – complete by May 2012</p>
<p>Develop Model Curriculum System 3) Model units and assessments as well as a bank of CCSS-aligned formative assessment items will be available to help teachers, principals, parents, and students better understand and meet the rigorous CCSS standards</p>	<p>Feb. 2012 - May 2012</p>	<p>NJDOE Chief Academic Officer, NJDOE Director of Assessments in collaboration with assessment design experts</p>	<p>Model Curriculum System, K-12, ELA, and mathematics with a bank CCSS aligned formative assessment items – complete by May 2012</p>

<p>Build Model/Aligned Curriculums to Increase High School Rigor - All high school Social Studies and Science courses will include well defined CCSS-aligned curriculum (including formative and end-of-course assessments) developed in collaboration with state institutions of higher education</p>	<p>Feb. 2012 - May 2012</p>	<p>NJDOE Chief Academic Officer, NJDOE Director of Science, NJDOE Director of Social Studies, experts in Science and Social Studies</p>	<p>Model Curriculum System for grades 9-12 in Science and Social Studies – complete by May 2012</p>
<p>Adapt for English Language Learners - WIDA ELP standards, which set reasonable and clear expectations for students' language development (aligned with CCSS)</p>	<p>Feb. 2012 - May 2012</p>	<p>NJDOE Chief Academic Officer, NJDOE Director of LEP in collaboration with experts in the area of English learners</p>	<p>Model Curriculum System, K-12, ELA, and mathematics including unit level linguistic accommodations supporting English learners – complete by May 2012</p>
<p>Website Development – Ensure model curriculum and formative assessment resources are available via NJDOE website or link, to ensure accessibility in Fall 2012, prior to full IIS implementation (more detail in criterion C3)</p>	<p>June 2012 – Aug. 2012</p>	<p>NJDOE Chief Academic Officer</p>	<p>Website complete and in use by Fall 2012</p>
<p>Assessment Development - Increase the rigor of current State assessments by increasing the number of items aligned to the CCSS</p>	<p>Nov. 2011 - 2014</p>	<p>NJDOE Chief Academic Officer, NJDOE Director of Assessment</p>	<p>Transition versions of NJASK for 2013 and 2014</p>

<p>Design and Execute Professional Development (Teachers)- Focus: 1) Grade level and content area student learning requirements to meet CCSS model/aligned curriculums 2) Rigor in assessing CCSS requirements 3) Effective lesson design and instructional strategies 4) Use and design of formative assessments</p>	<p>June 2012 - June 2013 (ongoing)</p>	<p>NJDOE Chief Academic Officer, NJDOE Chief Talent Officer</p>	<p>Professional development session plans and feedback mechanisms</p>
<p>Develop and Execute Professional Development (Instructional Leadership/Principals) - Focus: 1) Collecting classroom data to verify teaching and rigor to meet student needs 2) Collecting and analyzing assessment data to drive teacher/teacher team working toward improvements 3) Form teacher teams that will be responsible for continuous improvement and achievement through observation and assessment data</p>	<p>June 2012 - June 2013 (ongoing)</p>	<p>NJDOE Chief Academic Officer, NJDOE Chief Talent Officer</p>	<p>Professional development session plans and feedback mechanisms</p>
<p>Launch Model Curriculum and Assessment IIS portal – Communicate to districts information on how to access and use the IIS (More detail in criterion C3)</p>	<p>Sept. 2013</p>	<p>NJDOE Chief Academic Officer, NJDOE Director of Communications and Strategic Partnerships, NJ Office of Information Technology</p>	<p>All participating LEAs accessing and utilizing materials by Fall 2013</p>

<p>Evaluate Material/Programs - Evaluate the effectiveness of instructional materials, programs and technology-based supports. Begin feedback loop among LEAs and schools using the model curriculum and NJDOE to refine and make improvements</p>	<p>Feb. 2012 - June 2013 (ongoing)</p>	<p>NJDOE Chief Academic Officer, NJDOE Chief Performance Officer</p>	<p>Formal reviews of external instructional materials, programs, and technology-based supports as well as informal feedback loops between participating districts and NJDOE.</p>
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Appendix B – C3i Activity Plan

