

**Race to the Top
Application for Phase 3 Funding
CFDA Number: 84.395A**



U.S. Department of Education
Washington, D.C. 20202

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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.

Through the Race to the Top Phase 3 application, the Pennsylvania Department of Education (PDE) proposes to implement Governor Tom Corbett's agenda for education: enabling all children to achieve their full potential. PDE believes the proposed activities will have a significant impact on student achievement that can be accelerated with Race to the Top funding. The application includes four major initiatives:

Expand student and teacher access to quality courses and instructional resources to improve student achievement on Pennsylvania's Academic Standards, including Science, Technology, Engineering and Mathematics (STEM).

- ✓ Implement an online curriculum, with an emphasis on STEM, by designing a statewide means of achieving equitable access to high quality, rigorous courses for all students.
- ✓ Further develop the Pennsylvania Standards Aligned System (SAS) portal and provide technical assistance on the appropriate use of that portal as a tool for continuous improvement.

Provide easy access to meaningful student, school and district data for parents, educators and the general public to improve decision-making processes.

- ✓ Develop a publicly-accessible, web-based "report card" using an A-F grading system that conveys public school performance in key areas including academic achievement and fiscal status.
- ✓ Develop and implement an online educator "dashboard" that provides immediate access to classroom data to inform instructional decision-making.

Implement new teacher and principal evaluation tools and processes to ensure effective educators in every classroom and building.

- ✓ Refine and implement teacher and principal evaluation systems that incorporate student performance results as a significant factor.
- ✓ Provide professional development in the use of the new evaluation systems, including how to utilize the information to improve teacher and principal effectiveness.

Further develop opportunities for alternative approaches to schooling to meet the changing needs of students and their families.

- ✓ Expand the prevalence of high-quality charter schools.

PDE believes these activities will have the greatest impact on student achievement. The activities selected above, in addition to originating in our Phase 2 application, are aligned with the current State Education Agency Strategic Plan goals, and Governor Tom Corbett's education reform agenda. By advancing these activities with Race to the Top funding, PDE will be able to implement reform more quickly and thoroughly with districts, charter schools, career and technical centers, and higher education institutions to improve achievement of Pennsylvania's students.

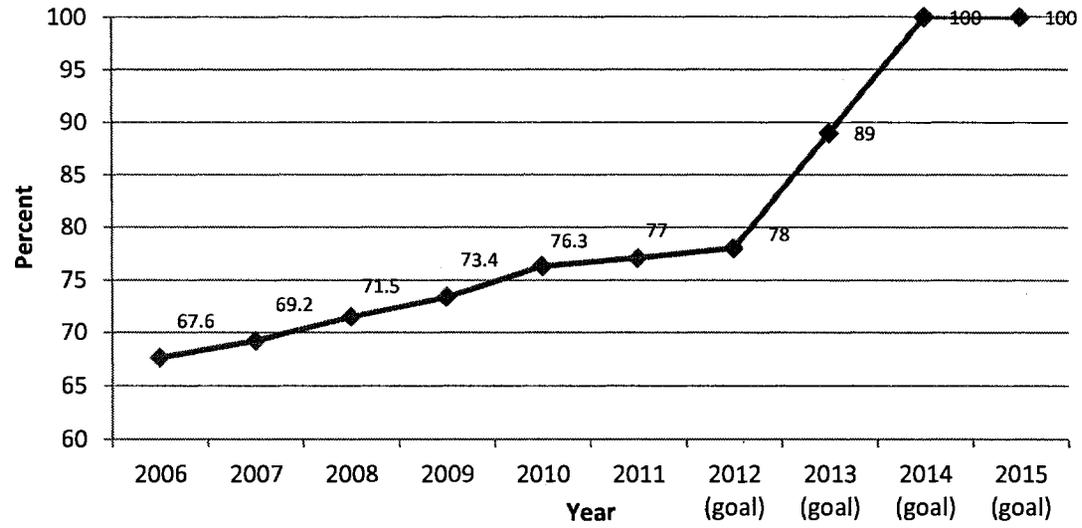
B. Provide student outcome goals, overall and by student subgroup, for—

- (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.

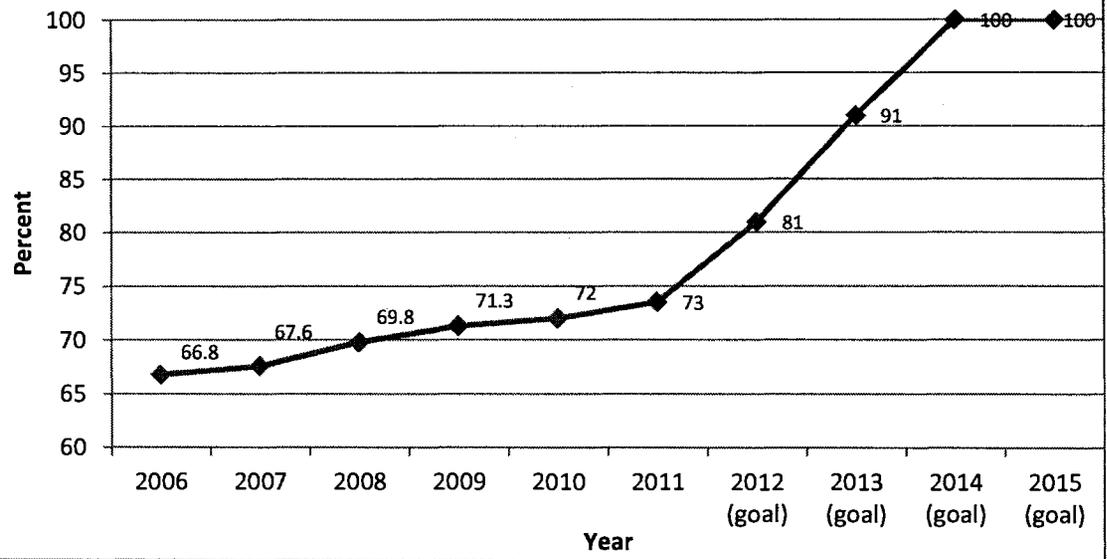
Increasing student achievement and closing achievement gaps among disaggregated subgroups on the National Assessment of Educational Progress (NAEP) tests, the PA System of School Assessment (PSSA) tests and the newly developed end-of-course Keystone Exams in Algebra, Biology and Literature is the overall objective for Pennsylvania's Race to the Top grant proposal. In

addition, Pennsylvania intends to improve its four-year cohort graduation rate over the course of the grant period and beyond, and add new data on five- and six- year cohorts to demonstrate the value of persistence and reduce the drop-out rate by ensuring students have the opportunity to complete high school. In addition, Pennsylvania expects to increase the percentage of students who pursue a post-secondary education, either through college, trade school, the military or apprenticeship programs. See the graphs below which convey Pennsylvania's student achievement goals for testing, graduation, and postsecondary enrollment. NOTE: In light of current Elementary and Secondary Education Act requirements, the goals identified below demonstrate a commitment to the 100% proficiency expectations by 2014. However, in light of potential waivers and/or reauthorization of the ESEA, these goals may be subject to change.

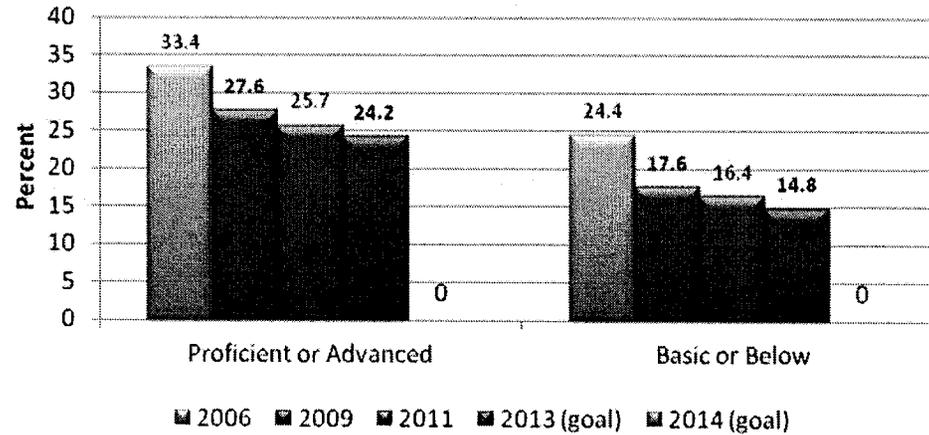
Percent of Students Statewide At-or-Above Grade Level on PSSA MATH
(Proficient or Advanced)



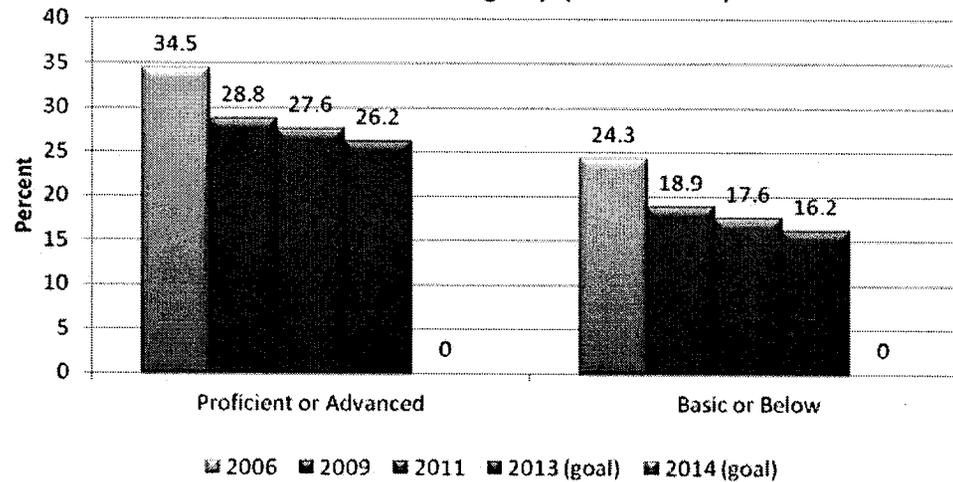
**Percent of Students Statewide At-or-Above Grade Level on PSSA READING
(Proficient or Advanced)**



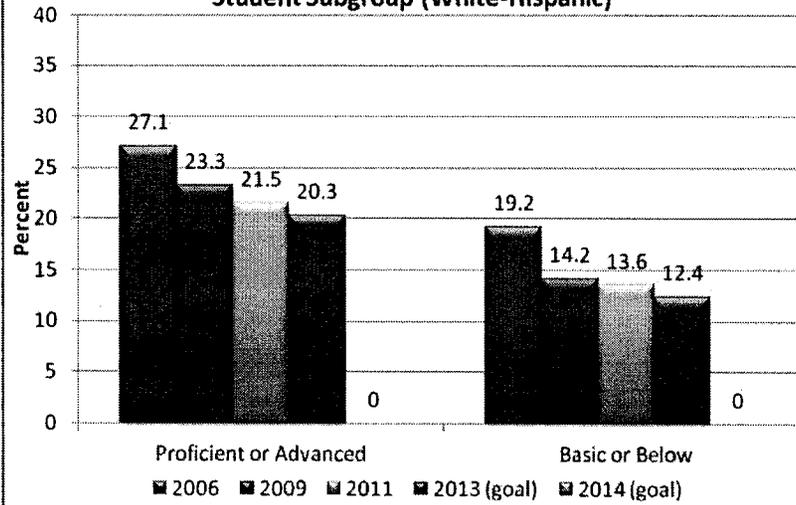
**Achievement Gaps for PSSA 2006-14 Math
Student Subgroup (White-Black)**



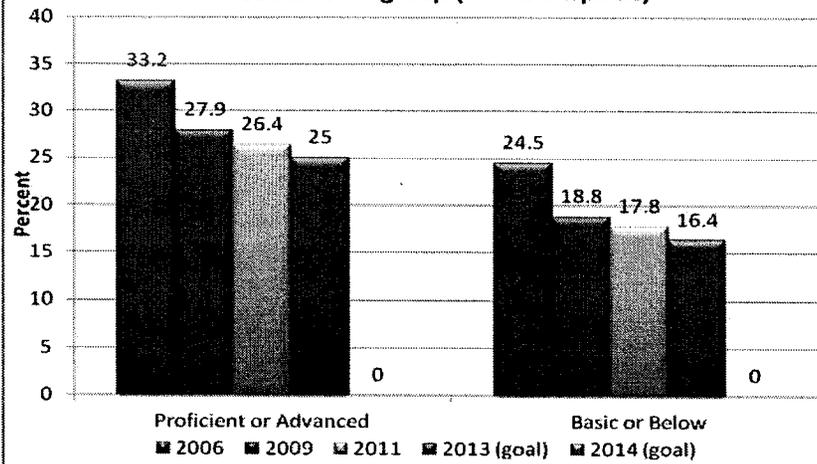
**Achievement Gaps for PSSA 2006-14 Reading
Student Subgroup (White-Black)**



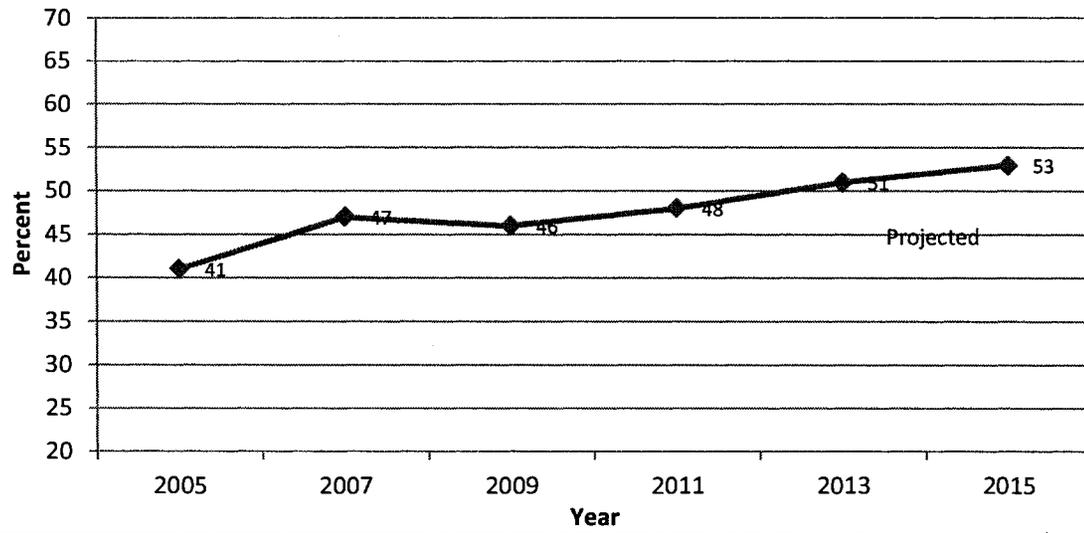
**Achievement Gaps for PSSA 2006-14 Math
Student Subgroup (White-Hispanic)**

