

New York State Monitoring Plan and Protocols For the Race to the Top Program



April 29, 2011

New York State Education Department

Race to the Top

Sub-Recipient Monitoring Plan

Overview

The New York State Education Department (NYSED) is implementing a comprehensive sub-recipient monitoring plan for the Race to the Top Program as specified in Grant Condition O in the Race to the Top (RTTT) Grant Award Notification and the April 15, 2011 letter from the United States Department of Education (USDE). Monitoring activities will assess compliance with appropriate laws, regulations, and the provisions of contracts and grant agreements. Further, monitoring will ensure that the recipients of RTTT funds have the internal controls necessary to prevent fraud, waste and abuse, identify potential or existing problem areas, and identify areas where additional technical assistance is warranted.

Monitoring will document the implementation of programs to advance reforms. The plan includes data collection, monitoring protocols, planned reports, communicating policies and procedures, data verification and quality assurance, the use of other complementary NYSED systems, a desk review process, comprehensive fiscal audits and detailed on-site monitoring. This plan represents monitoring for the first year of the implementation of Race to the Top. Since RTTT is a four year program, NYSED will revise the monitoring plan each year, building on the strengths and accomplishments of the prior year. Both future visits and the questions posed to LEAs will be refined each year.

NYSED is working with participating LEA subgrantee personnel to determine appropriate timelines for project updates and status reporting throughout the grant period through quarterly reports and through our LEA budget amendment process. NYSED is also negotiating in good faith with subgrantee personnel to achieve the overall goals of the State's Race to the Top grant project, even when the State Plan requires modifications that affect participating LEAs, or when the LEAs' Plan require modifications.

Data Collection/Desk Audits

The monitoring primarily consists of three parts. The first part concerns data collection. All school districts were required to submit a scope of work (SOW) and a budget to explain how they would spend their allocation.

NYSED provided a template for the SOW and budgets which were filled out by LEAs, signed by the LEA's chief executive official and submitted on an on-line system. NYSED reviewed and approved both the SOW and budgets before sending to United States Department of Education. A sample SOW, budget and SOW checklist is attached. (attachments 1a, 1b and 1c)

LEAs are required to file their requests for expenditures separately from the ARRA Reporting System. NYSED requires LEAs to submit their actual expenditures in relation to their original

budgets. NYSED then reviews the requests, compares the request to the LEA's budget and if expenditures are appropriately documented, will authorize the payment.

The ARRA Reporting System will be used to support RTTT reporting. Each year, LEAs will submit a budget through the ARRA Reporting System, quarterly reports on the job impact of funds, and a final expenditure report which compares actual spending to budgeted spending. The ARRA Reporting System allows LEAs to enter information on-line and for NYSED staff to approve the entered data and trigger final payments to grant recipients. The ARRA Reporting System is connected to other NYSED systems including Grants Finance, a delegated account system (SEDDAS) that allows chief executives to delegate access to district information for data entry and review, and an institutional database called SEDREF that maintains basic information on each LEA. The ARRA Reporting System is a streamlined process that requires grant recipients to input a minimum amount of information required while drawing the majority of information from these other systems.

Desk audits will also be completed for LEAs quarterly reports. While LEAs have not filed quarterly reports yet, we expect they will be filed for the second quarter of 2011. NYSED will develop a quarterly reporting checklist for our monitors which will be based on the checklist we use for ARRA (Attachment 2).

Comprehensive Fiscal Audits

The second part of the monitoring process will be a fiscal audit. At the time of this monitoring plan's development, the NYSED Office of Audit Services (OAS) was in the process of developing its audit plan for the period beginning July 1, 2011. OAS has conducted a fiscal risk assessment of school district sub-recipient's that were awarded RTTT funds and provided to program offices for use in monitoring (Attachment 3a and 3b). The methodology used quantifies the risk based on certain factors related to the sub-recipient's fiscal conditions, timeliness of reporting, results of external audits including OAS audits of ARRA funds, and results of A-133 single audits of federal funds. The risk assessment identified 27 sub recipients with potential higher fiscal risk in administering RTTT funds. Of those 27, 19 have been awarded more than \$250,000.

It is anticipated that OAS will conduct some audits of RTTT recipients as part of their plan. At this time the number of audits has not been determined.

On-Site Programmatic Monitoring Protocols

The third part of the monitoring process will be site monitoring visits to examine the implementation of the program. There will be two levels of on-site monitoring: An intermediate level will use already planned visits that are conducted by Title I staff. These visits will include questions relating to the LEA's RTTT program. Attached is a list of Title I districts that will be monitored for the 2011-2012 school year (Attachment 4). Also attached are the questions that

NYSED monitors will be asking (Attachment 5). Districts will be provided this list of questions prior to the visit.

A more intensive on-site monitoring will be conducted by Department Race to the Top staff. The purpose of the intensive on-site monitoring visits is three-fold. First, we will be assessing districts' compliance with the identified deliverables/assurance areas. Second, the Department will identify where challenges exist for districts in these areas and use that information in a formative way to improve the ongoing, training, support, and technical assistance provided by the Department to the field. Finally, we will begin to identify promising practices in the assurance areas for sharing of those practices statewide.

The Department has identified a group of ten school districts, one BOCES-Network Team, and one Charter School that will be subject to the first round of intensive monitoring visits in 2011-2012 (Attachment 6). The Charter School chosen received the largest RTTT allocation awarded to charter schools. The selected BOCES represents member school districts whose aggregate allocation for Network Teams is one of the largest in the State. The selection of the LEAs was made based upon a number of factors, including a focus on low performing districts. New York City was chosen because it is the largest district in the State and received the most funding. NYSED also included one of the Big Four City School Districts – Yonkers School District. Also selected were two high need urban/suburban districts, two high need rural districts, and an average need district. The final three districts were chosen at random. Four of these districts are low performing. Monitoring visits in future years will also be based on low-performing districts, a mix of urban and rural high need districts, random sampling and any deficiencies and follow-up that are determined in the first year. We expect to conduct a review of NYC each year, but it is possible that if there are no other repeat audits of LEAs, the State could conduct intensive audits of 40 LEA's (10 x 4), four BOCES/Network Teams, and four Charter Schools.

Prior to the visit, districts will be informed that they will be subject to an on-site monitoring visit and provided with the protocols and questions from the Department (Attachment 7). The visit will include interviews with school district staff and the review of relevant materials. Following the monitoring visit, Department staff will share with school districts the results of monitoring findings allowing 30 days for school districts to provide a response. School districts must respond to any required actions in the next quarterly reporting or application period. NYSED staff will incorporate district comments in a final report to be mailed to the school Superintendent, posted on the Department's ARRA website and retained in NYSED's files.

Policies and Procedures

The New York State Education Department has communicated policies and procedures to RTTT recipients through a series of field memos, information posted at the Department's RTTT website <http://usny.nysed.gov/rttt/>, webcasts and other on-line information sessions and training.

For example, a videoconference to explain the process for LEAs to prepare their SOW was held on October 4, 2010 (<http://usny.nysed.gov/rttt/scopeofwork/videoconference100410.html>). Another technical assistance videoconference was held on October 8, 2010 (<http://usny.nysed.gov/rttt/scopeofwork/webcast100810.html>). Commissioner Steiner and Senior Deputy Commissioner King also provided information and answered questions from school superintendents, principals, teachers, school board members, parents and students in a series of meetings and videoconferences held throughout the State (attachment 8).

Further, the Department has provided on its website guidance, instructions, frequently asked questions, certifications, and a listing of allowable activities relating to LEAs Scope of Work and budgets. <http://usny.nysed.gov/rttt/scopeofwork/>

The Department also maintains a RTTT email address. As of April 27, 2011 the Department has received and responded to 216 emails.

In addition the NYSED's Office of District Services conducted presentations at the following meetings: the RSE-TASC Special Education School Improvement Specialists (SEIS) - January 28, 2011, Staff and Curriculum Development Network (S/CDN) - Thursday, March 3, 2011, NYS Mathematics Advisory Council - Thursday, March 31, 2011 and a Conference Call to Big 5 Library System on March 9, 2011. The Senior Deputy Commissioner presented to the New York Schools Data Analysis Technical Assistance Group (DATAG) on March 18, 2011, and has held numerous other meetings throughout the State.

NYSED has also established professional development planning committees to inform the design and development of the summer 2011 launch of the Network Team Professional Development Program (attachment 9-11).