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence/Goals
Gather an IIS committee of NJDOE staff, OIT staff, and participating LEA- and school-based staff to specify and research unique elements of the IIS to ensure functionality. A temporary consultant will work to convene this committee, and develop more detailed plans for the roll out of the IIS.	Jan.2012 – Mar. 2012	Chief Academic Officer, Chief Performance Officer, RTTT3 Project Managers, Office of Budget & Accounting	Committee formed by end of January, recommendations submitted to Chief Academic Officer and Office of Budget and Accounting by end of March 2012
Work with Office of Information Technology to procure a vendor that meets the needs of the committee	Apr. 2012 – Dec. 2012	RTTT3 Project Managers, OIT, Office of Budget & Accounting	Vendor contract secured by end of December 2012
Upload content and materials to IIS, ensure functionality for NJDOE and LEA staff	Spring 2013	Chief Academic Officer, Chief Performance Officer, IIS vendor	Model curriculum and formative assessment bank uploaded by end of August 2013
Communicate launch of IIS to participating LEAs	Sept. 2013	Chief Academic Officer, Director of Communications and Strategic Partnerships	Press release mid-September 2013, followed by webinars and onsite PD from vendor
Online and in-person professional development on the use of IIS made available to LEAs	Oct. 2013 - ongoing	IIS vendor, in conjunction with IIS committee	Professional development sessions held beginning in 2012; number of educators receiving training
Monitor use of IIS by schools and LEAs	Oct. 2013 - ongoing	Chief Academic Officer	Percentage of participating LEAs accessing the system
Solicit feedback from participating LEAs on the functionality of IIS	Nov. 2013	Chief Academic Officer, Chief Performance Officer	Number of submissions of advice/guidance received from field

Work with vendor to update and modify IIS based on LEA needs	Dec. 2013 - ongoing	Chief Academic Officer, Chief Performance Officer, RTTT3 Project Managers	Increasing satisfaction of field regarding the usability of system
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Appendix C – D2ii Activity Plan

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence/Goals
Launch recruitment and hiring process for evaluation implementation managers	Jan. 2012	Chief Talent Officer	Implementation managers hired by end of March
Communicate initial guidance to SIG districts on the recommended criteria for high-quality principal evaluations, timelines for pilot, state rollout activities, and suggestions for district advance planning	Jan. 2012	Director of Evaluation, Director of Communications & Strategic Partnerships, with help from the Evaluation Pilot Advisory Committee (EPAC)	Understanding of framework and timeline among SIG leaders
Communicate Notice of Grant Opportunity (NGO) to pilot principal evaluations in 2012-13 (SIG pilots will continue to refine their processes during 2012-13 and extend to more schools in SIG districts. Teacher pilot districts will be invited to participate.)	Mar. 2012	Evaluation Office, with help from EPAC and county offices	NGO made Spring 2012, press release launched

Monitor SIG implementation and teacher evaluation pilot implementation, track issues, processes, and outcomes to inform larger state pilot in 2012-13	Ongoing through June 2012	implementation managers	
SIG schools work with NJDOE to identify student achievement measures and the measures used to assess the 10% human resources component and to develop a process for combining all measures into a summative score	By Apr. 2012	Chief Talent Officer, Principal evaluation implementation manager	Guidance on summative scoring out to districts by end of Summer 2012
Grant applications due from districts for principal pilot and expanded teacher pilot participation in 2012-2013	Late Spring, 2012	Districts	Receipt of LEA applications
NJDOE Grants Management Office reviews pilot applications, identifies winning districts, districts announced	Beginning of June	Grants Management Office, Chief Talent Officer	At least 13 participating districts in principal evaluation pilot, representing a broad and diverse group of districts 10 new participating districts in expanded teacher pilot, 18 existing pilots continue