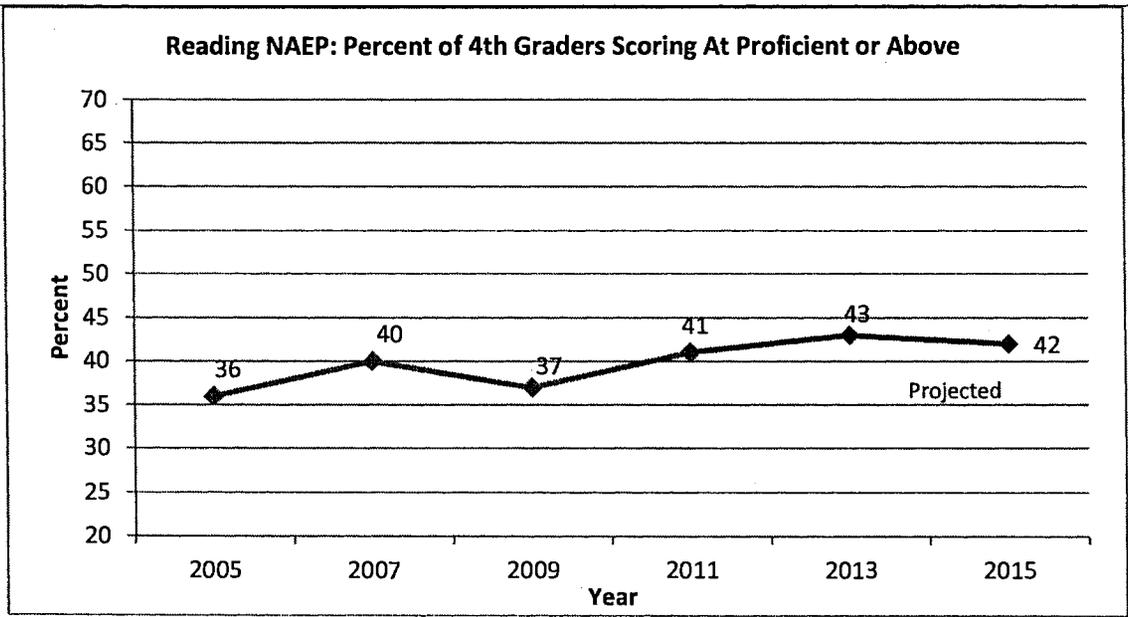


**Achievement Gaps for PSSA 2006-14 Reading
Student Subgroup (White-Hispanic)**

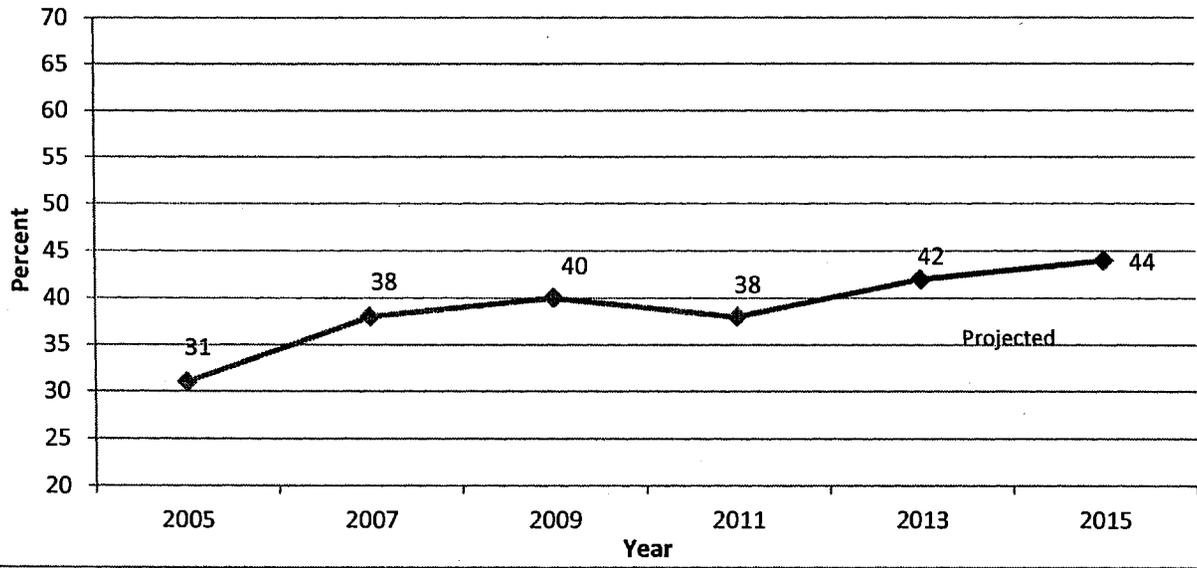


Math NAEP: Percent of 4th Graders Scoring At Proficient or Above

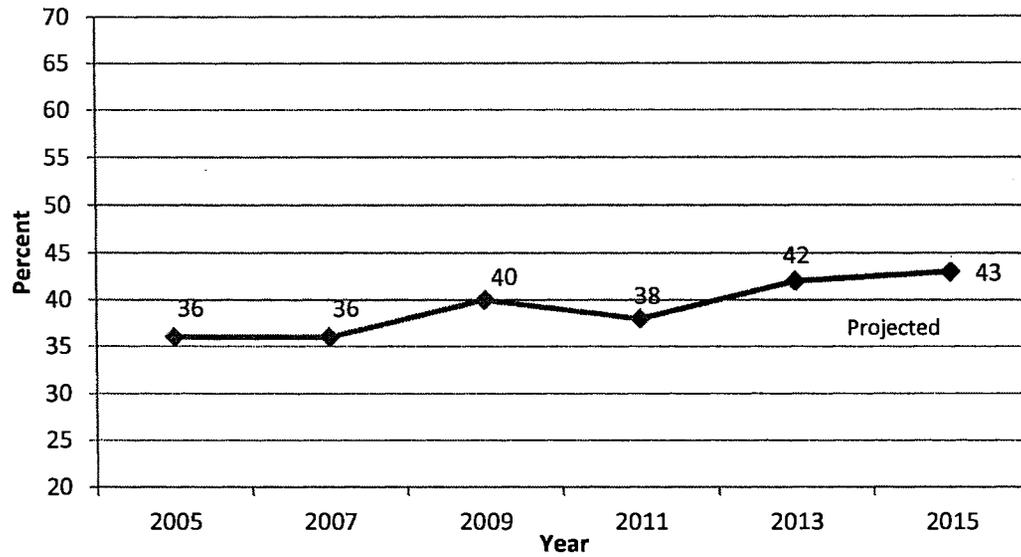




Math NAEP: Percent of 8th Graders Scoring At Proficient or Above



Reading NAEP: Percent of 8th Graders Scoring At Proficient or Above



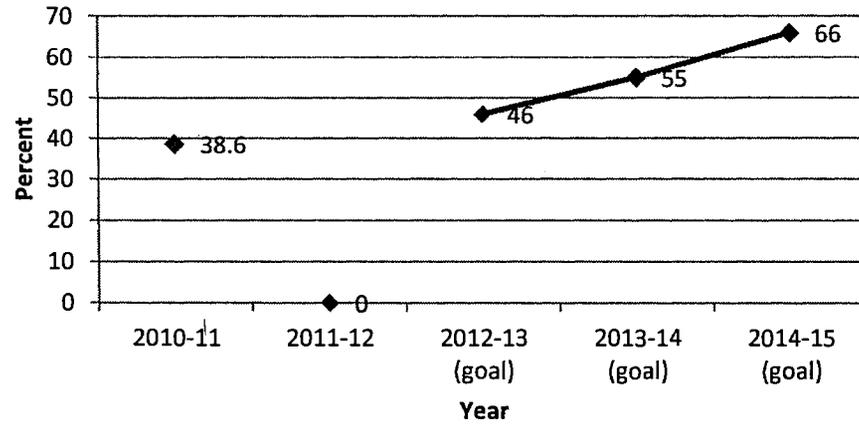
2011 Keystone Exam Results

Test Name	Subgroup	Number Scored	Proficient or Advanced	Basic or Below
Algebra I	All Students	94,939	38.6	61.3
Algebra I	Black/African American non-Hispanic	9,060	15.7	84.3
Algebra I	Latino/Hispanic	5,705	16.2	83.8
Algebra I	White non-Hispanic	75,448	42.1	57.9
Algebra I	IEP/Not Gifted	8,882	11.4	88.6
Algebra I	Economically Disadvantaged	27,262	20.5	79.5

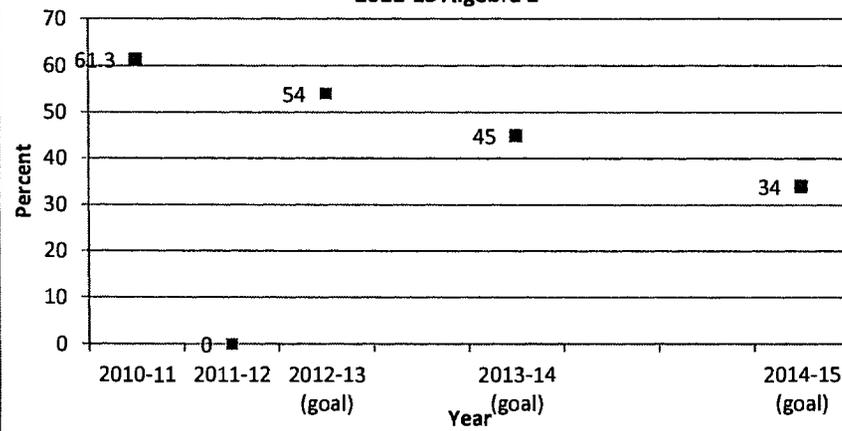
Test Name	Subgroup	Number Scored	Proficient or Advanced	Basic or Below
Biology	All Students	46,998	35.7	64.3
Biology	Black/African American non-Hispanic	4,450	13.9	86.2
Biology	Latino/Hispanic	2,446	18.2	81.8
Biology	White non-Hispanic	38,193	38.8	61.1
Biology	IEP/Not Gifted	5,313	9.4	90.6
Biology	Economically Disadvantaged	14,275	20.1	79.9
Test Name	Subgroup	Number Scored	Proficient or Advanced	Basic or Below
Literature	All Students	42,815	49.9	50.2
Literature	Black/African American non-Hispanic	3,194	25.7	74.3
Literature	Latino/Hispanic	2,244	31.1	68.9
Literature	White non-Hispanic	35,724	53.1	47.0
Literature	IEP/Not Gifted	4,659	13.7	86.4
Literature	Economically Disadvantaged	12,500	33.5	66.5

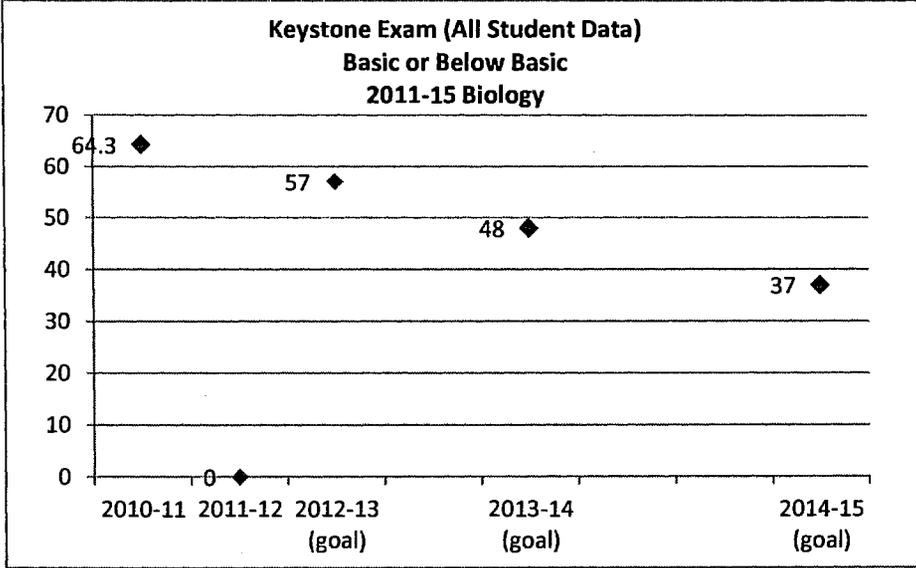
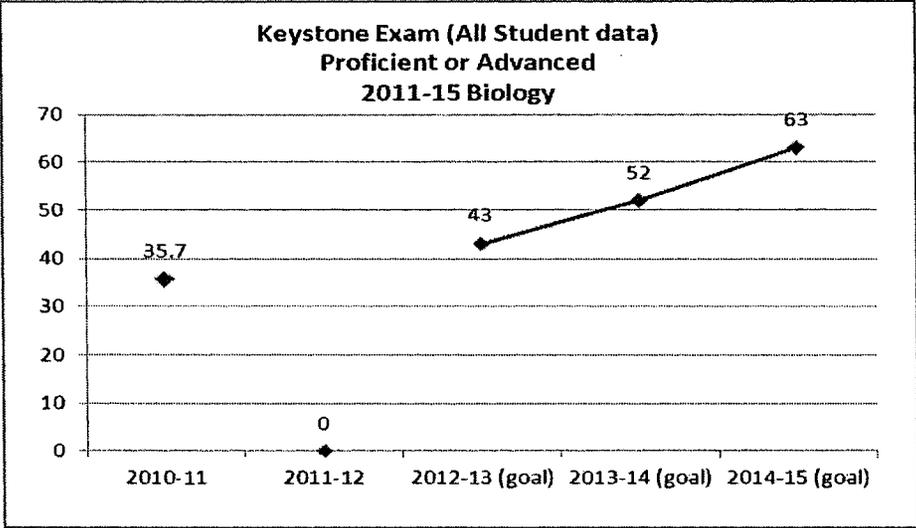
NOTE: Keystone Exams were not administered in 2011-12 due to budgetary limitations.

**Keystone Exam (All Student data)
Proficient or Advanced
2011-15 Algebra I**

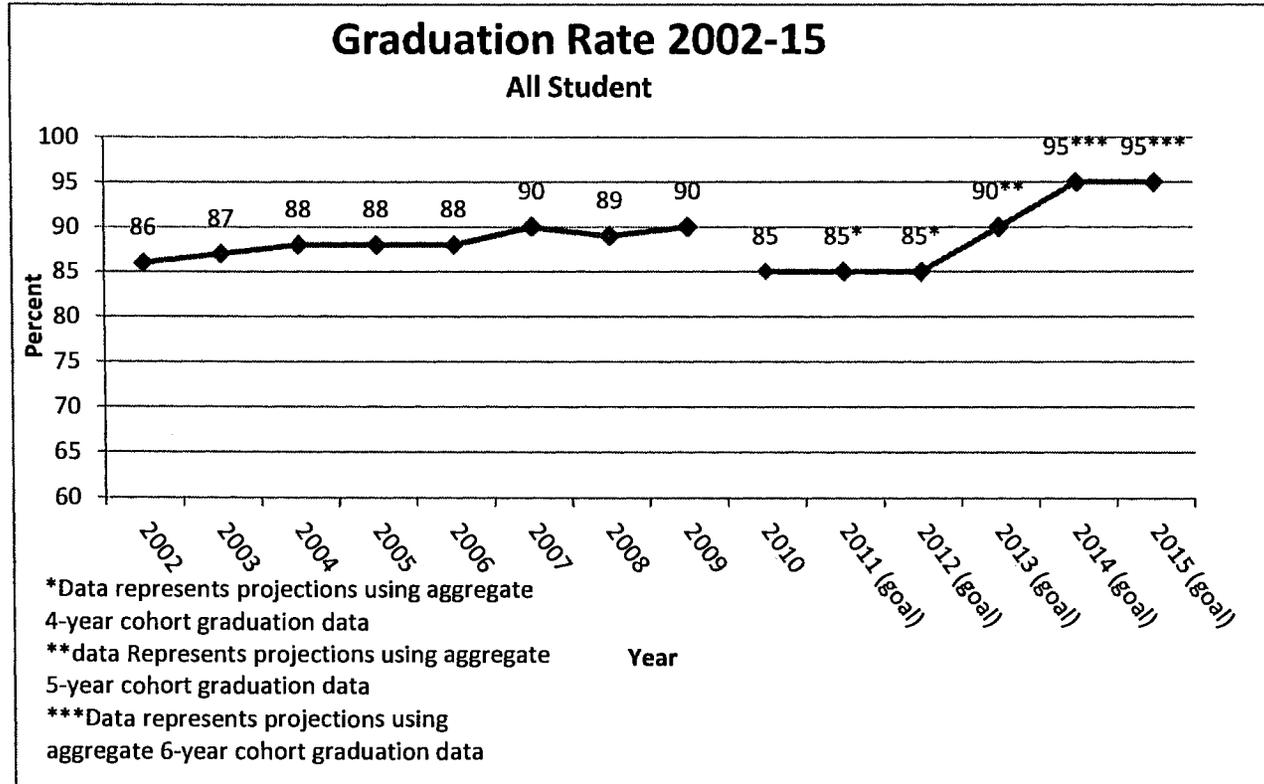


**Keystone Exam (All Student Data)
Basic or Below Basic
2011-15 Algebra 1**



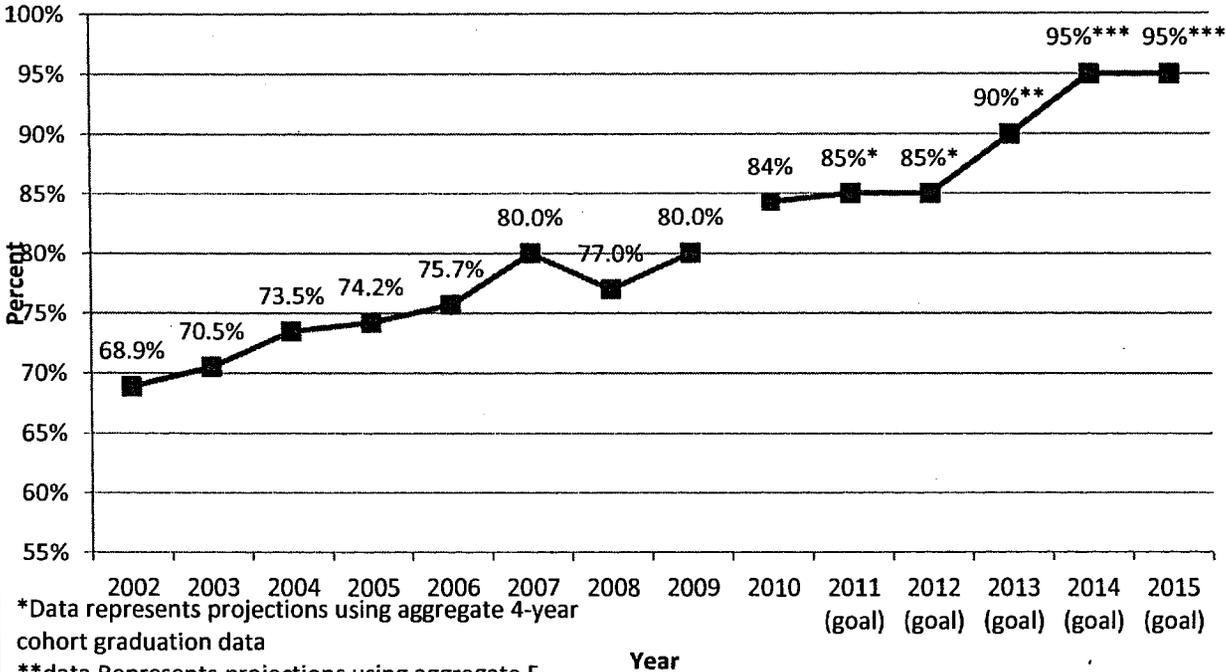


NOTE: The gap between 2009 and 2010 reported data for all graduation rates (all student and subgroups) shows PDE's shift in calculating graduation rates from the Leaver Rate to a 4-Year Cohort Graduation Rate.