Finally, the State Comptroller has issued guidance directing school districts to adapt their current financial accounting system, if necessary, to be able to separately identify RTTT funds, similar to current federal funds accounting requirements. A new revenue account code has been created - F4289 - to report the ARRA revenues on the annual financial reporting document ST-3. ARRA funds received from RTTT must be recorded in the Special Aid Fund as revenue account code F4289 for all ARRA spending provisions under RTTT. For additional information relative to account codes for ARRA, please refer to <http://usny.nysed.gov/arra/>

Other NYSED Systems

The ARRA Reporting System collects data from other NYSED systems each of which have their own set of internal controls to ensure efficient and effective operation. These include:

- The NYSED SEDREF system which is an institutional database of basic information concerning the institutions that submit information to the New York State Education Department (<http://www.oms.nysed.gov/sedref/home.html>);
- The NYSED Grants Finance payment office with information on payment and accounting for ARRA grants, clarification concerning requests for funds, policies concerning interest earned on federal funds and ARRA requirements for Data Universal Number System numbers and registration with the Central Contractor Registration (<http://www.oms.nysed.gov/cafef>); and
- The NYSED system of delegated accounts (SEDDAS) which allows superintendents or chief executives to delegate access to their employees for entering data on tools, such as the ARRA Reporting System, by way of the NYSED business portal. (<http://www.emsc.nysed.gov/seddas/seddashome.html>). SEDDAS also allows grant recipients to delegate access to persons, such as auditors, to review the data submitted.

LIST OF ATTACHMENTS

Data Collection:

Attachment 1a – Sample LEA scope of work (Syracuse CSD)

Attachment 1b – Sample LEA activities level budget (Syracuse CSD)

Attachment 1c – Scope of work reviewer checklist

Attachment 2 – ARRA reporting approval process checklist

Comprehensive Fiscal Audits

Attachment 3a – OAS fiscal risk assessment of school district sub-recipients that were awarded RTTT funds (narrative with results)

Attachment 3b – OAS fiscal risk assessment of school district sub-recipient that were awarded RTTT funds (analysis spreadsheet)

On-Site Programmatic Monitoring Protocols:

Attachment 4 – List of Title I districts that will have site visits in 2011–2012

Attachment 5 – Questions for Intermediate level monitoring site visit

Attachment 6 – List of LEAs for Intensive level monitoring site visit

Attachment 7 – Questions for Intensive level monitoring site visit

Policies and Procedures:

Attachment 8 – October visits and videoconferences

Attachment 9 – Letters sent to Network Team PD Planning Committee members

Attachment 10 – List of PD Planning Committee members

Attachment 11 – Agenda for April 7 Kick off meeting of PD Planning Committee



New York State Race to the Top Plan

PARTICIPATING LEA FINAL SCOPE OF WORK – **STUDENT OUTCOMES AND WORK PLAN**

Fall 2010

District/Public Charter School Agency BEDS Code

4	2	1	8	0	0	0	0	1	0	0	0	0
---	---	---	---	---	---	---	---	---	---	---	---	---

Name of School District or Public Charter School: Syracuse City School District

Contact Person: **CHRISTINE VOGELSANG**

Title: DEPUTY SUPERINTENDENT FOR CURRICULUM, INSTRUCTION AND ASSESSMENT

Phone Number: (315) 435 - 4687 Area Code Email Address: CVOGELSANG@SCSD.US

I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the *Terms and Conditions, Assurances and Certifications for Federal Program Funds Under the American Recovery and Reinvestment Act (ARRA) contained in Appendix C of the Final Scope of Work Guidance Document*, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

School District Superintendent/Public Charter School Governing Board Chair (or equivalent authorized official)

Name: _____ Title: Superintendent of Schools 11 /5/2010
Date

LEA GOALS FOR STUDENT OUTCOMES***Measurable, substantial progress towards college and career success and closing gaps in achievement***

At the center of the Board of Regents' education reform plan is their commitment that all students graduate from high school ready for postsecondary education and employment. This commitment is demonstrated in the Race to the Top State Plan by the Board setting ambitious targets for improvements in student results over the four years of the grant award as noted in the chart below under the columns headed "NYS."

INSTRUCTIONS: Record your LEA's current performance on each of the State Plan metrics on the table below (column labeled, BASELINE 2009-10, LEA). Compare your current student performance results to the statewide performance results listed in the table.

- A. On all measures where your LEA performance is below the statewide average, enter goals for annual improvements in the outcomes. The four annual increases must be greater than the State targets listed in the column "TOTAL 4 YR GAINS, NYS."
- B. On all measures where your LEA performance is at or above the statewide average, enter goals for annual improvements in outcomes. The four annual increases must be equal to, or greater than, the State targets listed in the column "TOTAL 4 YR GAINS, NYS."

As an LEA works to set its targets for student outcomes, the State Education Department recommends that the LEA examine multiple prior-year results data so that it can determine trends in performance, which should be a helpful factor in setting the targets.

TABLE 1: All Students

STUDENT OUTCOME MEASURES	BASELINE 2009-10		ANNUAL PERFORMANCE TARGETS ¹ (percentage points gains)								TOTAL 4 YR GAINS	
			2010-11		2011-12		2012-13		2013-14			
	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA
% Proficient or Advanced (3 or 4) on NYS 4 th Grade ELA Assessment	56.7%	27	2	5	2	6	3	6	2	6	9	23
% Proficient or Advanced (3 or 4) on NYS 4 th Grade Math Assessment	63.8%	34.5	1	7	2	8	2	8	1	8	6	31
% Proficient or Advanced (3 or 4) on NYS 8 th Grade ELA Assessment	51.0%	24	2	6	3	6	3	6	2	7	10	25
% Proficient or Advanced (3 or 4) on NYS 8 th Grade Math Assessment	54.8%	13	2	8	3	9	3	9	3	10	11	36

Source Note: All numbers are rounded. The 4th and 8th grade ELA and math assessment data are from the 2009-10 school year as was reported in the SED news release on July 28, 2010.

¹Targets have been adjusted from the State's RTTT application. Since baseline data have been updated, the targets are for 4 years, not 5 years. For more information about the NYS's RTTT performance target, please see Section A of the application:

http://usny.nysed.gov/rttt/NYS_RT TT_Criteria_Priorities_Budget.pdf

Attachment 1a

TABLE 2: Gap Closing

	BASELINE % Proficient 2009-10		ANNUAL PERFORMANCE TARGETS (percentage points gains) ²								TOTAL 4 YR GAINS	
			2010-11		2011-12		2012-13		2013-14			
	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA
NYS 4th Grade ELA Assessment												
Black or African-American students	36.7%	22	2	5	3	6	4	6	4	6	13	23
Hispanic or Latino students	39.8%	20	2	5	3	6	4	6	4	6	13	23
Students with Disabilities	18.7%	6	1	5	3	6	3	6	3	6	10	23
English Language Learners	20.2%	7	2	5	3	6	3	6	3	6	11	23
Economically Disadvantaged students	42.6%	7	3	5	4	6	4	6	3	6	14	23
NYS 4th Grade Math Assessment												
Black or African-American students	45.3%	29	2	7	3	8	3	8	2	8	10	31
Hispanic or Latino students	50.8%	29	2	7	3	8	3	8	2	8	10	31
Students with Disabilities	29.4%	13	1	7	2	8	3	8	2	8	8	31
English Language Learners	35.8%	14	2	7	3	8	3	8	2	8	10	31
Economically Disadvantaged students	52.7%	35	2	7	3	8	3	8	2	8	10	31
NYS 8th Grade ELA Assessment												
Black or African-American students	30.6%	18	3	6	4	6	4	6	3	7	14	25
Hispanic or Latino students	33.2%	17	3	6	4	6	4	6	4	7	15	25
Students with Disabilities	11.4%	3	3	6	3	6	4	6	3	7	13	25
English Language Learners	3.6%	1	4	6	4	6	5	6	4	7	17	25
Economically Disadvantaged students	35.3%	24	3	6	3	6	4	6	3	7	13	25
NYS 8th Grade Math Assessment												
Black or African-American students	32.1%	8	3	8	4	9	4	9	3	10	14	36
Hispanic or Latino students	38.5%	6	3	8	3	9	4	9	3	10	13	36
Students with Disabilities	16.8%	3	3	8	3	9	4	9	3	10	13	36
English Language Learners	24.3%	2	3	8	4	9	4	9	3	10	14	36
Economically Disadvantaged students	41.3%	13.7	3	8	3	9	4	9	3	10	13	36

² Targets have been adjusted from the State's RTTT application. Since baseline data have been updated, the targets are for 4 years, not 5 years.

TABLE 3: High School Performance

STUDENT OUTCOME METRICS	BASELINE 2008-09		ANNUAL PERFORMANCE TARGETS (percentage points gains)								TOTAL 4 YR GAINS	
			2010-11 (2007 cohort)		2011-12 (2008 cohort)		2012-13 (2009 cohort)		2013-14 (2010 cohort)			
	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA
% Students Scoring At or Above 75 on the English Language Arts Regents Exam	56%	30	5	6	2	7	3	7	3	8	13	28
% Students Scoring At or Above 80 on the Math Regents Exam Required for Graduation	42%	11	6	9	3	9	4	10	4	11	17	39
Four-year cohort high school graduation rate	72%	45	72%	50	72%	55	74%	60	76%	70	4	25

Source Note: All numbers are rounded. Regents exams and graduation rate data are for the 2005 total cohort after 4 years. The assessment and graduation data are as of June 2009 as was certified by LEAs on July 30, 2009. When reporting the 2010-11 school year results, the State must adopt the new federal cohort definition (cohort membership based on one day of enrollment vs. five months of enrollment). When these results become available, the State will provide a new baseline for the 2006 cohort through June 2010 that incorporates this federal cohort definition. Your annual performance targets may need to be adjusted at this time.