Engage external evaluator for 2012-13 pilots	June 2012	Chief Talent Officer	External evaluator secured by end of June 2012
NJDOE analyzes results of SIG pilot and teacher evaluation pilot and revises guidelines and plans	Summer 2012	Chief Talent Officer, implementation managers and EPAC	Development of revised NJDOE implementation plan
Pilots launched, expanded teacher pilots launched, all districts taking steps to prepare for full teacher evaluation system implementation	Sept. 2012	Chief Talent Officer, evaluation implementation managers	Successful launch of principal and teacher pilots for 2012-13 school year; all districts preparing and providing evidence of preparation for full implementation
pPlot districts provide training on framework for all principals and their district level evaluators	Fall 2012	Districts, Principal evaluation implementation manager, Chief Talent Officer	Training complete by mid-October 2012
Pilot districts receive training on SGP and use of student achievement data in evaluation systems	Fall 2012	Principal evaluation implementation manager, Chief Performance Officer, Chief Talent Officer	Understanding of SGP among pilots
As evaluations are conducted, pilot districts analyze results and get feedback from participants to inform NJDOE on utility of criteria, measures, evidence, and procedures for determining summative ratings	Ongoing	Districts, Chief Talent Officer, Principal evaluation implementation manager	Ongoing improvement of evaluation frameworks
NJDOE compiles findings from pilots to inform statewide guidelines, procedures, and necessary supports	Ongoing	Chief Talent Officer, Evaluation Office	Ongoing improvement of teacher and principal evaluation frameworks

Appendix E – F2ii Activity Plan

Key Milestone or Activity (Charter Application Cycle)	Detailed Timeline	Party or Parties Responsible	Evidence/Goals
Work to secure external reviewers and ongoing partnership agreement	Jan. 2012	Director of Charter Schools	Partnership agreement secured by end of January
Charter evaluation managers form review teams	Feb. 2012	Director of Charter Schools, Charter School Office	High-quality teams formed by end of February
Train review teams, including external reviewers and internal NJDOE reviewers	Early Mar. 2012	Office of Charter Schools	March training session complete
New charter applications due	Mar. 31, 2012	Charter applicants	Receipt of applications
Paper applications reviewed and recommendations made for applicants moving to the interview stage	Apr. – June 2012	Charter Review teams	Recommendations complete by summer
Review teams interview charter applicants	Summer 2012	Charter Review teams	Interviews complete
Summarize recommendations for Commissioner review	Summer – Fall 2012	Director of Charter schools, Charter Review teams	Recommendations complete by mid-September
Commissioner approves/denies new charter applicants, applicants notified	Sept. 30, 2012	Commissioner of Education	Release of decisions by Fall 2012

Key Milestone or Activity – (Annual Charter Renewal Charter Process)	Detailed Timeline	Party or Parties Responsible	Evidence/Goals
Work to secure external reviewers and ongoing partnership agreement	Jan. 2012	Director of Charter Schools	Partnership agreement secured by end of January
Charter evaluation managers form review teams for renewal cycle	Aug. 2012	Director of Charter Schools, Charter School Office	High-quality teams formed by end of end of August
Train review teams, including external reviewers and internal NJDOE reviewers	Sept.2012	Office of Charter Schools	September training session complete
Renewal charter applications due	Oct. 15, 2012	Charter applicants	All applications received by Oct. 15
Applications reviewed	Oct. – Dec. 2012	Charter Review teams	All applications reviewed by review teams
Site visits	Oct. – Nov. 2012	Office of Charter Schools	All schools up for renewal are visited
Summarize recommendations for Commissioner review	Dec. 2012	Director of Charter Schools, Charter Review teams	Recommendations complete by end of December
Commissioner approves/denies charter renewal or expansion, applicants notified	Feb. 2013	Commissioner of Education	Decisions made by February 2013