Subgroup Graduation Rates 2002-15

Black Students

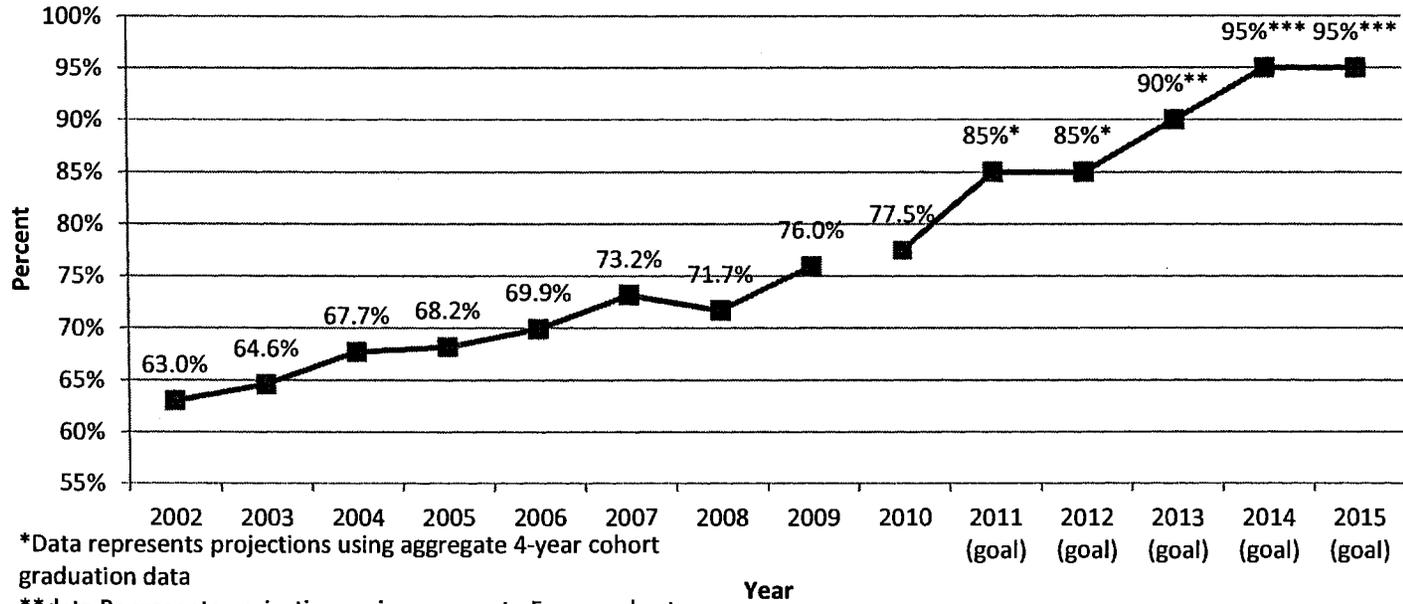


*Data represents projections using aggregate 4-year cohort graduation data

**data Represents projections using aggregate 5-year cohort graduation data

***Data represents projections using aggregate 6-year cohort graduation data

Subgroup Graduation Rates 2002-15 Hispanic Students

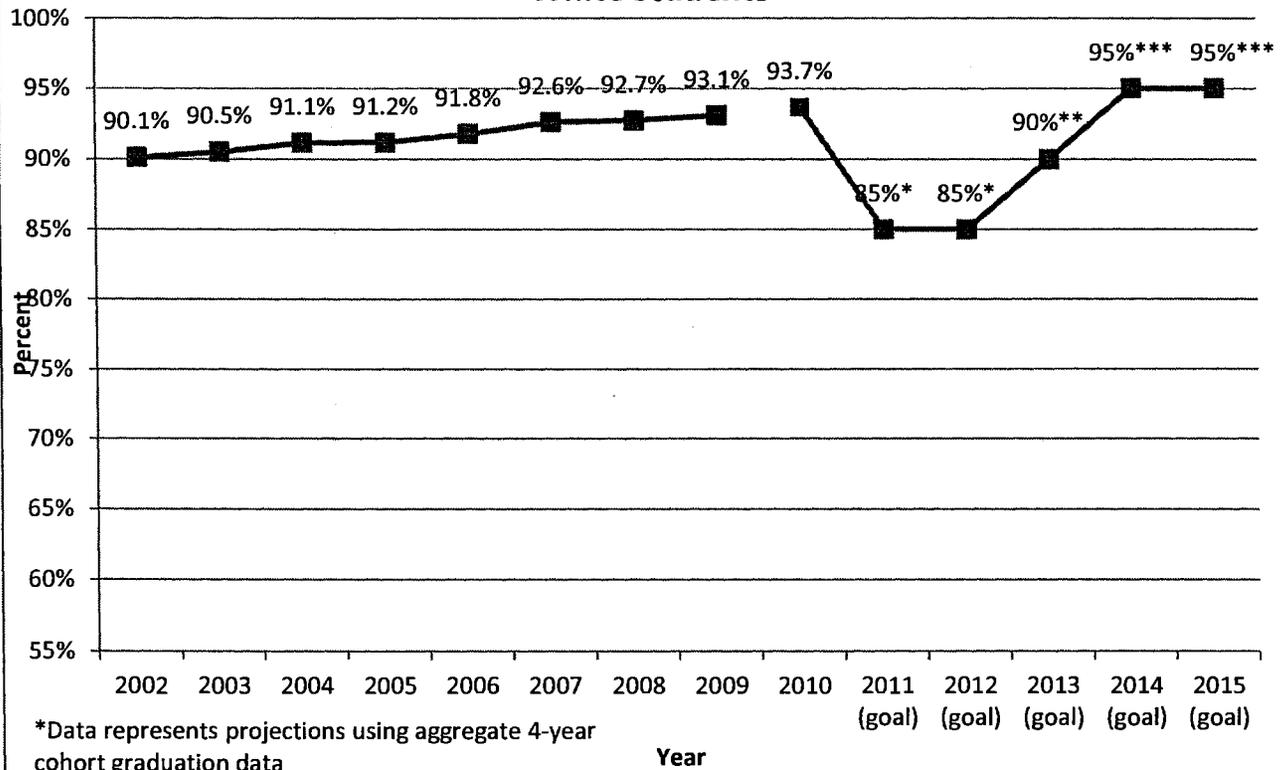


*Data represents projections using aggregate 4-year cohort graduation data

**data Represents projections using aggregate 5-year cohort graduation data

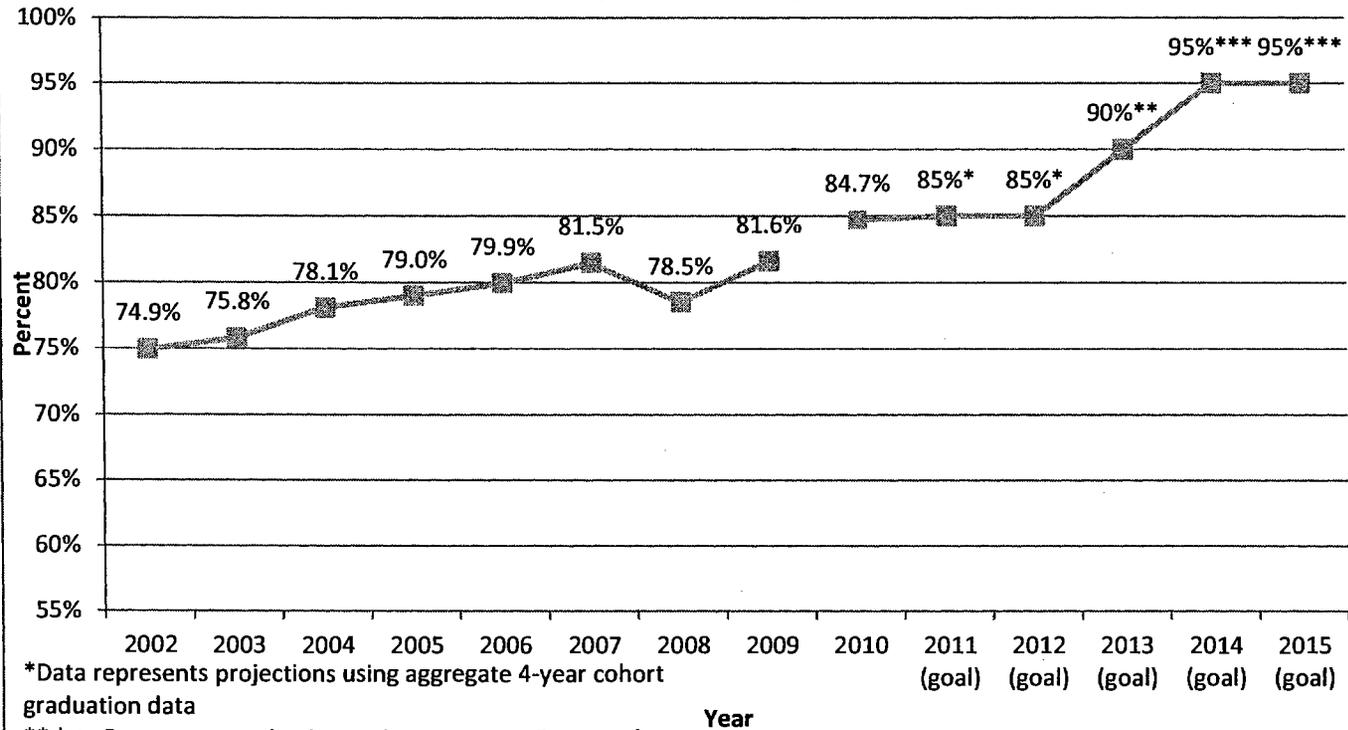
***Data represents projections using aggregate 6-year cohort graduation data

Subgroup Graduation Rates 2002-15 White Students



*Data represents projections using aggregate 4-year cohort graduation data
 **data Represents projections using aggregate 5-year cohort graduation data
 ***Data represents projections using aggregate 6-year cohort graduation data

Subgroup Graduation Rates 2002-15 Economically Disadvantaged Students

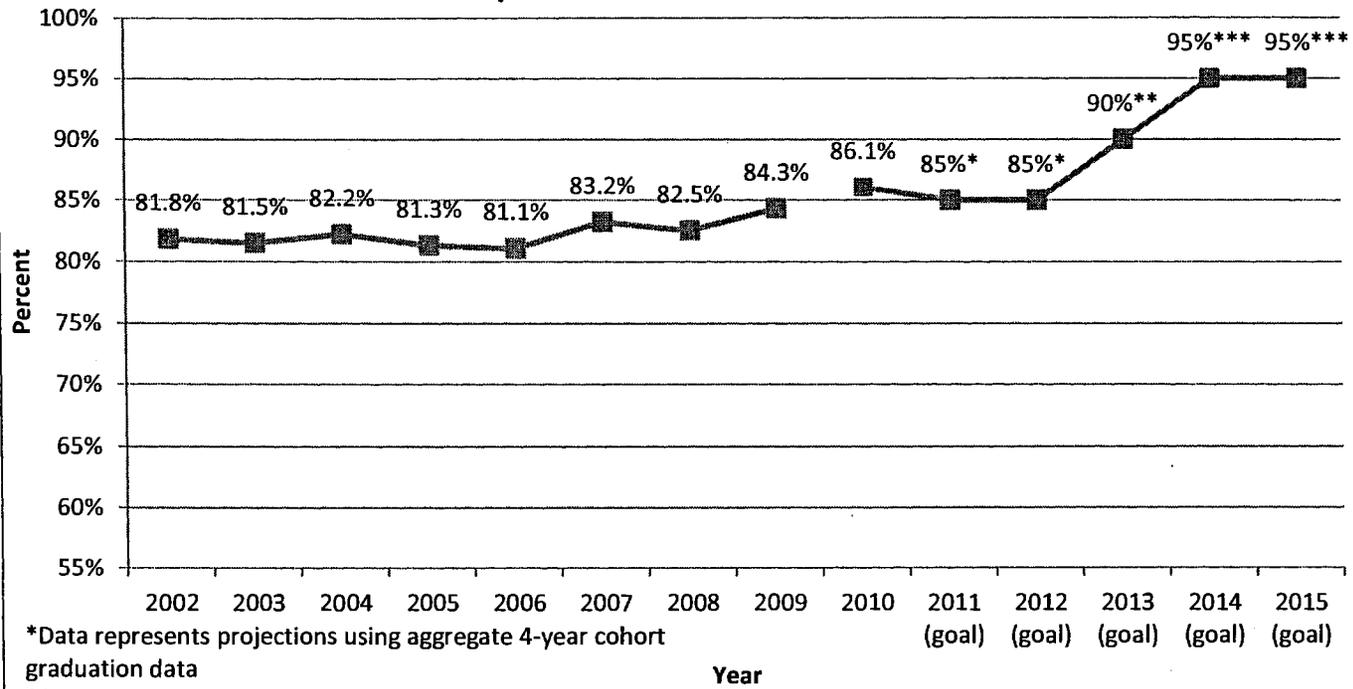


*Data represents projections using aggregate 4-year cohort graduation data

**data Represents projections using aggregate 5-year cohort graduation data

***Data represents projections using aggregate 6-year cohort graduation data

Subgroup Graduation Rates 2002-15 Special Education Students

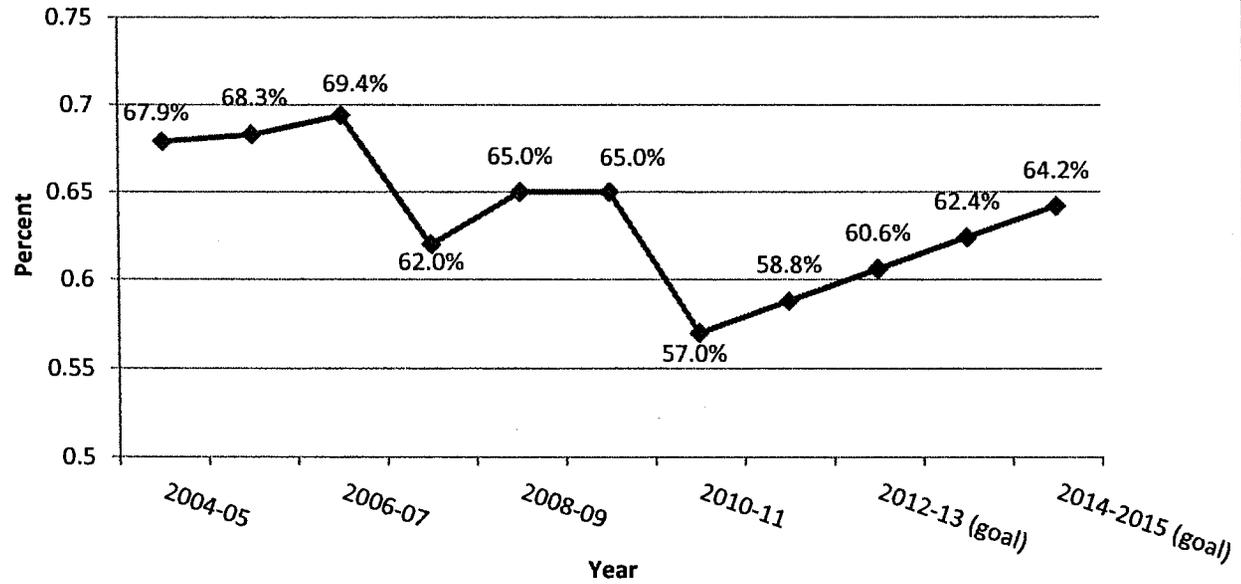


*Data represents projections using aggregate 4-year cohort graduation data

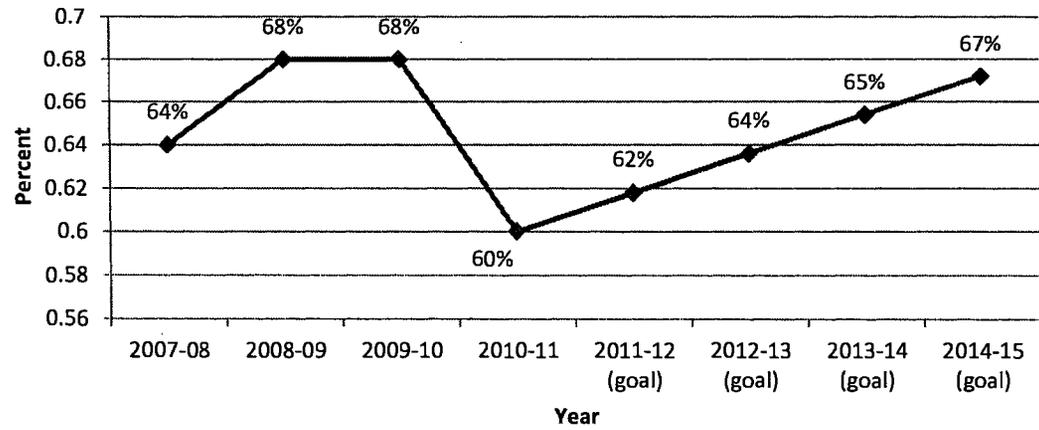
**data Represents projections using aggregate 5-year cohort graduation data