TABLE 4: College Persistence

STUDENT OUTCOME METRICS	BASELINE		ANNUAL PERFORMANCE TARGETS								
			2010-11		2011-12		2012-13		2013-14		
	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	
% High school graduates enrolled in a public New York State institution of higher education within 16 months of graduation (baseline: 2006-07)	45%	37	46%	46	49%	49	51%	51	53%	53	
% Students returning in the fall who started a first-time, full-time program in New York State the year prior (baseline: 2007-08)	72%	72	73%	73	74%	74	75%	75	76%	76	
Please provide baseline data to the extent available and explain the methodology for calculating. In the long term, the New York State longitudinal data system will provide this information for students who remain in New York State. (response is limited to 500 characters)											
National Clearinghouse and Syracuse University's Say Yes College Compact Office data											

Based on your analysis of the LEA's annual goals for student outcomes data in the table above compared to the State's RTTT plan goals, please select 3-5 outcome metrics your school district or public charter school will focus its RTTT initiatives to improve student outcomes:

Student Outcome Metric: Priorities for Improvement	Rationale for Selecting the Metric
1. Increase graduation rate for all student groups from 45% to 70% over 4 years	Current graduation rates are far below state targets
2. Increase Math regents outcomes (80 or above) from 11% to 40% over 4 years	Student success at post secondary institutions hinges on higher student performance
3. Increase ELA regents outcomes (75 or above) from 30% to 58%	Student success at post secondary institutions hinges on higher student

Attachment 1a

over 4 years

4. Increase all student outcomes on ELA 3-8 from 26% to 70% proficient over 4 years

5. Increase all student outcomes on Math 3 - 8 from 25% to 70% proficient over 4 years

performance

Current proficiency rates for 3- 8 ELA are far below state targets

Current proficiency rates for 3- 8 Math are far below state targets

PARTICIPATING LEA REQUIREMENTS

Network Team	Check One:	<input type="checkbox"/> LEA will participate in an RTTT-supported Network Team through the local BOCES	Enter estimated total budgeted amount: (not to exceed 75% of LEA's subgrant)	\$ _____
		<input type="checkbox"/> LEA will participate in BOCES-managed equivalent Team (certified by NYSED as providing services consistent with the RTTT Plan) without using RTTT funds		\$0
		<input checked="" type="checkbox"/> LEA requests that it be approved to operate an Equivalent Network Team (as a single LEA or as part of a consortium of LEAs) providing services consistent with RTTT Plan NOTE: Please submit form "REQUEST TO CERTIFY A NETWORK TEAM EQUIVALENT"	Enter estimated total budgeted amount: (not to exceed 75% of LEA's subgrant)	\$2768670
Teacher and Principal Evaluation System	To receive reimbursement for Section D activities relating to implementation of the new teacher and principal evaluation system participating school districts must provide the following, as applicable:			
	<ol style="list-style-type: none"> 1. Certification that any new and/or existing collective bargaining agreements are consistent with and/or have been amended and/or modified, as necessary, to require that all <i>classroom teachers</i> are evaluated in accordance with the provisions of Education Law §3012-c; and 2. Certification that any new and/or existing collective bargaining agreements are consistent with and/or have been amended and/or modified, as necessary, to require that, all <i>building principals</i> are evaluated in accordance with the provisions of Education Law §3012-c . 3. To the extent that a school district employs teachers and/or principals that are not represented by collective bargaining agent(s), certification that it will evaluate those teachers and principals in accordance with all applicable provisions of Education Law §3012-c and Commissioner's regulations. 			
	To receive reimbursement for Section D activities relating to implementation of the new teacher and principal evaluation system, participating charter schools must provide the following, as applicable:			
Teacher and Principal Evaluation System	<ol style="list-style-type: none"> 1. Certification that any new and/or existing collective bargaining agreements are consistent with and/or have been amended and/or modified, as necessary, to require that all <i>classroom teachers</i> are evaluated using a comprehensive annual evaluation system that is consistent with the three elements of Education Law §3012-c specified in the <i>Final Scope of Work</i> Guidance Document,(pp. 3-4) and 2. Certification that any new and/or existing collective bargaining agreements are consistent with and/or have been amended and/or modified, as necessary, to require that all <i>building principals</i> are evaluated using a comprehensive annual evaluation system that is consistent with the three elements of Education Law §3012-c specified the <i>Final Scope of Work</i> Guidance Document, (pp. 3-4). 3. To the extent that a charter school employs teachers and/or principals that are not represented by collective bargaining agents, certification that all such classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that is consistent with the three elements of Education Law §3012-c specified in the <i>Final Scope of Work</i> Guidance Document (pp. 3-4). 			
	To receive reimbursement for implementation of a Section E Transformation Model , participating LEA school districts must provide the following certifications, as applicable, with respect to the classroom teachers and building principals in those schools:			
	<ol style="list-style-type: none"> 1. Certification that any new and/or existing collective bargaining agreements are consistent with and/or have been amended and/or modified, as necessary, to require that all <i>classroom teachers</i> assigned to school(s) in which the Transformation Model is to be implemented are evaluated in accordance with the provisions of Education Law §3012-c; and 2. Certification that any new and/or existing collective bargaining agreements are consistent with and/or have been amended and/or modified, as necessary, to require that, all <i>building principals</i> assigned to school(s) in which the Transformation Model is to be implemented are evaluated in accordance with the provisions of Education Law §3012-c. 3. To the extent that a school district employs teachers and/or principals that are not represented by collective bargaining agent(s), certification that it will evaluate all such classroom teachers and building principals assigned to school(s) in which the Transformation Model will be implemented in accordance with all applicable provisions of Education Law §3012-c and Commissioner's regulations. 			

Attachment 1a

Section D Activities – Certification Required

In the table below, please enter the following information about the LEA's plans to implement the provisions of Education Law §3012-c and any applicable implementing regulations:

ACTIONS: Steps LEA will take to implement. **TIMEFRAMES:** Date when each action is expected to start and finish. **KEY PERSONNEL:** Name and title of the person who will lead implementation. **BUDGET TOTAL:** Estimated total of RTTT funds that will be used to implement the Activity.

PERFORMANCE MEASURE: The evidence the LEA will use to determine whether it is making progress with implementation and/or is successful in implementation. This measure should be phrased in terms of a METRIC (a data element such as student outcomes and/or an important milestone) and a TARGET (the numeric goal/standard that represents success on the metric).

ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
Convene a joint committee of teachers and administrators to revise current APPR in alignment with Ed Law 3012-c and developing new rubric to determine effectiveness of teachers and administrators and train staff in use	November, 2010	June, 2011	Deputy Superintendent for Business and Operations	<u>\$1021063</u>
Revise curricula and pacing maps based on Core Common Standards and develop and/or identify benchmark/formative assessments for use in determining student growth in alignment with new teacher/admin eval system.	October, 2010	June, 2014	Deputy Superintendents for Information and Technology, and Curriculum, Instruction and Assessment	
Develop guidance and a model to measure student growth using Next Generation Learning/performance based assessments	November, 2010	June, 2014	Deputy Superintendents for Information and Technology, and Curriculum, Instruction and Assessment	
Integrate the requirements of the Teacher Incentive Grant (TIG) with the requirements of RTTT	November, 2010	June, 2014	Deputy Superintendents for Curriculum, Instruction and Assessment, and Business and Operations	
Establish a District wide Network Team and a subcommittee in each school of the School Leadership Team to serve as the School-based Inquiry Team	December, 2010	June, 2011	Deputy Superintendents for Information and Technology, and Curriculum, Information and Assessment	
Provide substitute certificate teachers (5) who will sub in classrooms while Networks Team members collaborate with individual teachers, vertical and horizontal teams, depts and administrative teams to build capacity for new eval systems.	July, 2011	June, 2014	Director of Curr & Staff Development, Senior Data Analyst and Director of Testing	
PERFORMANCE MEASURE(S):				
METRIC			TARGET	
All teachers and administrators will be evaluated using a system that differentiates effectiveness			100%	
Benchmark/formative assessments will be identified for use in determining student growth			100%	
Total Budgeted RTTT Funding for Participating LEA Requirements (Network Teams and Teacher/Principal Evaluation System):				<u>\$1021063</u>

Attachment 1a

ALLOWABLE ACTIVITIES

If the *Total Budgeted Amount for Participating LEA Requirements* is less than the LEA's total RTTT allocation, please complete the chart below for each activity from the Menu of Allowable Activities your LEA will undertake.

NOTE: The Menu of Allowable Activities and associated Activity Codes can be found in Section III of the Guidance Document.

In the tables below, please enter the following information about the LEA's plans to implement the any of the Allowable Activities:			
ACTIONS: Steps the LEA will take to implement.	TIMEFRAMES: Date when each action is expected to start and finish.	KEY PERSONNEL: Name and title of the person who will lead implementation.	BUDGET TOTAL: Estimated total of RTTT funds that will be used to implement the Allowable Activity.
PERFORMANCE MEASURE: The evidence the LEA will use to determine whether it is making progress with implementation and/or is successful in implementation. This measure should be phrased in terms of a METRIC (a data element such as student outcomes and/or an important milestone) and a TARGET (the numeric goal/standard that represents success on the metric).			