**Appendix F – Student Outcome Goals:
A) Increasing Student Achievement**

STATE ASSESSMENTS											
Level	Subject	Sub Pop	Grade	2010-11 Partially Proficient	2010-11 Partially Proficient divided by 2	Current 2010- 2011 Percent Proficient	Equal Annual Increments	2011- 12 P% TARGET	2012- 13 P% TARGET	2013- 14 P% TARGET	2014- 15 P% TARGET
State	LAL	Total	All	28.3	14.2	71.7	2.4	74.1	76.5	78.9	81.3
State	LAL	Spec Ed	All	59.3	29.7	40.7	4.9	45.6	50.5	55.4	60.3
State	LAL	FRPL	All	48.3	24.2	51.7	4	55.7	59.7	63.7	67.7
State	LAL	LEP	All	71.3	35.7	28.7	5.9	34.6	40.5	46.4	52.3
State	LAL	Asian	All	13.9	7	86.1	1.2	87.3	88.5	89.7	90.9
State	LAL	Black	All	48.6	24.3	51.4	4.1	55.5	59.6	63.7	67.8
State	LAL	Hispanic	All	44.1	22.1	55.9	3.7	59.6	63.3	67	70.7
State	LAL	Native Am	All	32.4	16.2	67.6	2.7	70.3	73	75.7	78.4
State	LAL	White	All	19.6	9.8	80.4	1.6	82	83.6	85.2	86.8
State	LAL	Other	All	31.1	15.6	68.9	2.6	71.5	74.1	76.7	79.3
State	Math	Total	All	21.9	11	78.1	1.8	79.9	81.7	83.5	85.3
State	Math	Spec Ed	All	50.9	25.5	49.1	4.2	53.3	57.5	61.7	65.9
State	Math	FRPL	All	37.6	18.8	62.4	3.1	65.5	68.6	71.7	74.8
State	Math	LEP	All	54.2	27.1	45.8	4.5	50.3	54.8	59.3	63.8
State	Math	Asian	All	6.9	3.5	93.1	0.6	93.7	94.3	94.9	95.5
State	Math	Black	All	43.6	21.8	56.4	3.6	60	63.6	67.2	70.8
State	Math	Hispanic	All	33.2	16.6	66.8	2.8	69.6	72.4	75.2	78
State	Math	Native Am	All	26.4	13.2	73.6	2.2	75.8	78	80.2	82.4
State	Math	White	All	14.4	7.2	85.6	1.2	86.8	88	89.2	90.4
State	Math	Other	All	25.8	12.9	74.2	2.2	76.4	78.6	80.8	83