***Data represents projections using aggregate 6-year cohort graduation data

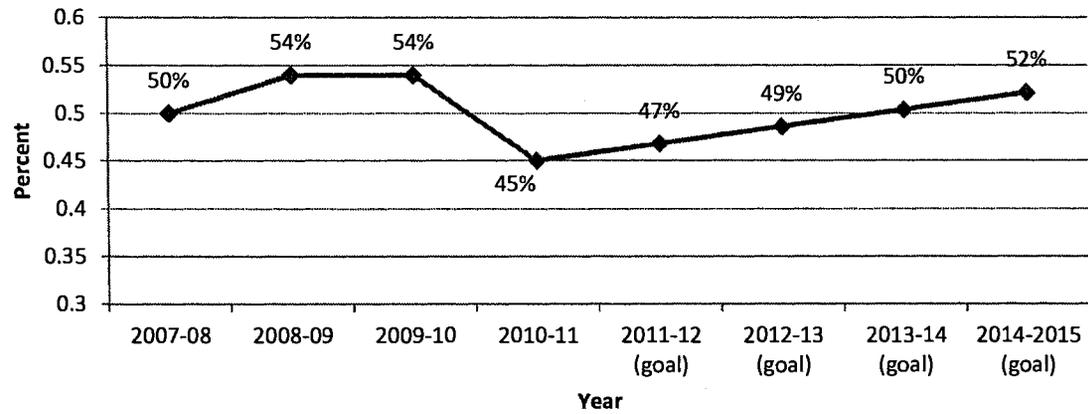
Percentage of Total High School Graduates Enrolled in a Two- or Four-Year College or University



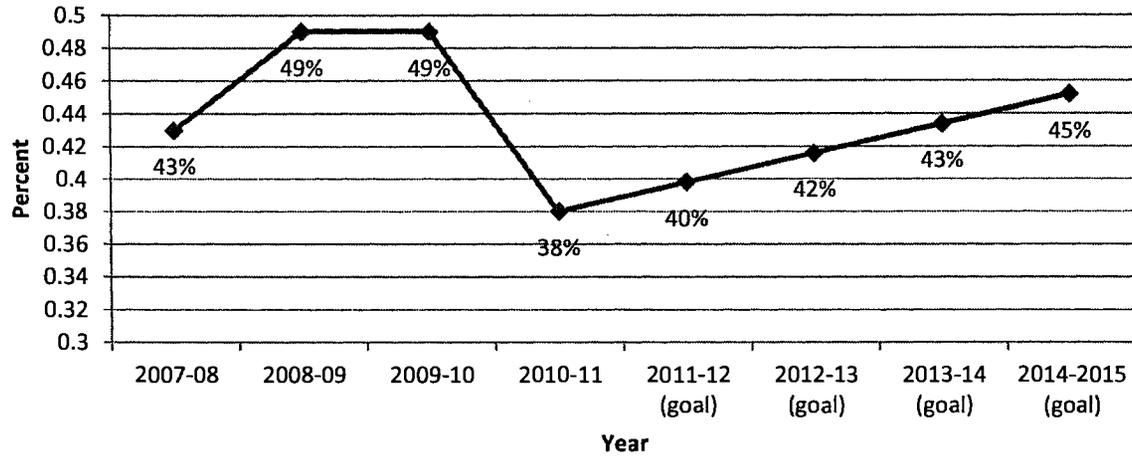
Percentage of High School Graduates Enrolled in a Two- or Four-Year College or University (White Subgroup)



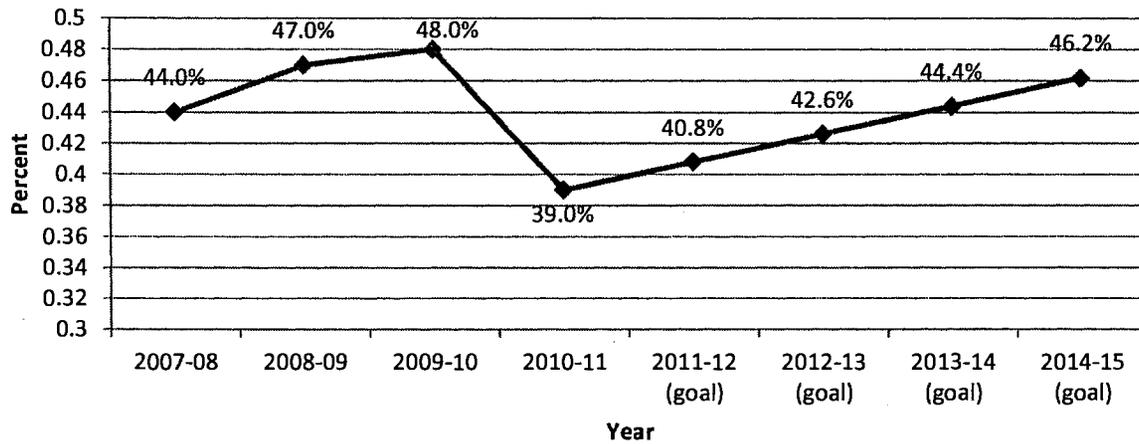
Percentage of High School Graduates Enrolled in a Two- or Four-Year College or University (Black Subgroup)



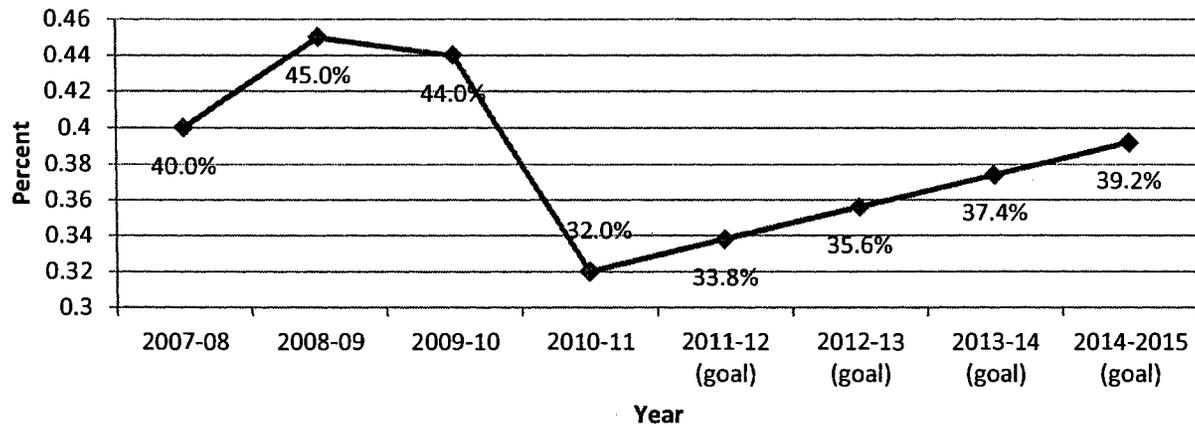
Percentage of High School Graduates Enrolled in a Two- or Four-Year College or University (Hispanic Subgroup)



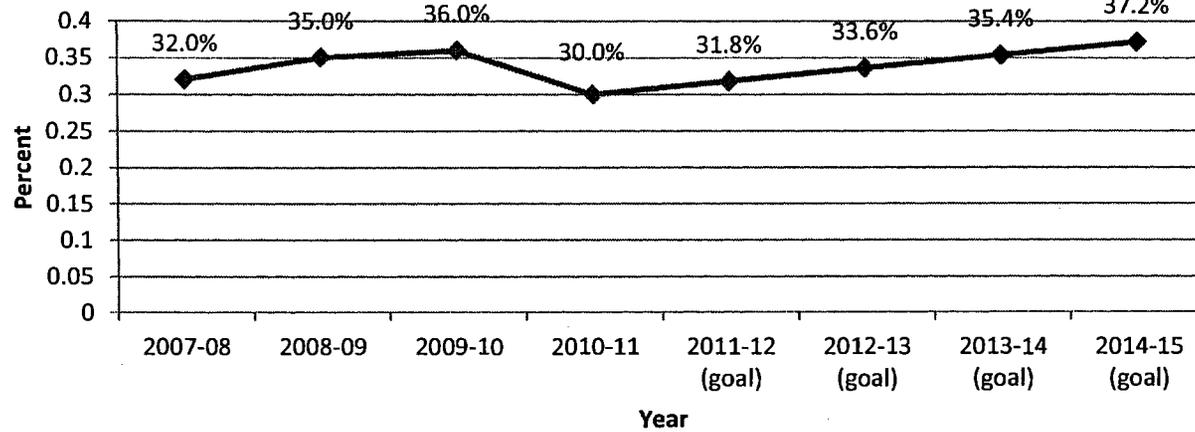
Percentage of High School Graduates Enrolled in a Two- or Four-Year College or University (Economically Disadvantaged Subgroup)



Percentage of High School Graduates Enrolled in a Two- or Four-Year College or University (ELL Subgroup)



Percentage of High School Graduates Enrolled in a Two- or Four-Year College or University (Special Education Subgroup)



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 Factors¹		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	<i>Must be proposed by Applicant</i>	√
(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>	√
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>	
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	√
(D)(3) Ensuring equitable distribution of effective teachers and principals	From Phase 2 application	

¹ 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>	√
(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>	√

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	(A)(2)	Page references from State's Phase 2 application	Section A - pp. 41-50
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Building strong statewide capacity to implement, scale up, and sustain proposed plans

Pennsylvania will:

- ✓ Create and utilize a Strategic Leadership Council to advise PDE throughout the grant period and beyond. (p. 42, modified bullet 1)
- ✓ Coordinate within the PA Department of Education oversight of charter school options available to families in order to share best practices, support expansion and provide guidance regarding performance of charter schools. (p. 42, modified bullet 3)
- ✓ Provide technical assistance and job-embedded professional development to districts, CTCs, charter schools and institutions of higher education through expansion of our existing Intermediate Unit infrastructure. (p. 42, modified bullet 6)

Strategic Leadership Council

The Strategic Leadership Council will meet 3 times per year during the duration of the grant. The initial meeting, and subsequently, at least one meeting per year, will be held on-site at a central location. The remaining meetings may be conducted via videoconference. The primary role of the group is to facilitate ongoing communication between the PA Department of Education and

Council members' constituencies regarding implementation of grant activities and results. The Strategic Leadership Council will include representatives from education practitioners, associations and advocacy; business and industry; state government and related agencies/boards. The PA Project Director will be responsible for coordinating the Strategic Leadership Council meetings, and the PA Secretary of Education, or his designee, will chair the meetings.

Activity	Timeline	Responsible Person(s)
Develop job descriptions, advertise, secure space and equipment for Race to the Top project director, project assistant and fiscal officer	By March 31, 2012	PDE Admin
Establish specific roles and responsibilities of Strategic Leadership Council members	By February 28, 2012	PDE Admin
Identify and secure commitment from members representing constituencies above	By March 31, 2012	PDE Admin
Manage logistics: schedule meetings, establish initial meeting agenda, secure videoconferencing services	Ongoing	RTT Project Director
Conduct initial in-person session and develop appropriate protocols and expectations for Council members	Summer 2012	RTT Project Director
Conduct meetings as scheduled for duration of the grant period.	Through December 2015	RTT Project Director

Coordination of Charter School Opportunities

Coordination of charter school opportunities will ensure continuity and accountability of efforts associated with strengthening PA's charter schools. These efforts will be led by a special assistant to the PA Secretary of Education who will work in conjunction with the PA Race to the Top Project Director and PDE leaders to achieve comprehensive approaches to advancing, supporting, and holding accountable the various charter options in PA. Existing PDE personnel with current related responsibilities will support these efforts as well.

Activity	Timeline	Responsible Person(s)
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Define the goals and specific scope of responsibilities associated with coordinating charter school opportunities and the related existing personnel within PDE who would support this coordination effort	January 31, 2012	PDE Admin
Identify immediate priorities and longer-term goals of this coordination effort in light of pending legislation and existing policies and programs	March 31, 2012	Special Assistant
Develop materials, processes, and evaluative criteria to advance those goals	June 30, 2012	Special Assistant
Establish communication and technical assistance plans to achieve those goals	July 31, 2012	Special Assistant
Implement the communication and technical assistance plans	October 31, 2012	Special Assistant
Review and refine materials, processes and evaluative criteria to continuously improve the various charter school opportunities available to families	Annually	Special Assistant

Intermediate Unit Infrastructure

PA's 29 intermediate units currently support the PA Department of Education through our Statewide System of Support and our Building Capacity initiatives. Under the Statewide System of Support, IUs are responsible for providing technical assistance and professional development on accessing all aspects of our Standards-Aligned System portal, on understanding and using state assessment data, and on developing and implementing school improvement plans. Each year, new initiatives are added which IUs are responsible for supporting, and these are referenced as our Building Capacity initiatives. For 2011-12, IUs are supporting school and district capacity building in common core state standards, Keystone end-of-course exams and project-based assessment, safe schools activities, alternative pathways to educator certification, and more. For each initiative, the PA Department of Education maintains a PDE contact who interacts with nine regional IU representatives identified by the PA Association of Intermediate Unit's executive committee for that specific initiative. For Race to the Top activities, the PDE Project Director will coordinate IU regional representative/PDE personnel interactions to ensure all Race to the Top activities are completed in a timely manner and evaluated for impact accordingly.

Activity	Timeline	Responsible Person(s)
PDE and the PA Association of Intermediate Units (PAIU) executive committee establish expectations of Intermediate Units (individual IUs, IU regions, and PAIU) regarding assistance to PDE in achieving Race to the Top goals	January 31, 2012	PDE Admin/PAIU
PAIU identifies IU-based lead personnel for RTT goals to work in partnership with RTT Project Director and PDE-based lead personnel for RTT goals	February 28, 2012	PDE Admin/PAIU
Determine reporting protocols for all aspects of partnership – performance measures, fiscal information, etc.	March 31, 2012	PDE Admin/PAIU
Develop tools and processes to facilitate effective reciprocal communication between PDE and PAIU relative to RTT reporting	June 30, 2012	RTT Project Director
Retain RTT Updates as a regular agenda item on (already established) monthly meetings of PDE Admin with PAIU Executive Committee (first Thursday of the month) and IU executive directors (first Friday of the month)	Monthly throughout the grant period	RTT Project Director

STEM: The Strategic Leadership Council will include representation from active PA STEM regional initiatives, Math Science Partnership Programs, and institutions of higher education with a STEM focus (e.g. Harrisburg University of Science and Technology)

Turnaround Strategy:

1. Ensure Strategic Leadership Council includes representatives with a relationship to lowest performing schools
2. Focus initial efforts of charter school opportunities outreach on communities with lowest performing schools
3. Require IU personnel to initiate contact and demonstrate persistence in working with lowest performing schools in their respective IUs

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.

These three specific efforts to sustain the Race to the Top grant activities – Strategic Leadership Council, Charter School Opportunities, and Intermediate Unit Infrastructure – ensure the level of leadership, collaboration, and support required to sustain reform efforts during the life of the grant.

Selection sub-criterion	(B) (3)	Page references from State's Phase 2 application	Section B - pp. 11-19
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Supporting the transition to enhanced standards and high-quality assessments Pennsylvania will:

- ✓ Integrate new standards and assessments into materials, resources, and programs within school, district, and teacher preparation and professional development programs;
- ✓ Implement new standards and assessments through technical assistance, coaching, and tools provided to every educator in the state.

Keystone Exams

PDE will use RTTT funds to improve student performance on the new Keystone Exams in Algebra 1 and Biology. Improvement on these end-of-course high school tests will include increasing the expectations for students in the upper elementary and middle school grades. Preparation for more intense and challenging coursework in math and science will involve professional development and technical assistance services provided through our intermediate unit infrastructure to pre-service teacher preparation programs, schools, and families.