SECTION E Allowable Activity – TRANSFORMATION MODEL				
Certification Required				
ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
N/A				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Attachment 1a

Allowable Activity #1				
ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters: Ensure the provision of embedded professional development in all schools to allow the Network Teams access to all teachers and administrators			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
Hire and train substitute certificate teachers (5) who will sub in classrooms while Networks Team members collaborate with individual teachers, vertical and horizontal teams, depts and administrative teams. (T/P S)	January, 2011	June, 2011	Director of Curr & Staff Development, Senior Data Analyst and Director of Testing	\$124723
Provide professional development regarding data analysis, use of benchmark assessment results and use data and information in developing and implementing effective instructional strategies. (T/P S)	January, 2011	June, 2011	Director of Curr & Staff Development, Senior Data Analyst and Director of Testing	
PERFORMANCE MEASURE(S):				
METRIC			TARGET	
Substitute teachers hired and trained in all district initiatives, deployed daily to sub			100%	
Teachers and administrators trained in new evaluation systems and best practices			100%	

Allowable Activity #2				
ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Attachment 1a

Allowable Activity #3				
ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Allowable Activity #4				
ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Attachment 1a

Allowable Activity #5				
ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Allowable Activity #6				
ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Attachment 1a

Allowable Activity #7					
ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:				
		TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
		Start	Finish		
ACTIONS					\$ _____
PERFORMANCE MEASURE(S):					
METRIC				TARGET	

Allowable Activity #8					
ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:				
		TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
		Start	Finish		
ACTIONS					\$ _____
PERFORMANCE MEASURE(S):					
METRIC				TARGET	

Attachment 1a

Allowable Activity #9				
ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Allowable Activity #10				
ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Race to the Top Activity Level Budget

A) Agency Code:

B) Agency Name:

RTTT AWARD
 C) \$

(1)	(2)	(3)	(4)	(5)	(6)	(7)
ACTIVITY CODE	BUDGET CATEGORIES	October 1, 2010 - June 30, 2011 BUDGET	July 1, 2011 - June 30, 2012 BUDGET	July 1, 2012 - June 30, 2013 BUDGET	July 1, 2013 - September 23, 2014 BUDGET	TOTAL BUDGET
Network Teams	Professional Salaries-15	\$67,869.00	\$159,287.00	\$165,659.00	\$172,285.00	\$565,100.00
Network Teams	Support Staff Salaries-16	\$165,000.00	\$343,200.00	\$356,928.00	\$371,218.00	\$1,236,346.00
Network Teams	Employee Benefits-80	\$104,633.00	\$216,739.00	\$220,741.00	\$224,905.00	\$767,018.00
Network Teams	Indirect Cost-90	\$20,255.00	\$45,424.00	\$47,021.00	\$48,682.00	\$161,382.00
Network Teams	Travel Expenses-46	\$8,824.00	\$10,000.00	\$10,000.00	\$10,000.00	\$38,824.00
Tchr/Prin Eval System	Professional Salaries-15	\$0.00	\$84,560.00	\$87,942.00	\$91,446.00	\$263,948.00
Tchr/Prin Eval System	Employee Benefits-80	\$0.00	\$68,403.00	\$71,139.00	\$73,984.00	\$213,526.00
B-1	Professional Salaries-15	\$68,750.00				\$68,750.00
B-1	Employee Benefits-80	\$55,973.00				\$55,973.00
Tchr/Prin Eval System	Professional Salaries-15		\$143,000.00	\$148,720.00	\$154,670.00	\$446,390.00
Tchr/Prin Eval System	Employee Benefits-80		\$31,194.00	\$32,384.00	\$33,621.00	\$97,199.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
RTTT TOTAL		\$491,304.00	\$1,101,807.00	\$1,140,534.00	\$1,180,811.00	\$3,914,456.00

Maximum Year 1 Total \$

YEAR 1 Total must not exceed 15% of RTTT Award

The cumulative total of all budget categories from activity codes D1 - D12 plus all budget categories for the Teacher/Principal Evaluation System must be at least 25% of the total RTTT Award.

Attachment 1b

ACTIVITY LEVEL BUDGET FORM INSTRUCTIONS

- A) Enter LEA's 12 character Basic Educational Data Systems (BEDS) Code
- B) Enter LEA's Name
- C) Enter your RTTT total Award in the grey box next to C)
- Column 1 Race to the Top (RTTT) Allowable Activities. Select an activity code from the **drop down** menu for each of your planned RTTT activity. Click on the worksheet tab named "Activity Code Table" for a detailed description of each activity.
- Column 2 For each activity code select the budget categories that apply from the **drop down menu** (e.g. professional salaries, purchased services, ect.) for each year of the project in columns 3, 4, 5 and 6.
- Column 3 Enter Year 1 (October 1, 2010 - June 30, 2011) proposed budget amounts. **Note: The year 1 total of all activities must not exceed 15% of your total RTTT Award.**
- Column 4 Enter Year 2 (July 1, 2011 - June 30, 2012) proposed budget amounts.
- Column 5 Enter Year 3 (July 1, 2012 - June 30, 2013) proposed budget amounts.
- Column 6 Enter Year 4 (July 1, 2013 - September 23, 2014) proposed budget amounts.
- Column 7 TOTAL - The cumulative total of all budget categories for an individual allowable activity must match the total amount provided for that allowable activity within the Final Scope of Work. **Note: The cumulative total of all budget categories from activity codes D1 - D12 plus all budget categories for the Teacher/Principal Evaluation System must be at least 25% of the total RTTT Award.**

****Please see the Budget Categories Definitions tab for detailed definitions of individual line items****

Please Note: Once an LEA receives notice that NYSED has approved their Final Scope of Work , the LEA should submit an FS-10 budget for Year 1 (October 1, 2010 - June 30, 2011). The FS-10 and other forms LEAs must submit to receive payments for the grant can be found at <http://www.oms.nysed.gov/cafe/forms/> .

TABLE OF ALLOWABLE ACTIVITIES**ACTIVITY CODE****Required Activities**

Network Teams	Network Teams are teams of experts in curriculum, data analysis, and instruction. Network Teams will support all RTTT initiatives; will work directly with educators in schools to provide consistent, high-quality professional development and related services to ensure successful statewide implementation of our RTTT plan. These Teams will also monitor the professional development activities and results in the schools for which they are responsible.
Tchr/Prin Eval System	Participating LEAs are required to agree to implement the provisions of the new legislation during the grant period. Specifically, Participating LEA school districts and public charter schools must agree that by no later than the end of the 2012-2013 school year, any existing collective bargaining agreements for teachers and principals will be amended or modified to require that, beginning on September 1, 2013 (or the first day of the 2013-2014 school year, whichever is earlier), all teachers and principals will be evaluated in accordance with the provisions of Chapter 103 of the Laws of 2010.

Menu of Allowable Activities

B-1	Costs (e.g., substitutes, stipends) associated with participation in NYS-sponsored professional development activities to implement optional statewide curricula and curriculum-embedded formative assessments based on enhanced New York State Standards (including the Common Core Standards), including professional development in using information systems that track assessment outcomes.
B-2	Costs (e.g., substitutes, stipends) associated with participation in NYS-sponsored professional development activities to implement Positive Behavioral Interventions and Supports (PBIS).
B-3	Costs (e.g., substitutes, stipends) associated with participation in NYS-sponsored professional development activities to implement Response to Intervention (RtI).
B-4	Development of local and formative assessments across all grade levels and subject areas to meet student instructional needs (consistent with New York State Standards) and the provisions of Education Law § 3012-c, consistent with Commissioner's regulations.
B-5	Professional development for teachers (and their principals/ instructional supervisors) who will implement CTE courses in which increased percentages of historically underserved students will enroll.
B-6	Equipment and other curricular materials for CTE courses in which increased percentages of historically underserved students will enroll.
B-7	Training and professional development for teachers (and their principals/instructional supervisors) who will implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, the Department has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.