NAEP											
State	Reading	Total	4	57	28.5	43	4.8	47.8	52.5	57.3	62.0
State	Reading	White	4	47	23.5	53	3.9	56.9	60.8	64.8	68.7
State	Reading	Black	4	75	37.5	25	6.3	31.3	37.5	43.8	50.0
State	Reading	Hispanic	4	75	37.5	25	6.3	31.3	37.5	43.8	50.0
State	Reading	Asian	4	36	18	64	3.0	67.0	70.0	73.0	76.0
State	Reading	FRPL	4	77	38.5	23	6.4	29.4	35.8	42.3	48.7
State	Reading	non-FRPL	4	45	22.5	55	3.8	58.8	62.5	66.3	70.0
State	Reading	Total	8	55	27.5	45	4.6	49.6	54.2	58.8	63.3
State	Reading	White	8	44	22	56	3.7	59.7	63.3	67.0	70.7
State	Reading	Black	8	79	39.5	21	6.6	27.6	34.2	40.8	47.3
State	Reading	Hispanic	8	78	39	22	6.5	28.5	35.0	41.5	48.0
State	Reading	Asian	8	34	17	66	2.8	68.8	71.7	74.5	77.3
State	Reading	FRPL	8	80	40	20	6.7	26.7	33.3	40.0	46.7
State	Reading	non-FRPL	8	45	22.5	55	3.8	58.8	62.5	66.3	70.0
State	Math	Total	4	49	24.5	51	4.1	55.1	59.2	63.3	67.3
State	Math	White	4	36	18	64	3.0	67.0	70.0	73.0	76.0
State	Math	Black	4	76	38	24	6.3	30.3	36.7	43.0	49.3
State	Math	Hispanic	4	72	36	28	6.0	34.0	40.0	46.0	52.0
State	Math	Asian	4	25	12.5	75	2.1	77.1	79.2	81.3	83.3
State	Math	FRPL	4	73	36.5	27	6.1	33.1	39.2	45.3	51.3
State	Math	non-FRPL	4	36	18	64	3.0	67.0	70.0	73.0	76.0
State	Math	Total	8	53	26.5	47	4.4	51.4	55.8	60.3	64.7
State	Math	White	8	41	20.5	59	3.4	62.4	65.8	69.3	72.7
State	Math	Black	8	79	39.5	21	6.6	27.6	34.2	40.8	47.3
State	Math	Hispanic	8	76	38	24	6.3	30.3	36.7	43.0	49.3
State	Math	Asian	8	26	13	74	2.2	76.2	78.3	80.5	82.7
State	Math	FRPL	8	76	38	24	6.3	30.3	36.7	43.0	49.3
State	Math	non-FRPL	8	43	21.5	57	3.6	60.6	64.2	67.8	71.3

B) Decreasing Achievement Gaps (In percentage points of proficiency):

STATE ASSESSMENTS									
Level	Subject	Grade	Gap Category	2010-11 Proficiency Gap	Equal Annual Increments	2011-12 Target Gap	2012-13 Target Gap	2013-14 Target Gap	2014-15 Target Gap
State	L	All	Black/White	29	2.5	26.5	24.0	21.5	19.0
State	L	All	Hispanic/White	25	2.1	22.4	20.3	18.2	16.1
State	M	All	Black/White	29	2.4	26.8	24.4	22.0	19.6
State	M	All	Hispanic/White	19	1.6	17.2	15.6	14.0	12.4
NAEP									
State	Reading	4	White/Black	28	2.3	25.7	23.3	21.0	18.7
State	Reading	4	White/Hispanic	28	2.3	25.7	23.3	21.0	18.7
State	Reading	4	FRPL/non-FRPL	32	2.7	29.3	26.7	24.0	21.3
State	Reading	8	White/Black	35	2.9	32.1	29.2	26.3	23.3
State	Reading	8	White/Hispanic	34	2.8	31.2	28.3	25.5	22.7
State	Reading	8	FRPL/non-FRPL	35	2.9	32.1	29.2	26.3	23.3
State	Math	4	White/Black	40	3.3	36.7	33.3	30.0	26.7
State	Math	4	White/Hispanic	36	3.0	33.0	30.0	27.0	24.0
State	Math	4	FRPL/non-FRPL	37	3.1	33.9	30.8	27.8	24.7
State	Math	8	White/Black	38	3.2	34.8	31.7	28.5	25.3
State	Math	8	White/Hispanic	35	2.9	32.1	29.2	26.3	23.3
State	Math	8	FRPL/non-FRPL	33	2.8	30.3	27.5	24.8	22.0

C) Increasing Graduation Rates

Overall Graduation Rate								
Group	2010-2011 Graduation Rate	Gap to 100%	Half of Gap	Equal Annual Increments	2011-12 TARGET	2012-13 TARGET	2013-14 TARGET	2014-15 TARGET
Total	83	17	8.5	1.4	84.4	85.8	87.3	88.7
Spec Ed	64	36	18	3.0	67.0	70.0	73.0	76.0
FRPL	75	25	12.5	2.1	77.1	79.2	81.3	83.3
LEP	67	33	16.5	2.8	69.8	72.5	75.3	78.0
Asian	85	15	7.5	1.3	86.3	87.5	88.8	90.0
Black	73	27	13.5	2.3	75.3	77.5	79.8	82.0
Hispanic	78	22	11	1.8	79.8	81.7	83.5	85.3
Native Am	89	11	5.5	0.9	89.9	90.8	91.8	92.7
White	87	13	6.5	1.1	88.1	89.2	90.3	91.3
2+ Races	80	20	10	1.7	81.7	83.3	85.0	86.7