Note: See p. 54 (section A) in Phase 2 application for reference to Classroom Diagnostic Tools and Voluntary Model Curriculum

Activity	Timeline	Responsible Person(s)
Secure and embed within the Standards-Aligned System portal classroom diagnostic tools in math and science for use in grades 3-12	Summer 2013	Deputy, Elementary and Secondary Education
Complete the Voluntary Model Curriculum on the Standards-Aligned System portal for math and science in grades 3-12	Summer 2013	Deputy, Elementary and Secondary Education
Enhance the materials, instruction and intervention components of the Standards-Aligned System portal in math and science for grades 3-12	Summer 2014	Deputy, Elementary and Secondary Education

Strengthen existing and establish new professional learning communities (both virtual and on-site) to advance the use of the math and science resources available on the Standards-Aligned System portal	Summer 2014	Deputy, Postsecondary and Higher Education
Develop and implement curriculum analyses processes to assist educators in ensuring that their written, taught and tested curriculum is aligned to Keystone content, including analyses of diagnostic and summative assessment data to make appropriate adjustments	Fall 2014	Deputy, Postsecondary and Higher Education
Establish IU-based regional networks of higher education/K-12 professionals to develop continuity and commonality of rigorous expectations	Fall 2014	Deputies, ESE and PHE
Find and implement family involvement strategies to promote STEM learning	Spring 2015	Deputy, Child Development and Early Learning

Common Tasks

Pennsylvania recently achieved the goals associated with a Gates Foundation grant to introduce Common Core State Standards in English/Language Arts and implement common writing tasks through the Literacy Design Collaborative initiative. This model engaged IU personnel as trainers; classroom teachers in science, social studies and English as designers of common tasks; and higher education faculty as analysts of the tasks (to ensure alignment to college-ready expectations). The tasks, scoring rubrics and student exemplars are currently being cataloged and posted as resources on our Standards-Aligned System portal. We anticipate using a similar model of developing and/or selecting common tasks, rubrics and exemplars to facilitate implementation of the Common Core State Standards in mathematics. IU personnel will facilitate and train on the standards and common tasks, classroom teachers will implement the common tasks, and higher education faculty will ensure alignment to college-ready expectations.

Activity	Timeline	Responsible Person(s)
Secure and/or develop initial common math tasks and scoring rubrics using core team of representatives from math/science partnerships, higher education in math, and math specialists	Fall 2012	RTT Project Director with identified IU Common Math Tasks Manager

Ensure IU personnel, secondary content area teachers, higher education personnel and teacher preparation program participants understand the context of the within the SAS portal and in relationship to 1) CCSS and 2) college and career readiness	Spring 2013	Common Math Tasks Manager
Conduct train-the-trainer sessions through the IUs on the math tasks (per above context) and in the interest of building teacher capacity to improve student achievement in math	Winter 2012-13	Common Math Tasks Manager
IUs provide technical assistance and instructional coaching in implementing the common math tasks	Winter/Spring 2013	Common Math Tasks Manager
IUs convene secondary teachers and higher education personnel to share lessons in which tasks are embedded and review the quality of the students' work on the tasks to ensure common understanding of quality	Spring/Summer 2013	Common Math Tasks Manager
Post common tasks and associated lessons, rubrics and student exemplars on the SAS portal	Fall 2013	Deputy, Elementary and Secondary Education

On-line Course Access

The PA Association of Intermediate Units has developed, over the past four years, a private, high-speed network called PAIUnet. Many robust resources are available through this network which connects almost all intermediate units, school districts, CTCs, and some charter school and non-public schools. One of the resources available through PAIUnet is "Keystone Campus." Keystone Campus is a collection of over 500 on-line courses available to students in virtually all subject areas. PDE will use Race to the Top funds to assess the quality of the courses, specifically those associated with STEM, using a rating system that, minimally, expresses the degree to which the courses align to state standards, engages the students in meaningful work, and achieves a level of rigor associated with college and career readiness. Course vendors, in addition to those already associated with Keystone Campus, will be invited to submit their courses to PDE for quality assessment. PDE-approved courses will be available to all LEAs.

In addition to assessing and rating the quality of the STEM-related courses, PDE will use Race to the Top funds to engage teacher preparation program leaders and middle and high school educators in the professional development necessary to improve the effectiveness of teachers who utilize on-line courses as the substantial portion of their classroom content. Teachers working in a hybrid environment must possess unique skills to leverage the blended learning opportunities. Technical assistance, instructional

coaching, and tools associated with hybrid learning will be provided through the intermediate unit infrastructure.

NOTE: See p. 16 in Round 2 application for reference to on-line courses

Activity	Timeline	Responsible Person(s)
Meet with PAIUnet Project Manager to review Keystone Campus courses, processes for accessing, and potential courses subject to STEM criteria	Summer 2012	RTT Project Director
Develop qualitative rubric to assess the alignment of Keystone Campus STEM courses to CCSS and college- and career-ready expectations	Fall 2012	RTT Project Director and Keystone Campus Manager
Assess all identified STEM courses using qualitative rubric	Spring 2013	Keystone Campus Manager
Identify gaps in course offerings and attempt to secure additional courses to create comprehensive STEM curriculum with Keystone Campus	Fall 2013	Keystone Campus Manager
Research and develop pre-service and in-service guidance and professional development modules on teaching in a classroom in which on-line course content is significantly utilized	Summer 2013	Keystone Campus Manager
Provide access to professional development and facilitate the development of virtual and IU-based professional learning communities to support teaching in a hybrid environment	Fall 2013 and ongoing	RTT Project Director and Keystone Campus Manager

STEM:

- ✓ Keystone Exam improvement efforts will focus on math and biology.
- ✓ Common tasks will focus on mathematics.
- ✓ On-line courses in STEM subjects will be prioritized for initial quality assessment.
- ✓ Professional development, technical assistance, and instructional coaching will be targeted to STEM-related educators.

Turnaround Strategy:

1. Require IU personnel to initiate contact and demonstrate persistence in working with lowest performing schools in their respective IUs

2. Priority for on-site technical assistance and instructional coaching will be given to lowest performing schools in each IU through the SAS Model District partnership program

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.

With adoption of the Common Core State Standards in July 2010, implementation efforts must include educator and teacher-preparation program involvement in adherence to high quality student tasks and inter-rater reliability in judging the quality of student work. By providing 1) support for improving Keystone math and biology , 2) common tasks, rubrics and exemplars; 3) high quality on-line courses; and 4) the necessary professional development, technical assistance, instructional coaching and tools to support educators, students in Pennsylvania should be able to achieve rigorous standards and demonstrate readiness for postsecondary options.

Specifically, we must achieve a higher level of rigor in our math and science classrooms. Initial results on the Spring 2011 Keystone Exams in Algebra I and Biology indicate that the higher level of rigor of these tests (compared to the current 11th grade state assessment) will require substantial professional development for teachers and more challenging lessons for students. We anticipate similar needs in light of the current 3rd through 8th grade PA State System of School Assessments (PSSAs) re-alignment to the CCSS scheduled for full implementation by Spring 2015.

Selection sub-criterion	(C)(2)	Page references from State's Phase 2 application	Section C - pp. 11-20
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Accessing and using State data

Pennsylvania will:

- ✓ Create access for members of the public to school and district level data
- ✓ Continue improving our statewide longitudinal data system (PIMS, or PA Information Management System) to generate reports, conduct basic descriptive analyses and directly connect data to instructional practices
- ✓ Provide professional development and training on data use to effectively adjust policy and practice

School Report Card

Using Race to the Top Funds, PDE will refine initial development of a publicly-accessible, web-based “report card” using an A-F grading system that conveys public school performance in at least the areas academic achievement and fiscal health. Using the Strategic Leadership Council members’ constituencies, PDE leaders and intermediate unit personnel will provide an orientation to the report card elements, including the selection of criteria, the formulas used to calculate the grades, and the means available to improve a school or district’s grades. Reference Phase 2, Section C p13, p18, p19 fifth bullet.

Activity	Timeline	Responsible Person(s)
Research other states’ and organizations’ means of rating schools in terms of criteria, weighted formula, reporting mechanism, etc.	Summer 2012	Deputy, Elementary and Secondary Education
Develop a user-friendly, web-based tool to share information about individual schools, districts, charters and CTCs	Fall 2012	Deputy, Elementary and Secondary Education
Develop policy guidance on the intended uses of the report card as it relates to various reform initiatives (i.e. will schools receiving a specific grade be eligible for additional incentives or supports?)	Winter 2012-13	PDE Policy Director
Develop a communication plan and associated materials to increase awareness of the report card	Spring 2013	PDE Communications Director

Track usage of the report card website	Beginning at implementation	PDE Communications Director
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Educator Dashboard

The Standards-Aligned System includes a “student achievement” component that serves as the central focus of the system. However, it is the one component which, when selected, produces no data or resources. PDE proposes to investigate the best means possible of connecting LEA student information systems with PDE information systems to create a user-friendly solution to providing real-time data for use by both the educators in the classrooms, schools and districts and by PDE personnel who need a more frequently updated set of data elements to ensure data quality and to properly and more efficiently implement federal and state requirements.

Activity	Timeline	Responsible Person(s)
Establish criteria/specifications for educator dashboard and research available solutions	Fall 2012	PDE Director of Data Governance
Develop/select educator dashboard solution	Winter 2012-13	PDE Director of Data Governance
Assess the requirements and costs to achieve “real-time” data for student enrollment and attendance, critical to meaningful educator dashboard users and PDE policy development and implementation	Summer 2012	Deputy, Office of Administration
Tie PSSA and Keystone scores and PVAAS growth analysis to individual teachers	Spring 2013 and annually thereafter	Deputy, Office of Administration
Provide training and technical assistance on the use of the educator dashboard	Summer 2013 and ongoing	Deputy, Office of Administration
Provide training and technical assistance to PIMS administrators and users to ensure timeliness and quality of data	Summer 2012 and ongoing	Deputy, Office of Administration

STEM: No specifically-targeted STEM initiatives are associated with this sub-criterion, although STEM-related criteria will be

included on the school report card (Advanced Placement enrollments, state test results in math and science, etc.) and STEM-related teachers will certainly have access to the data elements included on the teacher dashboard.

Turnaround Strategy:

1. Require IU personnel to initiate contact and demonstrate persistence in working with lowest performing schools in their respective IUs
2. Priority for on-site technical assistance and instructional coaching will be given to lowest performing schools in each IU

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.

In light of the many public school choices we currently have (traditional districts, charter schools, cyber charter schools), as well as additional choices we anticipate through joint schools, innovative schools and partnership schools, families deserve the information about the performance of those schools so they can make informed choices. Likewise, educators need real-time access to the data that informs their daily decision-making in the interests of serving their students. Finally, by linking student performance data to teachers and their professional practice, we will be able to fully implement the student achievement component of the teacher evaluation system.

Improving teacher and principal effectiveness based on performance Pennsylvania will:

- ✓ Establish clear approaches to measuring student growth and measure it for each individual student
- ✓ Further design and implement rigorous, transparent, and fair evaluation systems for teachers, specialists and principals
- ✓ Conduct annual evaluations of teachers, specialists and principals that include timely and constructive feedback and provide teachers, specialists and principals with data on student growth
- ✓ Use these evaluations to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve

In 2010, Pennsylvania was awarded an \$800,000 Bill and Melinda Gates Foundation Momentum Grant to advance teacher and principal effectiveness by developing a meaningful evaluation system that included student achievement as a significant criterion. To date, PDE leadership, working with a broad range of stakeholders, has completed and piloted an observation tool, or rubric, based on the work of Charlotte Danielson and correlated to those teacher behaviors believed to accelerate student achievement. An initial pilot project to test the rubric and involving four school districts and one intermediate unit was conducted in Spring 2011. A second, expanded pilot to further refine the rubric, extend its application to non-classroom teachers (specialists), develop efficient processes for its use, and define more specifically the student achievement portion of the evaluation, is currently underway with over 100 LEAs involved (including traditional school districts, charter schools, cyber charter schools, career and technical centers and intermediate units). A draft rubric for evaluating principals was developed as well. Legislation is currently pending that would require fifty percent of an educator's evaluation be based on multiple measures of student achievement. The grant expired last fall.

PDE will utilize Race to the Top funds to refine the teacher, specialist and principal rubrics, offer ongoing professional development for educators in the use of the rubric; provide training and exemplars to increase inter-rater reliability in the use of the rubric; and investigate technology tools and computer applications that facilitate efficiencies in the use of the rubric; and the application of student achievement results to individual teachers, specialists and principals.

Finally, PDE will research, report and recommend policies associated with using educator evaluations to make decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers, specialists and principals after ample opportunity to improve. Reference Phase 2, Section D p17, p26, p27.

Activity	Timeline	Responsible Person(s)
Finalize Classroom Teacher Rubric	Summer 2012	Deputy, Elementary and Secondary Education
Complete training on the Classroom Evaluation System (rubric + student achievement)	Fall 2013	Deputy, Elementary and Secondary Education
Further develop and pilot specialists and principal rubrics	Fall 2012	Deputy, Elementary and Secondary Education
Finalize and complete training of the specialists and principal evaluation system	Fall 2014	Deputy, Elementary and Secondary Education
Gather aggregate rating data	Beginning Spring 2014 and ongoing	Deputy, Elementary and Secondary Education

STEM: Teachers in STEM-related classrooms may be given first priority in teacher evaluation professional development.

Turnaround Strategy:

1. Require IU personnel to initiate contact and demonstrate persistence in working with lowest performing schools in their respective IUs
2. Priority for on-site technical assistance will be given to lowest performing schools in each IU

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.

There is a clarion call across almost all constituencies to improve teacher effectiveness through fair evaluations. Pennsylvania is obligated to ensure that the system of teacher evaluation and associated professional development is designed to meet the needs of the students.

Selection sub-criterion	(D)(5)	Page references from State's Phase 2 application	Section D - pp. 52-58
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Providing effective support to teachers and principals Pennsylvania will:

- ✓ Provide effective, data-informed professional development, coaching, and induction for teachers and principals

PDE will use Race to the Top funds to develop a comprehensive guide (pre-service, induction, ongoing, and intervention) and related resources for professional development based on the domains and components of the evaluation rubric identified in (D)(2). We will support virtual and IU-based professional learning communities and facilitate access to instructional coaching to improve educator effectiveness. Strategies for designing individualized professional development plans will be based on rubric scores and student achievement results from the evaluation system described in (D)(2). Reference Phase 2, Section D p17, p26, p27.

Activity	Timeline	Responsible Person(s)
Provide statewide training on the classroom rubric to principals, supervisors and teachers and teacher preparation program faculty	Fall 2013	Deputy, Elementary and Secondary Education
Provide statewide training to superintendents, supervisors and principals on the principal rubrics and principal preparation program faculty	Fall 2014	Deputy, Elementary and Secondary Education
Provide inter-rater reliability pilot	Fall 2013	Deputy, Elementary and Secondary Education
Finalize inter-rater reliability and embed in training opportunities	Summer 2015	Deputy, Elementary and Secondary Education
Provide statewide training to principals and supervisors on the specialist rubrics, and include higher education faculty as appropriate	Fall 2014	Deputy, Elementary and Secondary Education
Develop on line professional development modules aligned to the rubrics and imbed in SAS	Beginning Winter 2011-12 and ongoing	Deputy, Elementary and Secondary Education
Align SAS portal resources to rubrics	Beginning Winter 2011-12 and ongoing	Deputy, Elementary and Secondary Education

STEM: The comprehensive professional development guide will include subject-specific recommendations unique to STEM education.

Turnaround Strategy:

1. Require IU personnel to initiate contact and demonstrate persistence in working with lowest performing schools in their respective IUs
2. Priority for on-site technical assistance in understanding and implementing the professional development strategies will be given to lowest performing schools in each IU

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 teacher and principal evaluation tools referenced in (D)(2) will be accepted, utilized and more effectively implemented when educators see that the evaluation is intended to inform professional development. When that professional development is seen as a continuum of opportunities during one's life as a professional and can be customized to the unique needs of the educator, it is more likely to generate more effective teaching.

Selection sub-criterion	(F)(2)	Page references from State's Phase 2 application	Section F - pp. 10-22
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Ensuring successful conditions for high-performing charters and other innovative schools Pennsylvania will:

- ✓ Provide support for the implementation of laws, statutes, regulations, and/or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools
- ✓ Support the growth and expansion of charter schools

Pennsylvania families have a variety of public school options to choose for their children. For all families, traditional public school districts and cyber charter schools are two consistently available choices. More densely populated regions are likely to have more brick and mortar charter schools to complement traditional school districts. PDE will use Race to the Top funds to support a more coordinated effort in supporting the growth and expansion of these charter school options based on the needs and desires of the local communities. PDE will develop better tools and processes for overseeing these options, improve communication strategies to increase awareness of these options, and provide technical assistance to those who wish to pursue one of these options within their community. Reference Phase 2, activities originally in the Phase 2 Budget (under A-2) p9 of Budget, activities of the Charter Technical Assistance Team and State Charter Office Director (function 'b').

Activity	Timeline	Responsible Person(s)
To ensure successful conditions for charters, compile a comprehensive inventory of charters, the authority under which they currently exist, and the applicable statues and regulations each must follow	Fall 2012	Special Assistant
Review PDE documents, including policies, procedures, forms and other tools used to review, approve, support, monitor, and/or evaluate charters	Winter 2012-13	Special Assistant
Establish more effective and efficient means of implementing and overseeing charters	Spring 2013	Special Assistant
Improve communication and awareness of streamlined charter options	Summer 2013 and ongoing	Special Assistant

STEM: Promote the use of streamlined, innovative charter virtual curriculum options to further STEM initiatives.