Attachment 1b	
B-8	Virtual AP, IB, and/or Cambridge (AICE or IGCSE) courses and related training and professional development for teachers (and their principals/instructional supervisors) in the subjects for which, as of September 30, 2010, the Department has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
B-9	Development of data systems, aligned course sequences and early college and career school models, between postsecondary institutions and P-12 systems.
C-1	Costs associated with implementing school-based Inquiry Teams.
C-2	Develop, implement or enhance a local instructional improvement system or best practice sharing system that is aligned with the State's instructional reporting and improvement system, including costs associated with training and professional development.
C-3	Costs associated with training and materials to help parents and students use performance data to improve student learning.
C-4	Non-capital expenditures to build/expand enterprise data system, aligned with the State's data system, to support teacher and principal evaluation/performance management, and student learning.
C-5	Evaluation trainer/coach on Network Teams to implement and sustain performance management, consistent with the provisions of Education Law § 3012-c.
C-6	Develop technology, decision making tools, data systems, rubrics and measures of effectiveness to support Network Teams, principals and teachers in implementing the provisions of Education Law §3012-c.
C-7	Develop local technology systems for delivering online curriculum content and sharing student work, including performance assessments.
D-1	Costs associated with training of teacher evaluators (inc. principals, instructional supervisors, peer evaluators, etc.) to implement locally negotiated evaluation systems consistent with Education Law § 3012-c.
D-2	Costs associated with implementing teacher evaluation systems and providing coaching, induction support, and differentiated professional development to implement teacher improvement plans for teachers identified as ineffective or developing.
D-3	Providing supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program to highly effective teachers who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective.
D-4	Costs associated with training of principal evaluators (including superintendents, assistant superintendents, etc.) to implement locally negotiated evaluation systems consistent with Education Law § 3012-c.
D-5	Costs associated with providing coaching, induction support, and differentiated professional development to implement principal improvement plans for principals identified as ineffective or developing.
D-6	Providing supplemental compensation, consistent with local collective bargaining agreements (where applicable), through a career ladder program to highly effective principals who mentor, coach, or provide professional development to principal interns, new principals, or principals rated ineffective, developing, or effective.
D-7	Provide supplemental compensation, consistent with local collective bargaining agreements (where applicable), through a career ladder program to highly effective principals who transfer from low or moderate needs schools to high needs schools.

Attachment 1b D-8	Provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program to highly effective teachers in high needs schools who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high needs schools.
D-9	Provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program to effective or highly effective teachers or principals who transfer from low or moderate needs schools to high needs schools.
D-10	Partner with higher education institutions to conduct rigorous, random assignment studies of the effectiveness of sustained professional development activities (minimum 40 hours/school year of instruction or active coaching and aligned with enhanced New York State Standards [including the Common Core Standards]) in raising student achievement as measured by performance on state tests, CTE certification/credential assessments, and those assessments which, as of September 30, 2010, the Department has approved pursuant to 8 NYCRR §100.2(f).
D-11	Provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program to highly effective teachers in hard-to-staff subjects or specialty areas in high needs schools who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high needs schools.
D-12	Provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program to effective or highly effective teachers in hard-to-staff subjects or specialty areas who transfer from low or moderate needs schools to high needs schools.
E-1	Implementation of one of the four school intervention models (turnaround model, restart model, school closure, or transformation model) consistent with the requirements of the New York State School Improvement Grant application.
E-2	LEA and State-approved partner organization (EPO, CMO, charter school operator) planning activities for implementation of one of the four school intervention models in the following school year.

Budget Categories - code**Definitions****Attachment 1b**

Professional Salaries-15	Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff.
Support Staff Salaries-16	Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.
Purchased Services-40	Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.
Supplies and Material-45	Include computer software, library books and equipment items under \$5,000 per unit.
Travel Expenses-46	Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.
Employee Benefits-80	Rates used for project personnel must be the same as those used for other agency personnel.
Indirect Cost-90	Please use the Department approved 2010-11 restricted indirect cost rate for estimating indirect costs for all 4 years. Each year's approved rate may be slightly different as the result of the annual recalculation based on ST-3 Data, however use of the current rate for estimation purposes is recommended. Contact the Grants Finance Office if additional information is needed.
BOCES Services-49	Purchased Services with a BOCES
Minor Remodeling-30	Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.
Equipment-20	All equipment to be purchased in support of this project with a unit cost of \$5,000 or more should be itemized in this category. Equipment items under \$5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

Attachment 1c

Checklist Criteria for Reviewing Race to the Top Scope of Work Documents
Minimum Criteria for Passing/Approval of RttT Scope of Work Plan. Each of the following features and attributes must be present in order for a Scope of Work plan to be considered “approved.”

Document Formatting

- The Scope of Work / Student Outcomes form is in MS Word format.
- The Activity Level Budget is in MS Excel format.

Notes:

- The Scope of Work Plan and Activity Level budgets cannot be in PDF. Other documents such as the Request to Certify Network Team Equivalents, Resumes, or additional information can be in PDF.

Page 1: District Information and Superintendent Certification

- The district BEDS code is completed.
- The name of and contact information, including email, is clearly listed.
- The box is checked, declaring certification by the superintendent.

Notes:

- The signature line does not need to be filled out since this is submitted via e-portal.

Pages 2-4: Goals and Student Outcomes

- The reported LEA baseline % proficient is accurate as compared to NYSED report document.
- For LEAs with a 2009-2010 baseline below the statewide average; the total four-year performance gains are **greater than** the total 4-year performance gains for the State.
- For LEAs with a 2009-2010 baseline at or above the statewide average;* the total four-year performance gains are **equal to or greater than** the total 4-year performance gains for the State.
- For Student Outcome Metrics and Priorities for Improvement (bottom of page 4), 3-5 priority outcomes selected are related to data from performance goals.
- Rationales for each target are reasonable and based upon a review of the data.

Notes:

- If a set of sub-group cells are blank, this is because the district does not have a sub-group large enough to report.
- Please consider the reasonableness of the trajectory of % increases of the LEA.

Page 5: Network Teams

- If an LEA chooses to participate in an RTTT supported Network Team through the local BOCES (OPTION 1),* the budgeted total for this category is **75% or less** than the LEAs total 4-year allocation.

Attachment 1c

Checklist Criteria for Reviewing Race to the Top Scope of Work Documents

- If an LEA chooses to participate in a BOCES Network Team Equivalent (NTE), the budgeted amount is zero (\$0) **or less** than 75% of the total 4-year allocation (for partial NTE participation).
- If an LEA requests to be approved Network Team Equivalent, the Request to Certify a Network Team Equivalent Document are within the application package and contain the required signatures of the authorized signatories.

Notes:

- If the LEA checks BOCES Managed Network Team Equivalent (Option 2) or the Request to Certify a Network Team Equivalent (Option 3), **email Michelle Vita immediately** to let her know. It is essential that we keep track of districts intending to use a network team.

Page 6: Teacher and Principal Evaluation System (Section D)

- Actions proposed are reasonable and aligned with meeting the provisions of Education Law 3012-c.
- Dates of activities start 7/1/2011 or after. (do not begin before 7/1/2011)
- Timeframes for the start and finish of actions are reasonable, feasible, and consistent with the requirements of Education Law 3012-c.
- Key personnel responsible for each action are identified.
- Performance metrics are specific and measurable.
- Performance targets are reasonable and feasible.
- Budget total for Section D activities is **no less than (at least) 25%** of the 4-year total allocation.

Example – Some activities and metrics in this section **might** look like:

ACTIVITY	TIMELINE	KEY PERSONNEL
<i>train evaluators of 4-8 math & ELA teachers</i>	<i>July 2011 August 2011</i>	<i>superintendent</i>
<i>train evaluators of principals of 4-8</i>	<i>July 2011 August 2011</i>	<i>superintendent</i>
<i>train evaluators of all teachers</i>	<i>July 2013 August 2013</i>	<i>superintendent</i>
<i>train evaluators of all principals</i>	<i>July 2013 August 2013</i>	<i>superintendent the</i>

PERFORMANCE MEASURE(S): *% of evaluations in compliance with §3012-c 100%*

Pages 7-11: Allowable Activities

- An "Activity Code" is clearly identified in the upper left hand corner of the table for each allowable activity.
- Description/rationale for the selected activity is reasonable, logically valid, and congruent with the LEA and State student outcomes.
- Actions proposed for each activity are reasonable and aligned with selected activity and outcomes.

Attachment 1c

Checklist Criteria for Reviewing Race to the Top Scope of Work Documents

- Performance metrics are specific and measurable.
- Performance targets are reasonable and feasible.
- Timeframes for the start and finish of actions are reasonable, feasible, and consistent with the RttT grant timeframes.
- Key personnel responsible for each action are identified.

Activity-level Budget Form

- Budget total is equal to the designated funding amount provided allocated to the LEA or charter school.
- All budgeted activities are assigned an "Activity Code" and corresponding "Budget Category."
- Budget for Year 1 (October 1 2010 to June 30 2011) is **equal to or less than 15%** of the total 4-year allocation.
- The total budget for each required activity matches the budget total listed in the Scope of Work plan.
- The total budget for each allowable activity matches the budget total listed for that activity in the Scope of Work plan.
- The cumulative total of all budget categories for an individual allowable activity matches the budget total listed in the Scope of Work Plan.
- The cumulative total of all budget categories from activity codes D1-D12 plus all budget categories for the Teacher/Principal Evaluation System are **no less than (at least) 25%** of the total 4-year allocation.

Notes: The statements/information below could serve as a template for what to email back to the district after LEA review.

In order for the LEA Scope of Work to meet minimum approval requirements, the following information needs to be revised / provided:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Once these items are addressed, the LEA should resubmit the entire application packet through the E-portal, in the same manner in which the original Scope of Work was submitted.