D) Increasing College Enrollment and College Credit Accumulation:

<u>College Enrollment Rate</u>					
Group	2010-2011 College Enrollment Rate	2011-12 TARGET	2012-13 TARGET	2013-14 TARGET	2014-15 TARGET
Total	TBD	2 percentage point increase			
All subgroups	TBD	2 percentage point increase			
<u>College Credit Accumulation (% of college enrollees with at least a year's worth of college credit within 2 years)</u>					
Group	2010-2011 Credit Accumulation Rate	2011-12 TARGET	2012-13 TARGET	2013-14 TARGET	2014-15 TARGET
Total	TBD	2 percentage point increase			
All subgroups	TBD	2 percentage point increase			

VI. SIGNATURE PAGE

Required Applicant Signatures:

To the best of my knowledge and belief, all of the information and data in this Part II application and the certified assurances I the Part I application are true and correct.

I further certify that I have read both Parts I and II of the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name):	
Signature of Governor or Authorized Representative of the Governor: <i>Charles B. McKenna</i>	Date: 2/10/12
Chief State School Officer (Printed Name): <i>Chris Bert</i>	Date: 2/10/12
Signature of the Chief State School Officer: <i>[Signature]</i>	Date: 2/10/12
President of the State Board of Education (Printed Name): <i>Arlette Aponte</i>	Date: 2/10/12
Signature of the President of the State Board of Education: <i>[Signature]</i>	Date: 2/10/12

INSTRUCTIONS FOR USE

IMPORTANT: State populates white and yellow cells. Purple boxes are automatically calculated.

- 1) Begin with Project 1. This project includes sample numbers to demonstrate how this workbook works. Update the numbers in white and the indirect/fringe rates in yellow, but do not change the purple cells.
- 2) Be sure to include your State's indirect and fringe rates, as applicable. Once you have inserted all the relevant information for your projects, insert "Funding subgranted to LEAs" in the white cells within the Total worksheet (first tab after the Instructions). Everything else in Total worksheet will be auto-calculated.
- 3) Add worksheets as needed by copying and pasting the existing template sheets as needed. Fifteen project worksheets are currently included for your use. Make sure to check that the Total budget summary table includes those sheets as well.
- 4) If you are NOT using 15 projects, be sure to delete any extra project-level budget worksheets out of this workbook before submitting.
- 5)

New Jersey's RTTT3 budget 2-10-12 (4PM)

Total

STATE NAME	New Jersey
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As of 2/10/12

TOTAL	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ 784,166	\$ 955,115	\$ 871,571	\$ 884,644	\$ 3,495,496
2. Fringe	\$ 301,904	\$ 367,719	\$ 335,555	\$ 340,588	\$ 1,345,766
3. Travel	\$ 99,000	\$ 6,000	\$ 5,000	\$ 5,000	\$ 115,000
4. Equip	\$ 2,745	\$ -	\$ -	\$ -	\$ 2,745
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 1,310,000	\$ 5,070,125	\$ 1,879,667	\$ 1,079,667	\$ 9,339,459
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 45,000	\$ 89,000	\$ 86,700	\$ 86,700	\$ 307,400
9. Total Direct (1-8)	\$ 2,542,815	\$ 6,487,959	\$ 3,178,493	\$ 2,396,599	\$ 14,605,866
10. Indirect	\$ 51,873	\$ 59,196	\$ 53,579	\$ 53,310	\$ 217,958
11. Involved LEAs	\$ 275,000	\$ 775,000	\$ 500,000	\$ 500,000	\$ 2,050,000
12. Supplements to participating LEA	\$ 275,000	\$ 775,000	\$ 500,000	\$ 500,000	\$ 2,050,000
13. Total Costs (lines 9-12)	\$ 3,144,688	\$ 8,097,155	\$ 4,232,072	\$ 3,449,909	\$ 18,923,824
14. Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ 4,730,956	\$ 4,730,956	\$ 4,730,956	\$ 4,730,956	\$ 18,923,824
15. Total Budget (lines 13-14)	\$ 7,875,644	\$ 12,828,111	\$ 8,963,028	\$ 8,180,865	\$ 37,847,648