Turnaround Strategy: Focus communication and awareness efforts of streamlined charter virtual curriculum options on lowest performing schools – those who would benefit from charter school options the most.

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.

Pennsylvania has actively pursued alternatives to traditional public school district approaches to public education for the past fifteen years. With over 175 non-district public school options, including charter schools, cyber charter schools, joint schools, laboratory schools, partnership schools, alternative education schools, multi-district magnet schools and more, there is a need to better coordinate the efforts associated with both creation and oversight of these programs. Selecting the goal of developing a more comprehensive approach and access-friendly communication tools to advance charter options to ensure that students' unique needs can be met through one of the available charter options.

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.

Self-Developed sub-criterion performance measure

<p>A (2) Building strong statewide capacity to implement, scale up, and sustain proposed plans 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></p>	<p>Actual Data: Baseline (Current school year or most recent)</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>Percent of Strategic Leadership Council members rating Race to the Top implementation communication as effective or better (equivalent to 4 or higher on a scale of 1-5, five being best)</p>	<p>NA</p>	<p>NA</p>	<p>75%</p>	<p>85%</p>	<p>95%</p>
<p>Percent of educators in participating LEAs rating IUs implementation of Race to the Top initiatives as effective or better (equivalent to 4 or higher on a scale of 1-5, five being best)</p>	<p>NA</p>	<p>NA</p>	<p>75%</p>	<p>85%</p>	<p>95%</p>
<p>Percent of IU staff rating PDE implementation of Race to the Top as effective or better (equivalent to 4 or higher on a scale of 1-5, five being best)</p>	<p>NA</p>	<p>NA</p>	<p>75%</p>	<p>85%</p>	<p>95%</p>

<p>B(3) Supporting the Transition to Enhanced Standards and High-Quality Assessments</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)</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 PDE-certified online courses <i>available</i> in STEM-related courses</p>	<p>0</p>	<p>0</p>	<p>10</p>	<p>20</p>	<p>30</p>
<p>Number of students in participating LEAs <i>enrolled</i> in PDE-certified STEM-related online courses</p>	<p>0</p>	<p>0</p>	<p>2,000</p>	<p>8,000</p>	<p>32,000</p>
<p>Percent of students in participating LEAs enrolled in PDE-certified STEM-related online courses that complete and pass PDE-certified STEM-related online courses</p>	<p>0</p>	<p>0</p>	<p>80%</p>	<p>85%</p>	<p>90%</p>

C(2) Accessing and using State data

Performance Measures	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
<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>					
Percent of schools in participating LEAs that improved their grade in one or more areas of the Report Card over SY 11-12	NA*	NA*	TBD**	10%	25%
Percent of participating LEAs that improved their grade in one or more areas of the Report Card over SY11-12.	NA*	NA*	TBD**	10%	25%
Percent of schools in participating LEAs whose grades declined in one of more areas of the Report Card over SY11-12	NA*	NA*	TBD**	-10%	-25%
Percent of participating LEAs whose grades declined in one of more areas of the Report Card over SY11-12	NA*	NA*	TBD**	-10%	-25%
Number of unique online visitors to school report card website per school year.	NA*	NA*	10,000	50,000	100,000
Percent of participating educators who actively use the Educator Dashboard (to be further defined by 12/31/2012).	NA*	NA*	NA*	10%	25%
Optional Performance Measures					
Percent of participants rating the value of professional development on the use of data as worthwhile or better (equivalent to 4 or higher on a scale of 1-5, five being best)	NA*	NA*	60%	75%	90%
Percent of active users who report the Educator Dashboard as worthwhile or better (equivalent to 4 or higher on a scale of 1-5, five being best)	NA*	NA*	60%	75%	90%
Percent of participating educators who report the educator dashboard professional development were worthwhile or better (equivalent to 4 or higher on a scale of 1-5, five being best)	NA	NA	75%	85%	95%

*The school/district report card has not yet been developed so no baseline data exists. PDE expects the baseline data to be available by June 30, 2012.

** Within 30 days of the baseline data being determined, PDE will clarify the subsequent years' percentage increases and decreases above.

Performance Measures		Actual Data: Baseline (Current school year or most	2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
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).						
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	TBD	TBD	TBD	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	20%	20%	60%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0%	0%	30%	60%	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. 	0%	0%	30%	60%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 	0%	0%	0%	0%	0%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	0%	0%	0%	0%	0%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	0%	0%	30%	60%	100%

(D)(2)(iv)(c)	<ul style="list-style-type: none"> • Granting tenure and/or full certification (where applicable) to teachers and principals. 	0%	0%	0%	0%	0%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> • Removing ineffective tenured and untenured teachers and principals. 	0%	0%	0%	0%	0%

- Our calendar for development and implementation of a new evaluation system:
 - 2011-12 – a pilot year for testing elements of the proposed teacher evaluation rubrics, passing legislation or regulation to provide necessary authority and development of necessary policy and tools, including professional development and student data measures;
 - 2012-13 – expand training on the new teacher evaluation rubrics and training of districts, etc. for implementation of teacher evaluation rubrics, development of rubrics for education specialists and development of data instruments, policies and guidelines; principal evaluation rubric pilot;
 - 2013-14 – all LEAs trained on the teacher evaluation rubric, use of student performance data to begin; training on the principal and education specialist evaluation rubrics continues;
 - 2014-15 – full implementation of teacher evaluation system; all LEAs trained of the new principal and education specialist evaluation rubrics with multiple measures of student data; continued development of multiple measures of student data.
- Total number of LEAs (747) includes 145 charter schools. Charter schools are not required by law to participate in a mandatory evaluation system, but will be invited to use the new system voluntarily. Eight charter schools have volunteered to participate in the current evaluation pilot.

Note: where all targets are zero ((D)(2)(iv)(b); (D)(2)(iv)(c); (D)(2)(iv)(d)) this is because PDE has little ability to influence these indicators.

General data to be provided at time of application:		
Total number of participating LEAs.	TBD	
Total number of principals in participating LEAs.	TBD	
Total number of teachers in participating LEAs.	TBD	
TBD based on actual number of LEAs participating, to be determined based on the number of LEAs who submit completed applications/MOUs for Phase 3, approximately March 31, 2012. For the purposes of this application, LEAs refers to both Districts and Charters.		
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) ²	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.	

² 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)(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.

<p>Sub-criterion: (D)(5) Providing effective support to teachers and principals</p> <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)</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>Percent of <i>teachers</i> from participating LEAs <i>trained</i> on <i>teacher</i> evaluation rubrics (see pages 44 and 56 for explanation of timeline).</p>	NA	NA	50	100	100
<p>Percent of <i>principals</i> from participating LEAs <i>trained</i> on <i>teacher</i> evaluation rubrics (see pages 44 and 56 for explanation of timeline).</p>	NA	NA	50	100	100
<p>Percent of <i>principals</i> from participating LEAs <i>trained</i> on <i>principal</i> evaluation rubrics (see pages 44 and 56 for explanation of timeline).</p>	NA	NA	25	50	75
<p>Percent of <i>superintendents</i> from participating LEAs <i>trained</i> on <i>principal</i> evaluation rubrics (see pages 44 and 56 for explanation of timeline).</p>	NA	NA	25	50	75
<p>Percent of <i>teachers</i> from participating LEAs <i>evaluated</i> with <i>teacher</i> rubrics (see pages 44 and 56 for explanation of timeline).</p>	NA	NA	10	50	100
<p>Percent of <i>principals</i> from participating LEAs <i>evaluated</i> with <i>principal</i> rubrics (see pages 44 and 56 for explanation of timeline).</p>	NA	NA	N/A	10	50
<p>Percent of participating educators using the professional development modules associated with the new evaluation system within the SAS portal</p>	NA	NA	10	30	50
<p>Number of educator preparation program faculty trained on the new rubrics and evaluation process</p>	NA	NA	50	150	250

Sub-criterion: (F)(2) Ensuring successful conditions for high-performing charters and other innovative schools

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 <small>school year or</small>	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014	End of SY 2014- 2015
Percent increase in utilization of newly developed resources over current charter resource as measured by standard web-metrics. Increase measured over baseline utilization data for current charter resources, which will be available no later than 09/30/2012.	TBD*	N/A	20	30	40

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.

Pennsylvania has embedded specific STEM activities within (B)(3), supporting the transition to enhanced standards and high-quality assessments:

- ✓ Keystone Exam improvement efforts will focus on math and biology, including classroom diagnostic tools and voluntary model curriculum available on the Standards-aligned System (SAS) portal;
- ✓ Common tasks to be used by classroom teachers in teaching and assessing student mastery of Common Core State Standards will focus on mathematics;
- ✓ On-line courses available through Keystone Campus in STEM subjects will be prioritized for initial quality assessment; and
- ✓ Professional development, technical assistance, and instructional coaching will be targeted to STEM-related educators.

In addition to the activities identified above:

- ✓ STEM-related professionals will be specifically solicited to serve on the Strategic Leadership Council (A)(2)
- ✓ STEM-related educators will be given first priority in participating in professional development associated with the new Educator Evaluation System (D)(5)
- ✓ The comprehensive professional development guide and associated SAS portal resources will include subject-specific recommendations unique to STEM education (D)(5)

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.

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.

Budget Overview

Participating districts will receive an aggregate allocation of one-half of the Commonwealth's \$41,326,339 Race to the Top (RTTT) award in the amount of \$20,663,169 to implement the district- and school-level activities of the State's plan. Allocations to participating LEAs will be based on enrollment and the Title I allocation formula.

Participating districts and charter schools will be held accountable for meeting school-level performance measures. The Pennsylvania Department of Education (PDE) will procure a project director, project assistant and a fiscal officer. The vast majority of Pennsylvania's RTTT funding will be used to for implementation and expansion of PDE initiatives. Pennsylvania is allocating its state RTTT funds in ways that build capacity *without* creating long-term, operational costs.

Budget Structure and Management

Pennsylvania's Race to the Top budget is organized around six projects, which will be directed by the RTTT Project Director. Program Directors will report to the RTTT Project Director for the purposes of Race to the Top, but will be housed within Pennsylvania's 29 Intermediate Units and will maintain dual reporting relationships within those IUs and PDE. Project Managers will report to Program Directors and will be responsible for the day-to-day activity of their projects. The Project Director and Program Directors will be responsible for ensuring successful implementation of projects that fall under one of four core areas of reform:

- *Expand student and teacher access.* The **Supporting the transition (B)(3)** project falls under this area of reform, and includes implementing an on-line curriculum with an emphasis on STEM and further developing the Pennsylvania Standards Aligned System (SAS). This project will be directed by the RTTT Project Director, with specific activities directed by the Common Math Tasks Manager. The **Building Strong Statewide Capacity (A)(2)** project is also encapsulated here.
- *Provide easy access to meaningful data.* The Project Director will administer the **Provide easy access to meaningful data (C)(2)** program with the two primary outcomes being the creation of a publicly accessible, web-based "report card" and the development and implementation of an on-line educator "dashboard." This project will be directed by the RTTT Project Director. The **Building Strong Statewide Capacity (A)(2)** project is also encapsulated here.
- *Implement new teacher and principal evaluations.* Projects under this area of reform include **Refine and implement teacher and principal evaluations (D)(2)** project and **Provide professional development for evaluations (D)(5)** project. These projects will be directed by the RTTT Project Director. The **Building Strong Statewide Capacity (A)(2)** project is also encapsulated here.
- *Alternative approaches to schooling.* The **Charter School Opportunities (F)(2)** project will be directed by the RTTT Project Director, with specific activities directed by the Common Math Tasks Manager. The **Building Strong Statewide Capacity (A)(2)** project is also encapsulated here.

Additional sources of funding and budget sustainability

Pennsylvania will leverage our \$800 thousand Bill and Melinda Gates Foundation Momentum Grant to facilitate our efforts. In addition, many of the Turnaround Schools were awarded School Improvement (SIG) grants. The State also plans to use the Statewide Longitudinal Data Systems grant funding to support the implementation of several programs that are key to our Race to the Top initiatives. Pennsylvania was awarded an SLDS grant in the amount of \$14.3 million on May 21, 2010. Lastly, our Striving Readers grants with emphasis on the language arts will balance the Race to the Top focus on STEM initiatives.

Virtually none of Pennsylvania's RTTT budget represents ongoing costs, and other sources of federal, state, and local funding will be used to sustain RTTT initiatives beyond the life of the grant. Where appropriate, PDE will leverage the existing work by contracting with the IUs to maximize resources. Specific sources for funds to sustain elements of Pennsylvania's reform plan are outlined below:

- The **Building Strong Statewide Capacity (A)(2)** project helps to ensure that all other projects have minimal, no, or even lower ongoing costs than current actual costs.
- **Supporting the transition (B)(3)** further develops the Pennsylvania Standards Aligned System (SAS), an existing resource.
- **Provide easy access to meaningful data (C)(2)** program "report card" and "dashboard" will be maintained consistent with existing PDE applications.
- **Refine and implement teacher and principal evaluations (D)(2) project and Provide professional development for evaluations (D)(5).** The ongoing costs for both of these projects will be covered entirely by districts as they shift their existing teacher evaluation to the new system.
- **Charter school opportunities (F)(2)** After the grant ends, PDE will continue to use the improved tools and efforts to maintain its communication with the charter schools and communities who use the resources surrounding school opportunities.

STATE NAME	Pennsylvania				
TOTAL	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ 305,000.00	\$ 495,000.00	\$ 495,000.00	\$ 495,000.00	\$ 1,790,000.00
2. Fringe	\$ 137,250.00	\$ 222,750.00	\$ 222,750.00	\$ 222,750.00	\$ 805,500.00
3. Travel	\$ 25,875.00	\$ 25,875.00	\$ 25,875.00	\$ 25,875.00	\$ 103,500.00
4. Equip	\$ 7,500.00	\$ -	\$ -	\$ -	\$ 7,500.00
5. Supplies	\$ 12,975.00	\$ 12,975.00	\$ 12,975.00	\$ 12,975.00	\$ 51,900.00
6. Contractual	\$ 4,238,712.25	\$ 4,238,712.25	\$ 4,238,712.25	\$ 4,238,712.25	\$ 16,954,849.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct (1-8)	\$ 4,727,312.25	\$ 4,995,312.25	\$ 4,995,312.25	\$ 4,995,312.25	\$ 19,713,249.00
10. Indirect	\$ 207,509.50	\$ 247,457.00	\$ 247,457.00	\$ 247,457.00	\$ 949,880.50
11. Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplements to participating LEA					\$ -
13. Total Costs (lines 9-12)	\$ 4,934,821.75	\$ 5,242,769.25	\$ 5,242,769.25	\$ 5,242,769.25	\$ 20,663,129.50
14. Funding Subgranted to Participating LEA's (50% of Total Grant)	\$ 5,165,792.38	\$ 5,165,792.38	\$ 5,165,792.38	\$ 5,165,792.38	\$ 20,663,169.50
15. Total Budget (lines 13-14)	\$ 10,100,614.13	\$ 10,408,561.63	\$ 10,408,561.63	\$ 10,408,561.63	\$ 41,326,299.00

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.

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.

Building Strong Statewide Capacity (A)(2)

Overview – There are three primary efforts under this project. The first involving a Strategic Leadership Council primarily requires funds for travel, equipment and supplies to facilitate meetings. The second effort, coordinating charter school opportunities, primarily requires coordination with the efforts under project **Charter school opportunities (F)(2)**. The third, providing technical assistance and job-embedded professional development through expansion of our existing Intermediate Unit infrastructure, requires dedicated short-term staff and is the bulk of the cost associated with this project.