Attachment 2

ARRA Accountability and Reporting Work Group Approval Process

1. All reviewing staff need a NYSED portal account. If you don't have one already, please contact Deborah Cunningham to request an account as an approver. If you're new, you'll get two emails, one with your user name and one with your password.
2. Log on to the portal at portal.nysed.gov and enter your username and a temporary password. Change your password as prompted.
3. Click on ARRA Reporting System under My Applications.
4. On the first screen select the fund you are going to approve.
5. On the second screen select the sub-recipient you are reviewing.
 - a. The submitted sub-recipients will be asterisked at the top of the list, approved sub-recipients at the bottom, and un-submitted sub-recipients are in the middle.
 - b. You will select recipients from the submitted, but not approved, list.
6. Navigate through the screens to view identifying information, job estimates, and/or infrastructure amounts if applicable and vendor information.
7. Conduct your program review of the data
 - a. Does the recipient have an approved application on file? If no, do not approve at this time.
 - b. Did the recipient provide a reasonable DUNS number and CCR valid date?
 - c. Has the recipient provided documentation for its job estimates? Note this will be required beginning with the second quarterly report, although sub-recipients MUST retain documentation for audit purposes for the first quarter and beyond.
 - d. Are job estimates reasonable?
 - e. Has the recipient addressed jobs created and saved in the narrative?
 - f. Has the recipient provided complete vendor information?
 - i. Name and zip or DUNS
 - ii. Sub-award number assigned by sub-recipient to vendor
 - iii. Amount (estimate of ARRA funds to be used to support the Contract from 7-1-09 to 6-30-10)
 - g. Risk-based reviews: Does the reviewer review all reports with special attention to any high risk recipients and a random sample of others?
 - h. Has the reviewer set in place a dunning process to contact all recipients for the correction of missing or incorrect information?
 - i. This should occur on October 2, 2009.
 - ii. Throughout the review process, you may be asked to contact your sub-recipients to make changes.

Attachment 2

- i. If the data are reasonable and complete and an approved application is on file, you can approve by clicking on the Approve button at the bottom of the report.
- j. If you approve by accident and need to unapprove you must email Mary Gardy.
- k. If the recipient wants to change the data, or you require them to change the data, used the Unsubmit button next to the Approve button at the bottom of the report. (This will not wipe out the data, but will just change the status so recipients can enter or revise data.)

Attachment 3a

New York State Education Department Risk Assessment of Entities Receiving Race to the Top Funds 2011-14

Introduction

The New York State Education Department's (Department) Office of Audit Services (OAS), has developed a method of assessing the risk associated with subrecipients administering the ARRA Race to the Top Funds. The purpose of the methodology is to quantify the risk based on certain factors related to subrecipient's fiscal condition, timeliness of reporting, results of external audits including OAS audits of ARRA funds, and results of A-133 single audits of federal funds. The quantification of risks is captured on an Excel spreadsheet and can be adapted to modify the weight of certain risk factors depending on the desires of individual program offices.

Methodology

OAS captures a great deal of information on subrecipients. The information is gathered as part of OAS's role in analyzing the fiscal condition of school districts, summarizing relevant audit information for the Regents Committee on Audits/Budget and Finance, and in administering single audit responsibilities for the Department.

We captured 31 data elements which contains information on some aspect of the subrecipient's fiscal performance. We then discussed the relative significance of the data elements as they relate to the risk of subrecipients poorly administering the ARRA RTTT funds. This was done through discussions among OAS staff. Based on its significance, a weight was assigned to 11 of the key factors. As an example if a subrecipient was awarded in excess of \$500,000 in RTTT funds it was assigned a weight of 5. If the subrecipient had ARRA single audit findings it was assigned a weight of 1 for each finding. The data elements and the corresponding weight/score that was assigned are listed below.

Fiscal Characteristic	Risk by Weighting	
	Points	
Total ARRA Race to the Top Funding	1 2 5	\$100k < and < \$250k >= \$250k and < \$500K > \$500k
Unreserved, Undesignated Fund Balance	3 2	Negative unreserved, undesignated fund balance two years Negative unreserved, undesignated fund balance two years in latest year
Total ARRA Race to the Top Funding as % of 09-10 Budget	2	> 1%
Unreserved, Undesignated Fund Balance as % of Following Year's Adopted Budget 09-10	1	> 6%
Opinion on Financial Statements is Qualified Report on Internal Controls	1 3 2 1 1	Qualified for last 2 years Material Weakness for last 2 years Significant Deficiency in prior year and Material Weakness in current year Material Weakness in prior year and Significant Deficiency in current year Significant Deficiency for last 2 years
Financial Statements Received After 30 Day Grace Period	1	Financial statements received after 30 day grace period for last 2 years
A-133 Received Late	1	A-133 received late for last 2 years

Attachment 3a

A-133 Corrective Action Plans and Corrective Action Plans for other audits received late	1	More than 3 A-133 Corrective Action Plans and Corrective Action Plans for other audits received late
# of Findings for All Audit Reports by OSC, OAS, Federal Government, and Other State Governments	1	More than 3 total instances of Procurement, Claims Processing, Payroll, Cash, Financial Reporting, Segregation of Duties, and Conflict of Interest findings
Single Audit ARRA Findings	1	Finding in either of the last two years for ARRA
Timely Reporting, 1512 Reports Inaccurate, Separate Account Codes, and Cash and Interest Income	1	For each category

The weighting that is assigned to each risk factor is somewhat subjective and could be modified based on the opinion of the individual examining the information. It is certainly possible that the RTTT risk assessment could be modified based on placing more weight on specific fiscal risks. A spread sheet had been developed that can be manipulated to easily reflect different weightings.

Results

Below are the results of the preliminary risk assessment based on the weightings described in the previous section. The risk assessment process identified 27 districts with 6 points or higher. Of those 27 districts 19 have been awarded more than \$250,000 in RTTT funds. We have grouped the subrecipients according to the score assigned. We believe the subrecipients with a greater number of risk factors should be considered at a higher risk for experiencing difficulties in complying, on a timely basis, with RTTT requirements. The key Department managers should review this information and modify the weighting as they see fit and use it to develop monitoring and auditing plans.

Districts with more than 5 total risk factors:

Count of Total of Risk Factors				
Total of Risk Factors	District	SED Number	Race to the Top Funds	Total
6	Beekmantown Central School District	090301060000	106,467	
	Dunkirk City School District	060800010000	380,977	
	Middletown Enlarged City School District	441000010000	537,841	
	Northeastern Clinton Central School District	090501040000	61,289	
	Northern Adirondack Central School District	090901040000	54,289	
	Poughkeepsie City School District	131500010000	580,621	
	Ripley Central School District	062401040000	18,130	
7	Albany City School District	010100010000	1,274,469	
	Buffalo City School District	140600010000	9,495,726	
	Central Islip Union Free School District	580513030000	347,014	
	East Ramapo Central School District	500402060000	2,569,393	
	Hammond Central School District	511201040000	24,136	
	Randolph Central School District	043001040000	117,418	
	Schenectady City School District	530600010000	1,142,302	
Whitesboro Central School District	412902060000	144,036		
8	Fillmore Central School District	022001040000	104,372	
	Jamestown City School District	061700010000	603,610	
	Rome City School District	411800010000	530,463	

Attachment 3a

	Utica City School District	412300010000	2,111,315	
	Yonkers City School District	662300010000	3,255,306	
9	Elmira City School District	070600010000	944,771	
	Hempstead Union Free School District	280201030000	591,420	
	Rochester City School District	261600010000	8,180,818	
10	New York City Department of Education	300000010000	256,130,115	
11	Niagara Falls City School District	400800010000	923,100	
12	Kiryas Joel Village Union Free School District	441202020000	1,638,543	
	Syracuse City School District	421800010000	3,914,456	
Grand Total				27

Count of Total of Risk Factors			
Total of Risk Factors	District	SED Number	Total
6	Dunkirk City School District	060800010000	
	Middletown Enlarged City School District	441000010000	
	Poughkeepsie City School District	131500010000	
7	Albany City School District	010100010000	
	Buffalo City School District	140600010000	
	Central Islip Union Free School District	580513030000	
	East Ramapo Central School District	500402060000	
	Schenectady City School District	530600010000	
8	Jamestown City School District	061700010000	
	Rome City School District	411800010000	
	Utica City School District	412300010000	
	Yonkers City School District	662300010000	
9	Elmira City School District	070600010000	
	Hempstead Union Free School District	280201030000	
	Rochester City School District	261600010000	
10	New York City Department of Education	300000010000	
11	Niagara Falls City School District	400800010000	
12	Kiryas Joel Village Union Free School District	441202020000	
	Syracuse City School District	421800010000	
Grand Total			19

Attachment 3b

OAS fiscal risk assessment of school district sub-recipient that were awarded RTTT funds (analysis spreadsheet)

Due to the file size of this document (30 MB), this attachment is included separately as a Microsoft Excel file.