Total allocation \$37,847,648

Project Name:	New Jersey					total
	1. RTTT Administration					
	Yr 1	Yr 2	Yr 3	Yr 4		
1. Personnel	\$ 158,333	\$ 192,850	\$ 195,743	\$ 198,679	\$ 745,605	
2. Fringe Benefits	\$ 60,958	\$ 74,247	\$ 75,361	\$ 76,491	\$ 287,058	
3. Travel	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	
4. Equip	\$ 1,745	\$ -	\$ -	\$ -	\$ 1,745	
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -	
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	
8. Other	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 18,400	
9. Total Direct (Lines 1-8)	\$ 226,636	\$ 272,697	\$ 276,704	\$ 280,770	\$ 1,056,808	
10. Indirect Costs	\$ 8,771	\$ 10,635	\$ 10,791	\$ 10,950	\$ 41,147	
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -	
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -	
13. Total Costs (lines 9-12)	\$ 235,407	\$ 283,332	\$ 287,496	\$ 291,720	\$ 1,097,955	

Fringe - Check

Rate	Yr 1	Yr 2	Yr 3	Yr 4	total
38.50%	\$ 60,958.21	\$ 74,247.25	\$ 75,361.06	\$ 76,491.42	\$ 287,057.93

Indirect - Check

Rate	Yr 1	Yr 2	Yr 3	Yr 4	total
3.90%	\$ 8,770.76	\$ 10,635.19	\$ 10,791.46	\$ 10,950.05	\$ 41,147.45

State Name	New Jersey				
Project Name:	2. Instructional Improvement System				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equip	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 50,000	\$ 1,290,585	\$ 979,667	\$ 979,667	\$ 3,299,919
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct (Lines 1-8)	\$ 50,000	\$ 1,290,585	\$ 979,667	\$ 979,667	\$ 3,299,919
10. Indirect Costs	\$ 975	\$ 975	\$ 975	\$ 975	\$ 3,900
11. Funding for Involved LEAs	\$ -	\$ 500,000	\$ 500,000	\$ 500,000	\$ 1,500,000
12. Supplemental Funding for Participating LEAs	\$ -	\$ 500,000	\$ 500,000	\$ 500,000	\$ 1,500,000
13. Total Costs (lines 9-12)	\$ 50,975	\$ 2,291,560	\$ 1,980,642	\$ 1,980,642	\$ 6,303,819

Fringe - Check

Rate	Yr 1	Yr 2	Yr 3	Yr 4	total
38.50%	\$ -	\$ -	\$ -	\$ -	\$ -

Indirect - Check

Rate	Yr 1	Yr 2	Yr 3	Yr 4	total
3.90%	\$ 975	\$ 975	\$ 975	\$ 975	\$ 3,900

State Name	New Jersey				
	3. Curriculum and Assessment Enhancement				
Project Name:	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 93,000	\$ -	\$ -	\$ -	\$ 93,000
4. Equip	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 1,000,000	\$ 3,539,540	\$ 800,000	\$ -	\$ 5,339,540
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 22,000	\$ 66,000	\$ 66,000	\$ 66,000	\$ 220,000
9. Total Direct (lines 1-8)	\$ 1,115,000	\$ 3,605,540	\$ 866,000	\$ 66,000	\$ 5,652,540
10. Indirect Costs	\$ 5,460	\$ 3,549	\$ 3,549	\$ 2,574	\$ 15,132
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 1,120,460	\$ 3,609,089	\$ 869,549	\$ 68,574	\$ 5,667,672