1) Personnel

Personnel: The following requested personnel will be procured for the project.	% FTE	Base Salary \$	Total \$
Project Director (1): This position will be responsible for the overall leadership and management of the four other projects as well as making sure PDE builds capacity to take over 100% of the efforts after the RTTT grant is fully expended. As this is a new, temporary (4 year) position, no individual has been identified yet.	100	115,000	115,000
Project Assistant (1): This position will be responsible provide support and continuity of operations. This position will report to the Race to the Top project director. As this is a new, temporary (3.5 year) position, no individual has been identified yet.	100	60,000	60,000
Fiscal Officer (1): This position will be responsible provide fiscal support, fiscal monitoring, and further continuity of operations. This position will report to the Race to the Top project director. As this is a new,	100	55,000	55,000

temporary (3.5 year) position, no individual has been identified yet.			
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2) Fringe Benefits

Benefits: PDE's benefits are approximately 45% of the base salary for professionals.	Benefit %
Project Director (1)	45%
Project Assistant (1)	45%
Fiscal Officer (1)	45%

3) Travel

Travel: Travel expenses include the average trip reimbursements of \$100 each (mileage), in addition to an average amount of per diem of \$50. As the locations and number of participating LEAs has not been finalized, PDE is using a flat travel estimate for all trips.	# Trips	\$ per Trip	Total
Strategic Leadership Council: One trip per year for four years for the three dedicated staff related to Strategic Leadership Council. One trip per year for four PDE professionals including PDE senior staff related to Strategic Leadership Council. Sixteen council members, one trip per year for four years.	3x4 RTTT staff; 4x4 PDE staff; 16x4=SLC Members = 92 Total	150	13,800
Five trips per year for both the Project Director and Project Assistant for implementation assistance/support.	5x2x4=40	150	6,000
Monitoring trips for the Fiscal Officer, approximately one per week for 3.5 years	200	150	30,000

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Item	Item Description	Total
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Computers (3): Computers will be needed to expand the current office and supply the needs of new staff.	\$1,500	Computer including accessories	\$4,500
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5) Supplies

Supplies: Supplies under this project primarily relate to materials printing expenses to facilitate meetings and communication necessary to build statewide capacity.	#	\$ per	Total
One annual on-site conference for the Strategic Leadership Council per year	1x4	2,000	8,000
Two annual remote conferences for the Strategic Leadership Council per year, rent communication tools (web-conferencing facilities)	2x4	500	4,000

6) Contractual

Intermediate Units: PDE will extensively leverage its existing network of Intermediate Units to implement the work of the other projects as well as make sure those efforts are designed to build capacity and continue Pennsylvania's reform initiatives after the end of the grant. The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.	# full time IU staff	% time on Project	\$ per person, per year	Total
IU - Assist in recommending potential members of the Strategic Leadership Council and Coordinate all IU-related Race to the Top activities with PDE Leadership				658,735

7) Training Stipends

Training Stipends - costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Note: Salary stipends paid to teachers and other school personnel for participating in short-term professional development are reported in Personnel (line 1).	Number of individuals	Cost Basis	Cost	Total

n/a				
8) Other				
Other – Other items by major type or category.	Number of items	Cost Basis	Cost	Total
n/a				
9) Total Direct Costs				
No narrative – see project budget for the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.				
10) Indirect Costs				
Indirect Costs		ICR %	ICR Applied	
PDE's Indirect Cost Rate – For all contracts associated with a specific project, the indirect cost for that contract is calculated in that project. For the contracts with the Intermediate Units, since the actual resources will be intentionally fluid throughout the grant, the indirect cost is most accurately and transparently reported here. For the indirect costs in A2, PDE estimates separate contracts with the 29 IUs each year and that the annual amount of those contracts will exceed \$25,000 for each contract.		14.5%	14.5%	
11) Funding for Involved LEAs				
Activity, including any additional basis for cost estimates or computations	Purpose	Cost	# LEAs involved	Total
n/a				

12) Supplemental Funding for Participating LEAs

Activity (specific activities to be done by selected participating LEAs, and for which the State is compensating the LEAs beyond their Title I shares under section 14006(c) of the ARRA)	Purpose	Cost	Approx. # of LEAs	Total
n/a				

LEA (For each participating LEA whose Title I share is being supplemented by the State in order for the LEA to participate fully in the State's Race to the Top plans)	Rationale	Supplemental Subgrant Cost	Total
n/a			

13) Total Costs

No narrative – see project budget for the sum of expenditures in lines 9-11, for each year of the budget.

State Name	Pennsylvania				
Project Name:	(A)(2) Building strong statewide capacity				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ 172,500.00	\$ 230,000.00	\$ 230,000.00	\$ 230,000.00	\$ 862,500.00
2. Fringe Benefits	\$ 77,625.00	\$ 103,500.00	\$ 103,500.00	\$ 103,500.00	\$ 388,125.00
3. Travel	\$ 12,450.00	\$ 12,450.00	\$ 12,450.00	\$ 12,450.00	\$ 49,800.00
4. Equip	\$ 4,500.00	\$ -	\$ -	\$ -	\$ 4,500.00
5. Supplies	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 12,000.00
6. Contractual	\$ 164,683.75	\$ 164,683.75	\$ 164,683.75	\$ 164,683.75	\$ 658,735.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct (Lines 1-8)	\$ 434,758.75	\$ 513,633.75	\$ 513,633.75	\$ 513,633.75	\$ 1,975,660.00
10. Indirect Costs	\$ 143,633.38	\$ 155,722.75	\$ 155,722.75	\$ 155,722.75	\$ 610,801.63
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 578,392.13	\$ 669,356.50	\$ 669,356.50	\$ 669,356.50	\$ 2,586,461.63
Fringe - Check					
Rate	45.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ 77,625.00	\$ 103,500.00	\$ 103,500.00	\$ 103,500.00	\$ 388,125.00
Indirect - Check					
Rate	14.50%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ 143,633.38	\$ 155,722.75	\$ 155,722.75	\$ 155,722.75	\$ 610,801.63

Project-Level Budget Narrative: Supporting the transition (B)(3)

Overview – There are three primary efforts under this project: Providing resources to improve student performance on Keystone Exams, Common Tasks associated with Common Core State Standards and On-line Course Access. Common resources are captured under Building Strong Statewide Capacity (A)(2).

1) Personnel

Personnel: The following requested personnel will be procured for the project.	% FTE	Base Salary \$	Total \$
Common Math Tasks Manager – Coordinates the development of common math tasks, similar to the work completed under the Literacy Design Collaborative, in which IUs, LEAs and higher education work together to develop common tasks, scoring rubrics and exemplars to advance the implementation and achievement of Common Core State Standards in mathematics. Reports to the RTTT Project Director. (3.5 year)	100	85,000	85,000
Keystone Campus Manager - Establishes a process and tools to conduct a qualitative review of STEM courses available through Keystone Campus (a PAIUnet service); leads the qualitative review of the Keystone Campus STEM courses; identifies high quality STEM courses available through Keystone Campus and publicize availability of these courses using PDE-developed communication resources; accesses LEA-submitted on-line STEM courses using qualitative review process and tools to potentially identify as high quality. (3.5 year)	100	85,000	85,000

2) Fringe Benefits

Benefits: PDE's benefits are approximately 45% of the base salary for professionals.	Benefit %
Common Math Tasks Manager	45
Keystone Campus Manager	45

3) Travel

Travel: Travel expenses include the average trip reimbursements of \$100 each (mileage), in addition to an average amount of per diem of \$50. As the locations and number of participating LEAs has not been finalized, PDE is using a flat travel estimate for all trips.	# Trips	\$ per Trip	Total
Common Math Tasks Manager - visit Intermediate Unit Regions four times per year (nine regions)	9x4x4=144	150	21,600
Keystone Campus Manager – visit Intermediate Unit Regions four times per year (nine regions)	9x4x4=144	150	21,600

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Item	Item Description	Total
Computers (2): Computers will be needed to expand the current office and supply the needs of new staff.	\$1,500	Computer including accessories	3,000

5) Supplies

Supplies: Supplies under this project primarily relate to materials printing expenses to facilitate meetings and communication necessary to build statewide capacity.	#	\$ per	Total
n/a			

6) Contractual

Intermediate Units: PDE will extensively leverage its existing network of Intermediate Units to implement the work of the other projects as well as make sure those efforts are designed to build capacity and continue Pennsylvania’s reform initiatives after the end of	# full time IU staff	% time on Project	\$ per person, per year	Total
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the grant. The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.				
Contract with existing vendor to strengthen resources on the Standards-Aligned-System (SAS) portal.	n/a	n/a	n/a	80,000
Contract with existing vendor to establish and facilitate virtual on-line professional learning communities on the Standards-Aligned-System (SAS) portal.	n/a	n/a	n/a	20,000
Pennsylvania Intermediate Units will provide support implementing Standards & Assessments (STEM/SAS), Common Tasks and On-Line Course Access. Note: The total cost for Intermediate Unit contracts under each project is calculated using an estimate of the percentage time a dedicated full-time resource would need to support the activities for each project at each of the 29 intermediate units over the entire grant period.				2,630,940
7) Training Stipends				
Training Stipends - costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Note: Salary stipends paid to teachers and other school personnel for participating in short-term professional development are reported in Personnel (line 1).	Number of individuals	Cost Basis	Cost	Total
n/a				
8) Other				
Other – Other items by major type or category.	Number of items	Cost Basis	Cost	Total
n/a				

9) Total Direct Costs

No narrative – see project budget for the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10) Indirect Costs

Indirect Costs	ICR %	ICR Applied
PDE's Indirect Cost Rate – For all contracts associated with a specific project, the indirect cost for that contract is calculated in that project. For the contracts with the Intermediate Units, since the actual resources will be intentionally fluid throughout the grant, the indirect cost is most accurately and transparently reported under (A)(2).	14.5%	14.5%

11) Funding for Involved LEAs

Activity, including any additional basis for cost estimates or computations	Purpose	Cost	# LEAs involved	Total
n/a				

12) Supplemental Funding for Participating LEAs

Activity (specific activities to be done by selected participating LEAs, and for which the State is compensating the LEAs beyond their Title I shares under section 14006(c) of the ARRA)	Purpose	Cost	Approx. # of LEAs	Total
n/a				

LEA (For each participating LEA whose Title I share is being supplemented by the State in order for the LEA	Rationale	Supplemental Subgrant Cost	Total
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to participate fully in the State's Race to the Top plans)

n/a

13) Total Costs

No narrative – see project budget for the sum of expenditures in lines 9-11, for each year of the budget.

State Name	Pennsylvania				
Project Name:	(B)(3) Supporting the transition				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ 85,000.00	\$ 170,000.00	\$ 170,000.00	\$ 170,000.00	\$ 595,000.00
2. Fringe Benefits	\$ 38,250.00	\$ 76,500.00	\$ 76,500.00	\$ 76,500.00	\$ 267,750.00
3. Travel	\$ 10,800.00	\$ 10,800.00	\$ 10,800.00	\$ 10,800.00	\$ 43,200.00
4. Equip	\$ 3,000.00	\$ -	\$ -	\$ -	\$ 3,000.00
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 683,735.00	\$ 683,735.00	\$ 683,735.00	\$ 683,735.00	\$ 2,734,940.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct (Lines 1-8)	\$ 820,785.00	\$ 941,035.00	\$ 941,035.00	\$ 941,035.00	\$ 3,643,890.00
10. Indirect Costs	\$ 23,062.25	\$ 40,933.50	\$ 40,933.50	\$ 40,933.50	\$ 145,862.75
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 843,847.25	\$ 981,968.50	\$ 981,968.50	\$ 981,968.50	\$ 3,789,752.75

Fringe - Check

Rate	45.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ 38,250.00	\$ 76,500.00	\$ 76,500.00	\$ 76,500.00	\$ 267,750.00

Indirect - Check

Rate	14.50%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ 23,062.25	\$ 40,933.50	\$ 40,933.50	\$ 40,933.50	\$ 145,862.75

Project-Level Budget Narrative: Provide easy access to meaningful data (C)(2)

Overview – There are two primary efforts under this project, the School “Report Card” and the “Educator Dashboard.” Common resources are captured under Building Strong Statewide Capacity (A)(2). Reference Phase 2, Section C p13, p18, p19 fifth bullet.

1) Personnel

Personnel: The following requested personnel will be procured for the project.	% FTE	Base Salary \$	Total \$
Director of Data Governance – This position is responsible for assessing the requirements and costs to achieve real-time data, including an evaluation of PDE’s current data systems and processes and recommendations for first improving current data, coordinating data flows throughout PDE and maximizing efforts such as SLDS grant implementation. This position reports to the RTTT Project Director. (3.5 year)	100	95,000	95,000

2) Fringe Benefits

Benefits: PDE’s benefits are approximately 45% of the base salary for professionals.	Benefit %
Director of Data Governance	45

3) Travel

Travel: Travel expenses include the average trip reimbursements of \$100 each (mileage), in addition to an average amount of per diem of \$50. As the locations and number of participating LEAs has not been finalized, PDE is using a flat travel estimate for all trips.	# Trips	\$ per Trip	Total
n/a			

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Item	Item Description	Total
n/a			

5) Supplies

Supplies: Supplies under this project primarily relate to materials printing expenses to facilitate meetings and communication necessary to build statewide capacity.	#	\$ per	Total
n/a			

6) Contractual

Intermediate Units: PDE will extensively leverage its existing network of Intermediate Units to implement the work of the other projects as well as make sure those efforts are designed to build capacity and continue Pennsylvania’s reform initiatives after the end of the grant. The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.	# full time IU staff	% time on Project	\$ per person, per year	Total
Contract to modify existing PA Information Management System (PIMS) to allow LEA and PDE to access to “real-time” data.	n/a	n/a	n/a	2,000,000
Contract to enhance the current PIMS to achieve a correlation between individual educators and the students they teach, including assessment data (PSSA, PVAAS, local assessments) to support implementation of the teacher evaluation system.	n/a	n/a	n/a	1,800,000
PAIUnet – School “Report Card” - Host PDE-led videoconferences, share PDE-provided podcasts and disseminate other PDE-created communications regarding the school report	n/a	n/a	n/a	100,000

card to constituencies including, but not limited to parents & families, taxpayers, education, business & industry, and nonprofits. Service contract.				
Pennsylvania Intermediate Units will provide support developing and implementing the Educator Dashboard and School Report Card.				
Note: The total cost for Intermediate Unit contracts under each project is calculated using an estimate of the percentage time a dedicated full-time resource would need to support the activities for each project at each of the 29 intermediate units over the entire grant period.				1,317,470
Contract with existing vendor to assist with the development of the School Report Card.				173,824

7) Training Stipends

Training Stipends - costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Note: Salary stipends paid to teachers and other school personnel for participating in short-term professional development are reported in Personnel (line 1).	Number of individuals	Cost Basis	Cost	Total
n/a				

8) Other

Other – Other items by major type or category.	Number of items	Cost Basis	Cost	Total
n/a				

9) Total Direct Costs

No narrative – see project budget for the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10) Indirect Costs

Indirect Costs	ICR %	ICR Applied
PDE's Indirect Cost Rate – For all contracts associated with a specific project, the indirect cost for that contract is calculated in that project. For the contracts with the Intermediate Units, since the actual resources will be intentionally fluid throughout the grant, the indirect cost is most accurately and transparently reported under (A)(2).	14.5%	14.5%

11) Funding for Involved LEAs

Activity, including any additional basis for cost estimates or computations	Purpose	Cost	# LEAs involved	Total
n/a				

12) Supplemental Funding for Participating LEAs

Activity (specific activities to be done by selected participating LEAs, and for which the State is compensating the LEAs beyond their Title I shares under section 14006(c) of the ARRA)	Purpose	Cost	Approx. # of LEAs	Total
n/a				

LEA (For each participating LEA whose Title I share is being supplemented by the State in order for the LEA to participate fully in the State's Race to the Top plans)	Rationale	Supplemental Subgrant Cost	Total
n/a			

13) Total Costs

No narrative – see project budget for the sum of expenditures in lines 9-11, for each year of the budget.

State Name	Pennsylvania				
Project Name:	(C)(2) Provide easy access to meaningful data				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ 47,500.00	\$ 95,000.00	\$ 95,000.00	\$ 95,000.00	\$ 332,500.00
2. Fringe Benefits	\$ 21,375.00	\$ 42,750.00	\$ 42,750.00	\$ 42,750.00	\$ 149,625.00
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equip	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 1,347,823.50	\$ 1,347,823.50	\$ 1,347,823.50	\$ 1,347,823.50	\$ 5,391,294.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct (Lines 1-8)	\$ 1,416,698.50	\$ 1,485,573.50	\$ 1,485,573.50	\$ 1,485,573.50	\$ 5,873,419.00
10. Indirect Costs	\$ 24,486.88	\$ 34,473.75	\$ 34,473.75	\$ 34,473.75	\$ 127,908.13
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 1,441,185.38	\$ 1,520,047.25	\$ 1,520,047.25	\$ 1,520,047.25	\$ 6,001,327.13

Fringe - Check

Rate	45.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ 21,375.00	\$ 42,750.00	\$ 42,750.00	\$ 42,750.00	\$ 149,625.00

Indirect - Check

Rate	14.50%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ 24,486.88	\$ 34,473.75	\$ 34,473.75	\$ 34,473.75	\$ 127,908.13

Project-Level Budget Narrative: Refine and implement teacher and principal evaluations (D)(2)

Overview – The primary task is to develop data-informed evaluations for teachers and principals. Common resources are captured under Building Strong Statewide Capacity (A)(2). Reference Phase 2, Section D p17, p26, p27.