Attachment 4**List of Title I Districts Subject to Intermediate Level Monitoring
2011–2012**

School District	Region
Mt. Vernon City SD	Hudson Valley
Newburgh City SD	Hudson Valley
Roosevelt UFSD	Long Island
Schenectady City SD	Capital District
AD Johnson Community Charter School	Western NY
True North Rochester Prep Charter	Western NY
Adirondack CSD	North Country
Arlington CSD	Hudson Valley
Attica CSD	Western NY
Baldwin UFSD	Long Island
Barker CSD	Western NY
Bath CSD	Southern Tier
Beaver River CSD	North Country
Canisteo-Greenwood CSD	Southern Tier
Central Square CSD	Central NY
Cheektowaga CSD	Western NY
Cohoes City SD	Capital District
Connetquot CSD	Long Island
Corning City SD	Central NY
East Ramapo CSD (Spring Valley)	Hudson Valley
Elmont UFSD	Long Island
Farmingdale UFSD	Long Island
Freeport UFSD	Long Island
Grand Island CSD	Western NY
Hamilton CSD	Central NY
Hampton Bays UFSD	Long Island
Hannibal CSD	Central NY
Harpursville CSD	Southern Tier
Herkimer CSD	Central NY
Heuvelton CSD	North Country
Jasper-Troupsburg CSD	Southern Tier
Lindenhurst UFSD	Long Island
Malverne UFSD	Long Island
Newfield CSD	Central NY
North Babylon	Long Island
Oswego City SD	Central
Patchogue-Medford UFSD	Long Island
Rocky Point UFSD	Long Island
Rondout ValleyCSD	Hudson Valley

Attachment 4

List of Title I Districts Subject to Intermediate Level Monitoring 2011–2012

School District	Region
Rotterdam-Mohonasen	Capital District
Somers CSD	Westchester
South Country CSD	Long Island
South Huntington UFSD	Long Island
South Orangetown CSD	Hudson Valley
Southside Academy Charter School	Central NY
West Genesee CSD	Central NY
William Floyd UFSD	Long Island

Attachment 5

Questions that NYSED monitors will be asking the Title I districts for the 2011–2012 monitoring

1. Does the district's 2011–2012 Professional Development Plan/District Comprehensive Education Plan reflect the district's instructional needs and priorities with respect to the three RTTT deliverables:
 - a. Common Core State Standards?
 - b. School-Based Inquiry?
 - c. New Performance Evaluations for Teachers and Principals?
2. What evidence do you have of district training in the areas of (training agendas, training materials, sign in sheets, training participant surveys, etc.):
 - a. Common Core State Standards?
 - b. School-Based Inquiry?
 - c. New Performance Evaluations for Teachers and Principals?
3. Common Core State Standards
 - a. What evidence do you have of any curriculum work accomplished this year related to alignment with the Common Core State Standards in ELA (e.g., curriculum maps or calendars, teacher lesson plan(s), aligned unit of instruction, student work samples, aligned assessments, etc.)?
 - b. What evidence do you have of any curriculum work accomplished this year related to alignment with the Common Core State Standards in Mathematics (e.g., curriculum maps or calendars, teacher lesson plan(s), aligned unit of instruction, student work samples, aligned assessments, etc.)?
4. School-Based Inquiry (*Each school in a district is required to identify a School-Based Inquiry Team(s). Network Teams will collaborate with principals to establish, train, and support the School-Based Inquiry Team(s). School-based Inquiry Teams will have the responsibility of engaging, with their colleagues, in a process of continuous and reflective inquiry of data to inform the development of teacher practices that lead to improved student outcomes.*)
 - a. Are school-based inquiry teams in place in your schools? Are they meeting regularly?
 - b. What evidence do you have of school-based inquiry teams meeting or examples of their impact on teacher practice (e.g., assessment calendar, assessment analysis worksheet, agendas, meeting summaries and action plans detailing next steps including expanded teaching strategies, etc.)?
5. New Performance Evaluations for Teachers and Principals
 - a. Does your districts' Annual Professional Performance Review Plan reflect expectations around new performance evaluations for teachers and principals of ELA and Mathematics grades 4–8? What is the evidence of this work?
 - b. What is the plan to train evaluators of principals and teachers?

Attachment 6

Attachment 6 – List of Districts for Intensive Monitoring

School District	Category	Region	PLA
New York City	Big 5	New York City	Yes
Yonkers	Big 5	Westchester	Yes
Brentwood	High Need U/S	Long Island	
Albany	High Need U/S	Capital District	Yes
Whitney Point	High Need Rural	Southern Tier	
Ilion	High Need Rural	Central New York	
Poughkeepsie	Average Need	Hudson Valley	Yes
Lackawanna	Random	Western New York	
Dunkirk	Random	Western New York	
Pine Bush	Random	Hudson Valley	

Charter School	Region
Brooklyn Excelsior Charter School	New York City

BOCES	Region
Broome - Delaware - Tioga	Southern Tier

Attachment 7

Network Teams 2010-2011 Monitoring Report

District/School: _____

Date: _____

Names of Reviewer Team: _____

Name of district/school official(s): _____

Compliance/Program monitoring theme or dimension to be captured	Interview Question:	Comments & Notes/ Evidence of Compliance
Establish Network Teams	Has the district established and implemented a clear and transparent process for the identification and selection of staff with requisite skill sets and knowledge?	
Professional Development of Network Teams	<p>Have Network Team members been identified to attend NYSED professional development sessions on the Common Core Standards, School-Based Inquiry, and Teacher Evaluation systems?</p> <p>Have Network Team members attended NYSED PD sessions on the Common Core Standards, School-Based Inquiry, and Teacher Evaluation systems?</p>	
Common Core	<p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent plan to turnkey NYSED's training on the Common Core based upon each school's needs and the corresponding allocation of resources?</p> <p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent plan to provide schools with needs-based follow-up support on Common Core?</p>	

Attachment 7

Compliance/Program monitoring theme or dimension to be captured	Interview Question:	Comments & Notes/ Evidence of Compliance
	<p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent monitoring process to collect, review, and provide feedback on evidence of each school's implementation of the Common Core?</p> <p>What steps are you taking to ensure that Network Team members identify and review documents (e.g., curriculum units/ lessons, curriculum calendars, student work, etc.) to ensure that curricula and school and classroom-level assessments reflect alignment to the Common Core?</p> <p>What evidence, if any, demonstrates that the school-wide and classroom-level curricula reflect alignment to the Common Core?</p> <p>What evidence, if any, demonstrates that the school and classroom-level assessments reflect alignment to the Common Core?</p> <p>What steps are you taking to ensure that Network Team members' implementation of a clear and transparent monitoring process includes evidence of classroom-level implementation of the Common Core (e.g., school visits, observations of teacher classes/practice, etc.)?</p> <p>What evidence, if any, demonstrates classroom-</p>	

Attachment 7

Compliance/Program monitoring theme or dimension to be captured	Interview Question:	Comments & Notes/ Evidence of Compliance
	<p>level implementation of lessons aligned to the Common Core?</p> <p>What steps are you taking to ensure that Network Team members collaborate with district and schools to ensure that professional development activities are aligned to district/school goals and professional needs?</p> <p>What steps are you taking to ensure that teachers are well-supported in the planning and delivery of lessons aligned with the Common Core as evidenced by professional development plans (CDEP/DCEP, mentoring plans responsive to specific teacher needs, teacher improvement plans, etc.)?</p> <p>What steps are you taking to ensure that Network Team members collaborate with district and schools to ensure the effective implementation of professional development plans (e.g., PD workshops, coaching sessions, etc.)?</p> <p>What have been some of the greatest challenges to implementation of the Common Core State Standards? Explain why.</p> <p>What can the Department do in terms of ongoing training, support, and technical assistance to help your district best respond to and overcome these challenges?</p>	

Attachment 7

Compliance/Program monitoring theme or dimension to be captured	Interview Question:	Comments & Notes/ Evidence of Compliance
	<p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent process to determine and respond to the challenges encountered by schools as they implement the Common Core?</p>	
<p>School-Based Inquiry</p>	<p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent plan to turnkey NYSED's training on School-Based Inquiry based upon each school's needs and the corresponding allocation of resources?</p> <p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent plan to provide needs-based follow-up support on School-Based Inquiry?</p> <p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent monitoring process to collect, review, and provide feedback on evidence (e.g., assessment calendars, school-based inquiry team meeting agendas, school-based inquiry team action plans, student work from various assessments, observations of teacher classes/practices, etc.) of school's implementation of School-Based Inquiry?</p> <p>What steps are you taking to ensure that Network Team members' implementation of a clear and transparent monitoring process includes evidence of school, team, and classroom-level</p>	

Attachment 7

Compliance/Program monitoring theme or dimension to be captured	Interview Question:	Comments & Notes/ Evidence of Compliance
	<p>implementation of the elements of inquiry process (i.e. school visits, observations of teacher classes/practice, observations of school-based inquiry team meeting, etc.)?</p> <p>What have been some of the greatest challenges to implementation of the School-based Inquiry? Explain why.</p> <p>What can the Department do in terms of ongoing training, support, and technical assistance to help your district best respond to and overcome these challenges?</p> <p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent process to determine and respond to the challenges encountered by schools as they implement School-Based Inquiry?</p>	
<p>Teacher Evaluation Systems</p>	<p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent plan to turnkey NYSED's training on the new performance evaluation system for teachers based upon each school's needs and the corresponding allocation of resources?</p> <p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent plan to provide needs-based follow-up support on implementation of the new performance evaluation system for teachers?</p>	