Fringe - Check

Rate	Yr 1	Yr 2	Yr 3	Yr 4	total
38.50%	\$ -	\$ -	\$ -	\$ -	\$ -

Indirect - Check

Rate	Yr 1	Yr 2	Yr 3	Yr 4	total
3.90%	\$ 5,460.00	\$ 3,549.00	\$ 3,549.00	\$ 2,574.00	\$ 15,132.00

4- Teacher Leader Effectiveness

State Name	New Jersey				
	4. Teacher and Leader Effectiveness				
Project Name:	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ 395,833	\$ 482,125	\$ 391,486	\$ 397,358	\$ 1,666,802
2. Fringe Benefits	\$ 152,396	\$ 185,618	\$ 150,722	\$ 152,983	\$ 641,719
3. Travel	\$ 2,000	\$ 2,000	\$ 1,000	\$ 1,000	\$ 6,000
4. Equip	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 160,000	\$ 140,000	\$ -	\$ -	\$ 300,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 11,500	\$ 11,500	\$ 9,200	\$ 9,200	\$ 41,400
9. Total Direct (Lines 1-8)	\$ 722,729	\$ 821,243	\$ 552,408	\$ 560,541	\$ 2,656,921
10. Indirect Costs	\$ 22,882	\$ 27,543	\$ 21,544	\$ 21,861	\$ 93,831
11. Funding for Involved LEAs	\$ 275,000	\$ 275,000	\$ -	\$ -	\$ 550,000
12. Supplemental Funding for Participating LEAs (*pilot sub-grants)	\$ 275,000	\$ 275,000	\$ -	\$ -	\$ 550,000
13. Total Costs (lines 9-12)	\$ 1,295,611	\$ 1,398,787	\$ 573,952	\$ 582,402	\$ 3,850,752

Fringe - Check

Rate	Yr 1	Yr 2	Yr 3	Yr 4	total
38.50%	\$ 152,396	\$ 185,618	\$ 150,722	\$ 152,983	\$ 641,719

Indirect - Check

Rate	Yr 1	Yr 2	Yr 3	Yr 4	total
3.90%	\$ 22,882	\$ 27,543	\$ 21,544	\$ 21,861	\$ 93,831

Project Name:	New Jersey				total
	5. High Quality School Options				
	Yr 1	Yr 2	Yr 3	Yr 4	
1. Personnel	\$ 230,000	\$ 280,140	\$ 284,342	\$ 288,607	\$ 1,083,089
2. Fringe Benefits	\$ 88,550	\$ 107,854	\$ 109,472	\$ 111,114	\$ 416,989
3. Travel	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
4. Equip	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 6,900	\$ 6,900	\$ 6,900	\$ 6,900	\$ 27,600
9. Total Direct (Lines 1-8)	\$ 428,450	\$ 497,894	\$ 503,714	\$ 509,621	\$ 1,939,678
10. Indirect Costs	\$ 13,785	\$ 16,493	\$ 16,720	\$ 16,950	\$ 63,947
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 442,235	\$ 514,387	\$ 520,434	\$ 526,571	\$ 2,003,626

Fringe - Check

Rate	Yr 1	Yr 2	Yr 3	Yr 4	total
38.50%	\$ 88,550.00	\$ 107,853.90	\$ 109,471.67	\$ 111,113.70	\$ 416,989.27

Indirect - Check

Rate	Yr 1	Yr 2	Yr 3	Yr 4	total
3.90%	\$ 13,785	\$ 16,493	\$ 16,720	\$ 16,950	\$ 63,947