1) Personnel

Personnel: The following requested personnel will be procured for the project.	% FTE	Base Salary \$	Total \$
n/a			

2) Fringe Benefits

Benefits: PDE’s benefits are approximately 45% of the base salary for professionals.	Benefit %
n/a	

3) Travel

Travel: Travel expenses include the average trip reimbursements of \$100 each (mileage), in addition to an average amount of per diem of \$50. As the locations and number of participating LEAs has not been finalized, PDE is using a flat travel estimate for all trips.	# Trips	\$ per Trip	Total
n/a			

4) Equipment

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

5) Supplies

Supplies: Supplies under this project primarily relate to materials printing expenses to facilitate meetings and communication necessary to build statewide capacity.	#	\$ per	Total
n/a			

6) Contractual

Intermediate Units: PDE will extensively leverage its existing network of Intermediate Units to implement the work of the other projects as well as make sure those efforts are designed to build capacity and continue Pennsylvania’s reform initiatives after the end of the grant. The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.	# full time IU staff	% time on Project	\$ per person, per year	Total
PAIUnet - Provide podcasts, webinars, professional learning communities, and other means to ensure ongoing support to IUs and LEAs throughout training and implementation of the new Educator Evaluation System	n/a	n/a	n/a	100,000
Contract to develop on line (SAS portal) professional development resources to refer teachers, principals and specialists regarding practices aligned to the Educator Evaluation System rubrics	n/a	n/a	n/a	100,000
Contract to develop inter-rater reliability for teachers, principals and specialists for the Educator Evaluation System.				2,100,000
Contract to perform value added analysis on the observation/practice portion of the Educator Evaluation System				600,000
Pennsylvania Intermediate Units will provide support to finalize classroom teacher rubric, implement the classroom evaluation system (rubric + student achievement), further				2,634,940

<p>develop and pilot specialists and principal rubrics, finalize and implement the specialists and principal evaluation system, and gather aggregate rating data.</p> <p>Note: The total cost for Intermediate Unit contracts under each project is calculated using an estimate of the percentage time a dedicated full-time resource would need to support the activities for each project at each of the 29 intermediate units over the entire grant period.</p>				
7) Training Stipends				
<p>Training Stipends - costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Note: Salary stipends paid to teachers and other school personnel for participating in short-term professional development are reported in Personnel (line 1).</p>	Number of individuals	Cost Basis	Cost	Total
n/a				
8) Other				
Other – Other items by major type or category.	Number of items	Cost Basis	Cost	Total
n/a				
9) Total Direct Costs				
No narrative – see project budget for the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.				

10) Indirect Costs

Indirect Costs	ICR %	ICR Applied
PDE's Indirect Cost Rate – For all contracts associated with a specific project, the indirect cost for that contract is calculated in that project. For the contracts with the Intermediate Units, since the actual resources will be intentionally fluid throughout the grant, the indirect cost is most accurately and transparently reported under (A)(2).	14.5%	14.5%

11) Funding for Involved LEAs

Activity, including any additional basis for cost estimates or computations	Purpose	Cost	# LEAs involved	Total
n/a				

12) Supplemental Funding for Participating LEAs

Activity (specific activities to be done by selected participating LEAs, and for which the State is compensating the LEAs beyond their Title I shares under section 14006(c) of the ARRA)	Purpose	Cost	Approx. # of LEAs	Total
n/a				

LEA (For each participating LEA whose Title I share is being supplemented by the State in order for the LEA to participate fully in the State's Race to the Top plans)	Rationale	Supplemental Subgrant Cost	Total
n/a			

13) Total Costs

No narrative – see project budget for the sum of expenditures in lines 9-11, for each year of the budget.

State Name	Pennsylvania				
Project Name:	(D)(2) Refine and implement teacher and principal evaluations				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equip	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 1,383,735.00	\$ 1,383,735.00	\$ 1,383,735.00	\$ 1,383,735.00	\$ 5,534,940.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct (Lines 1-8)	\$ 1,383,735.00	\$ 1,383,735.00	\$ 1,383,735.00	\$ 1,383,735.00	\$ 5,534,940.00
10. Indirect Costs	\$ 14,500.00	\$ 14,500.00	\$ 14,500.00	\$ 14,500.00	\$ 58,000.00
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 1,398,235.00	\$ 1,398,235.00	\$ 1,398,235.00	\$ 1,398,235.00	\$ 5,592,940.00

Fringe - Check

Rate	45.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -

Indirect - Check

Rate	14.50%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ 14,500.00	\$ 14,500.00	\$ 14,500.00	\$ 14,500.00	\$ 58,000.00

Project-Level Budget Narrative: Provide professional development for evaluations (D)(5)

Overview – The primary task is to provide data-informed professional development, coaching and induction for teachers and principals. Common resources are captured under Building Strong Statewide Capacity (A)(2). Reference Phase 2, Section D p17, p26, p27.

1) Personnel

Personnel: The following requested personnel will be procured for the project.	% FTE	Base Salary \$	Total \$
n/a			

2) Fringe Benefits

Benefits: PDE’s benefits are approximately 45% of the base salary for professionals.	Benefit %
n/a	

3) Travel

Travel: Travel expenses include the average trip reimbursements of \$100 each (mileage), in addition to an average amount of per diem of \$50. As the locations and number of participating LEAs has not been finalized, PDE is using a flat travel estimate for all trips.	# Trips	\$ per Trip	Total
n/a			

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Item	Item Description	Total
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5) Supplies

Supplies: Supplies under this project primarily relate to materials printing expenses to facilitate meetings and communication necessary to build statewide capacity.	#	\$ per	Total
n/a			

6) Contractual

Intermediate Units: PDE will extensively leverage its existing network of Intermediate Units to implement the work of the other projects as well as make sure those efforts are designed to build capacity and continue Pennsylvania's reform initiatives after the end of the grant. The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.	# full time IU staff	% time on Project	\$ per person, per year	Total
Pennsylvania Intermediate Units will provide support for continued training of educators on inter-rater reliability, use of rubrics, including teacher preparation programs, where use of the system is continually evaluated.				
Note: The total cost for Intermediate Unit contracts under each project is calculated using an estimate of the percentage time a dedicated full-time resource would need to support the activities for each project at each of the 29 intermediate units over the entire grant period.				2,634,940

7) Training Stipends

Training Stipends - costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Note: Salary stipends paid to teachers and other school personnel for participating in short-term professional development are reported in Personnel (line 1).	Number of individuals	Cost Basis	Cost	Total
n/a				

8) Other

Other – Other items by major type or category.	Number of items	Cost Basis	Cost	Total
n/a				

9) Total Direct Costs

No narrative – see project budget for the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10) Indirect Costs

Indirect Costs	ICR %	ICR Applied
PDE's Indirect Cost Rate – For all contracts associated with a specific project, the indirect cost for that contract is calculated in that project. For the contracts with the Intermediate Units, since the actual resources will be intentionally fluid throughout the grant, the indirect cost is most accurately and transparently reported under (A)(2).	14.5%	14.5%

11) Funding for Involved LEAs

Activity, including any additional basis for cost estimates or computations	Purpose	Cost	# LEAs involved	Total
n/a				

12) Supplemental Funding for Participating LEAs

Activity (specific activities to be done by selected participating LEAs, and for which the State is compensating the LEAs beyond their Title I shares under section 14006(c) of the ARRA)	Purpose	Cost	Approx. # of LEAs	Total
n/a				

LEA (For each participating LEA whose Title I share is being supplemented by the State in order for the LEA to participate fully in the State's Race to the Top plans)	Rationale	Supplemental Subgrant Cost	Total
n/a			

13) Total Costs

No narrative – see project budget for the sum of expenditures in lines 9-11, for each year of the budget.

State Name	Pennsylvania				
Project Name:	(D)(5) Provide professional development for evaluations				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equip	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 658,735.00	\$ 658,735.00	\$ 658,735.00	\$ 658,735.00	\$ 2,634,940.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct (Lines 1-8)	\$ 658,735.00	\$ 658,735.00	\$ 658,735.00	\$ 658,735.00	\$ 2,634,940.00
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 658,735.00	\$ 658,735.00	\$ 658,735.00	\$ 658,735.00	\$ 2,634,940.00
Fringe - Check					
Rate	45.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect - Check					
Rate	14.50%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -

Project-Level Budget Narrative: Charter school opportunities (F)(2)

Overview – There are two primary efforts under this project. The first effort is to provide support for the implementation of laws, statutes, regulations, and/or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools. The second effort is to support the growth and expansion of charter schools. Common resources are captured under Building Strong Statewide Capacity (A)(2). Reference Phase 2, activities originally in the Phase 2 Budget (under A-2) p9 of Budget, activities of the Charter Technical Assistance Team and State Charter Office Director (function 'b').

1) Personnel

Personnel: The following requested personnel will be procured for the project.	% FTE	Base Salary \$	Total \$
n/a			

2) Fringe Benefits

Benefits: PDE's benefits are approximately 45% of the base salary for professionals.	Benefit %
n/a	

3) Travel

Travel: Travel expenses include the average trip reimbursements of \$100 each (mileage), in addition to an average amount of per diem of \$50. As the locations and number of participating LEAs has not been finalized, PDE is using a flat travel estimate for all trips.	# Trips	\$ per Trip	Total
Provide assistance monitoring for the Fiscal Officer, twenty per year for 3.5 years	70	150	10,500

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal	Cost of	Item	Total

property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Item	Description	
n/a			

5) Supplies

Supplies: Supplies under this project primarily relate to materials printing expenses to facilitate meetings and communication necessary to build statewide capacity.	#	\$ per	Total
Printing costs associated with required reports to the Strategic Leadership Council and the Secretary of Education	3x4	200	2,400
Printing and distribution (mailings) on charter school options, focusing on awareness in Turnaround schools. Anticipate a one-page tri-fold bulk mail/handout overview, referencing additional materials posted on-line.	25,000	1.50	37,500

6) Contractual

Intermediate Units: PDE will extensively leverage its existing network of Intermediate Units to implement the work of the other projects as well as make sure those efforts are designed to build capacity and continue Pennsylvania's reform initiatives after the end of the grant. The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.	# full time IU staff	% time on Project	\$ per person, per year	Total

7) Training Stipends

Training Stipends - costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Note: Salary stipends paid to teachers and other school personnel for participating in short-	Number of individuals	Cost Basis	Cost	Total
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term professional development are reported in Personnel (line 1).				
n/a				
8) Other				
Other – Other items by major type or category.	Number of items	Cost Basis	Cost	Total
n/a				
9) Total Direct Costs				
No narrative – see project budget for the sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.				
10) Indirect Costs				
Indirect Costs			ICR %	ICR Applied
PDE's Indirect Cost Rate – For all contracts associated with a specific project, the indirect cost for that contract is calculated in that project. For the contracts with the Intermediate Units, since the actual resources will be intentionally fluid throughout the grant, the indirect cost is most accurately and transparently reported under (A)(2).			14.5%	14.5%
11) Funding for Involved LEAs				
Activity, including any additional basis for cost estimates or computations	Purpose	Cost	# LEAs involved	Total
n/a				

12) Supplemental Funding for Participating LEAs

Activity (specific activities to be done by selected participating LEAs, and for which the State is compensating the LEAs beyond their Title I shares under section 14006(c) of the ARRA)	Purpose	Cost	Approx. # of LEAs	Total
n/a				

LEA (For each participating LEA whose Title I share is being supplemented by the State in order for the LEA to participate fully in the State's Race to the Top plans)	Rationale	Supplemental Subgrant Cost	Total
n/a			

13) Total Costs

No narrative – see project budget for the sum of expenditures in lines 9-11, for each year of the budget.

State Name	Pennsylvania				
Project Name:	(F)(2) Charter school opportunities				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 10,500.00
4. Equip	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 9,975.00	\$ 9,975.00	\$ 9,975.00	\$ 9,975.00	\$ 39,900.00
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct (Lines 1-8)	\$ 12,600.00	\$ 12,600.00	\$ 12,600.00	\$ 12,600.00	\$ 50,400.00
10. Indirect Costs	\$ 1,827.00	\$ 1,827.00	\$ 1,827.00	\$ 1,827.00	\$ 7,308.00
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 14,427.00	\$ 14,427.00	\$ 14,427.00	\$ 14,427.00	\$ 57,708.00
Fringe - Check					
Rate	45.00%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect - Check					
Rate	14.50%				
	Yr 1	Yr 2	Yr 3	Yr 4	total
	\$ 1,827.00	\$ 1,827.00	\$ 1,827.00	\$ 1,827.00	\$ 7,308.00

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?

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: 06/30/2015

Approving Federal agency: X 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.

V. SIGNATURE PAGE

<p>Required Applicant Signatures:</p> <p>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.</p> <p>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:</p>	
<p>Governor or Authorized Representative of the Governor (Printed Name):</p> <p>Governor Tom Corbett</p>	
<p>Signature of Governor or Authorized Representative of the Governor:</p> <p><i>Tom Corbett</i></p>	<p>Date:</p> <p>3/22/12</p>
<p>Chief State School Officer (Printed Name):</p> <p>Ronald J. Tomalis</p>	
<p>Signature of the Chief State School Officer:</p> <p><i>Ronald J. Tomalis</i></p>	<p>Date:</p> <p>3/23/12</p>
<p>President of the State Board of Education (Printed Name):</p> <p>Larry Wittig</p>	
<p>Signature of the President of the State Board of Education:</p> <p><i>Larry Wittig</i></p>	<p>Date:</p> <p>3/23/12</p>

PART II APPLICATION SUBMISSION PROCEDURES

Application Deadline: The deadline for submission of the Part I application (Section II of this document) for Race to the Top Phase 3 applicants is November 22, 2011 at 4:30 p.m., Washington DC time. The deadline for submission of the Part II application is December 16, 2011 at 4:30 p.m., Washington DC time.

Application Format: The Part II application for grants under this program must be submitted in electronic format on a CD or DVD, with CD-ROM or DVD-ROM preferred.

We strongly recommend the applicant to submit a CD or DVD of its Part II application that includes the following files:

- A single file that contains the body of the application, including required budget tables, that has been converted into a .PDF format so that the .PDF is searchable. Note that a .PDF created from a scanned document will not be searchable.
- Copies of the completed electronic Excel budget spreadsheets with the required budget tables, which should be in a separate file from the body of the application. The Excel spreadsheets will be used by the Departments for budget reviews.

Applicants also must submit a signed paper original of the Part II application signature page and two copies of that signed original. Autopenned versions, copies, .PDFs, and faxed copies of signature pages are not acceptable originals.

Each of these items must be clearly labeled with the State's name and any other relevant identifying information. States must not password-protect these files.

Application Submission: Applications for grants under this program must be submitted by mail or hand delivery. We strongly recommend the use of overnight mail. If you have any questions about application submission procedures, please contact Meredith Farace at 202-401-8368.

Submission of Applications by Mail: If you submit your application (*i.e.*, the CD or DVD, the signed paper original of Part II of the application, and the copy of that original) by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.395A, Part II
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Submission of Applications by Hand Delivery: If you submit your application (i.e., the CD or DVD, the signed paper original of Part I the application, and the copy of that original) by hand delivery, you (or a courier service) must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.395A, Part II
550 12th Street, SW.
Room 7041
Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department--

- You must indicate on the envelope the CFDA number, including suffix letter, if any, of the program under which you are submitting your application; and
- The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

SECTION IV. APPLICATION CHECKLIST

Please use the following checklist to ensure that your application is complete.

PART I APPLICATION

Race to the Top Application Assurances

- SIGNATURE REQUIRED** – Has the Governor or an authorized representative signed and dated the Race to the Top Application Assurances?
- SIGNATURE REQUIRED** – Has the Chief State School Officer signed and dated the Race to the Top Application Assurances?
- SIGNATURE REQUIRED** – Has the President of the State Board of Education signed and dated the Race to the Top Application Assurances?
- SIGNATURE REQUIRED** – Has the Governor or an authorized representative signed the “signature block for certifying official” after Application Assurance section?

PART II APPLICATION

Selection Criteria: Plans for Race to the Top Phase 3

- Has the State completed the State Plan Overview
- Has the State responded to all of the applicable selection criteria?
- For each applicable selection criterion, has the State provided the necessary:
 - Narrative response?
 - An explanation of why the applicant has selected each of the activities?
 - Performance measure information?

STEM Investment

- Has the State included how it will allocate a meaningful share of its Phase 3 award to advance STEM education in the State?
 - In the narrative for applicable selection criteria?
 - In the budget narrative?
 - In the STEM summary section?

Budget

- Has the State completed the following elements of the budget in the Excel spreadsheet?
- Budget Part I: Summary Table
- Budget Part I: Budget Summary Narrative
- Budget Part II: Project-Level Budget Table
- Budget Part II: Project-Level Budget Narrative
- [If requested] Indirect Costs

Signature Page

- SIGNATURE REQUIRED** – Has the Governor or an authorized representative signed and dated the Part II signature page?
- SIGNATURE REQUIRED** – Has the Chief State School Officer signed and dated the Part II signature page?
- SIGNATURE REQUIRED** – Has the President of the State Board of Education signed and dated the Part II signature page?

Application Submission Procedures

- Has the State complied with the submission format requirements, including the application deadline for submission?

SECTION V. REQUIREMENTS

Section Application Requirements:

In Part I of the application, a State must submit the signatures of the Governor, the State's chief school officer, and the president of the State board of education, or their authorized representatives (if applicable).

In Part II of the application, a State must include performance measures, by sub-criterion, for any activities selected for funding under Race to the Top Phase 3 for which such measures were not included in the State's Phase 2 application. It must also include a detailed plan and budget describing the activities selected from the State's Race to the Top Phase 2 application that will be implemented with Race to the Top Phase 3 funding in accordance with the budget requirements in the Race to the Top Phase 3 notice of final requirements published in the Federal Register (<http://www2.ed.gov/programs/racetothetop/phase3-resources.html>).