Attachment 7

Compliance/Program monitoring theme or dimension to be captured	Interview Question:	Comments & Notes/ Evidence of Compliance
	<p>Please explain how the district is implementing the new performance evaluation for teachers. Who is involved? How were they selected? What is the evaluation protocol?</p> <p>What have been some of the greatest challenges to implementation of the new performance evaluation for teachers? Explain why.</p> <p>What can the Department do in terms of ongoing training, support, and technical assistance to help your district best respond to and overcome these challenges?</p> <p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent monitoring process to collect, review, and provide feedback on evidence (e.g., observations of classes, and observation feedback reports, etc.) of school's implementation of the new performance evaluation system for teachers?</p> <p>How has the implementation of the new performance evaluations for teachers impacted instructional practice? What, if any, evidence can be provided to support these conclusions?</p> <p>What steps are you taking to ensure that Network Team members collaborate with district and schools to ensure that professional development</p>	

Attachment 7

Compliance/Program monitoring theme or dimension to be captured	Interview Question:	Comments & Notes/ Evidence of Compliance
	<p>and mentoring plans and activities are aligned to outcomes of observation of teacher classes/ practices?</p> <p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent process to determine and respond to the challenges encountered by schools as they implement the new performance evaluation system for teachers?</p>	
<p>Principal Evaluation Systems (focus of districts and not Network Teams)</p>	<p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent plan to turnkey NYSED's training on the new performance evaluation system for principals based upon each school's needs and the corresponding allocation of resources?</p> <p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent plan to provide needs-based follow-up support on implementation of the new performance evaluation system for principals?</p> <p>Please explain how the district is implementing the new performance evaluation system for principals. Who is involved? What is the evaluation protocol?</p> <p>What have been some of the greatest challenges to the implementation of the new performance evaluation system for principals? Explain why.</p>	

Attachment 7

Compliance/Program monitoring theme or dimension to be captured	Interview Question:	Comments & Notes/ Evidence of Compliance
	<p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent monitoring process to collect, review, and provide feedback on evidence (i.e. APPR, written teacher observation reports with actionable feedback, school-based PDP/CEP that reflects instructional needs and Race to the Top priorities, etc.) of school's implementation of the new performance evaluation system for principals?</p> <p>How has the implementation of the new performance evaluation system for principals impacted leadership practice? What, if any, evidence can be provided to support these conclusions?</p> <p>How has the implementation of the new performance evaluation system for principals impacted instructional practice? What, if any, evidence can be provided to support these conclusions?</p> <p>What steps are you taking to ensure that the district's professional development and/or mentoring plans and activities are aligned to outcomes of the new performance evaluation system for principals?</p> <p>What evidence, if any, demonstrates the creation and implementation of a clear and transparent</p>	

Attachment 7

Compliance/Program monitoring theme or dimension to be captured	Interview Question:	Comments & Notes/ Evidence of Compliance
	process to determine and respond to the challenges encountered by schools as they implement the new performance evaluation system for principals?	

Attachment 8

October 2010 Visits and Videoconferences

On October 5, the Race to the Top Scope of Work was posted on the Department's website. During October 2010, Commissioner Steiner and Senior Deputy Commissioner King will be offering guidance by providing additional information and answering questions from school superintendents, principals, teachers, school board members, parents and students related to completing the Scope of Work. All are welcome to attend these visits and videoconferences.

Following are discussions that either the Commissioner or Senior Deputy will lead in various locations throughout the State in person or via videoconference:

Visits		
Date	Time	Location
October 13	9:00 – 10:00 a.m.	Proctor High School Utica City SD 1203 Hilton Ave. Utica
October 14	6:00 – 7:00 p.m.	Washington-Saratoga-Warren- Hamilton-Essex BOCES Glick Road Conference Center 27 Glick Road Saratoga Springs
October 15	10:00 – 11:00 a.m.	Western Suffolk BOCES Conference Center 31 Lee Avenue Wheatley Heights
October 15	3:30 – 4:30 p.m.	Putnam-Northern Westchester BOCES Tech South Amphitheater 200 BOCES Drive Yorktown Heights

Attachment 8

Attachment 8 – October 2010 Visits and Videoconferences (*continued*)

Videoconferences		
Date	Time	Location
October 14	3:45 – 4:45 p.m.	Erie One BOCES 355 Harlem Road West Seneca
October 15	9:00 – 10:00 a.m.	Onondaga-Cortland-Madison BOCES 6820 Thompson Road Syracuse
October 19	4:30 – 5:30 p.m.	Monroe Two BOCES 3599 Big Ridge Road Spencerport
October 20	2:30 – 3:30 p.m.	Orange-Ulster BOCES Carl Onken Conference Center 53 Gibson Road Goshen
October 20	4:00 – 5:00 p.m.	Broome-Delaware-Tioga BOCES Education Center – Student Cafeteria 435 Glenwood Road Binghamton



Attachment 9

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Marki Clair-O'Rourke, kecia hayes, Jie Zeng
Race to the Top Project Coordinators
Office of District Services
<http://www.p12.nysed.gov/districtservices/>

February 10, 2011

(insert address)

Thank you for your willingness to serve on one of three professional development planning committees around the 2011-12 Network Team deliverables. We very much appreciate the interests, skills and expertise that you will be bringing with you in informing the ongoing development of our plans.

The three planning committees will be chaired, as follows:

Common Core Standards in ELA and Math

Chair: **Marki Clair-O'Rourke**, Project Coordinator, Office of District Services

School-Based Inquiry Teams

Chair: **kecia hayes**, Project Coordinator, Office of District Services

Teacher and Principal Performance Evaluations

Chair: **Jie Zeng**, Project Coordinator, Office of District Services

It is our pleasure to invite you to be a member of the (insert committee) planning committee:

We anticipate meeting approximately every two to three weeks. Conferencing technology will be available at each meeting. While one of the more immediate purposes is to review and provide feedback on the summer 2011 professional development plans, the broader goals of these committees will be shaped by ongoing needs of the organization and as the work continues to evolve in each of the three areas.

You will be contacted by your committee chairperson in the near future to arrange the first meeting of your committee. In the meantime, if you have any questions, don't hesitate to contact your committee chairperson; their contact information is provided at the beginning of the attached list of committee members. We look forward to collaborating with you. Again, thank you for your support of this important work!

Sincerely,

Marki Clair-O'Rourke
kecia hayes
Jie Zeng
Project Coordinators
Office of District Services

c: Senior Managers

Attachment: Listing of Committee Membership

Attachment 9

March 29, 2011

Dear Planning Committee Member,

Thank you again for your willingness to serve on one of three professional development planning committees which will inform the design and development of the summer 2011 launch of the ongoing Network Team Professional Development Program. Previous to this correspondence, you should have received a letter identifying the committee on which you have elected to serve.

We will have our kick-off planning committee meeting to begin our work together on **Thursday, April 7th from 10:00 a.m. – 1:00 p.m.** This event will be held in Room 201 of the Education Building on 89 Washington Avenue in Albany, New York. For those of you who will be able to join us in person, you will need to have a government-issued ID to enter the building. A visitor's badge will be ready for you upon check-in. For those of you who will be joining via teleconference, that information will be provided to you when you RSVP.

As the attached agenda indicates, the day will begin with a full group meeting which will include an overview of the professional development plans to date. The afternoon (12:00 p.m. – 1:00 p.m.) will provide individual committees with an opportunity to give feedback and suggestions to inform ongoing planning for the summer.

Please call or email Marjorie Walton by Friday, April 1st regarding your availability to attend the April 7th meeting and, in doing so, please also indicate if you will be joining the group via teleconference or in person. Marjorie can be reached by phone at (518) 486-3640 or by email at MWALTON@MAIL.NYSED.GOV.

We very much look forward to meeting and working with you!

Marki Clair-O'Rourke
kecia hayes
Jie Zeng
Project Coordinators

Attachment 9

April 21, 2011

(Insert Address)

Dear (insert name),

Hope you are well. First and foremost, we would like to take this opportunity to thank you for attending the first meeting of the PD Planning Committees. We understand that you have a very busy schedule and we therefore are deeply appreciative of your generosity of time and effort.

We currently are working to refine the scope of work for the PD Planning Committees in careful consideration of the thoughtful feedback and questions that we received from members of the group on Thursday and thereafter, as well as NYSED's evolving plans for the professional development of the Network Teams. Our goal is to ensure that we effectively capture the knowledge and expertise of members of the group in ways that are well-aligned with NYSED's vision and plans for Network Teams.

Once we finalize the revisions to the scope of work for the PD Planning Committees, we will be in touch to provide you with specific information about the next steps. In the meantime, please feel free to contact us with any questions and/or concerns as we greatly value your insights.

With respect & thanks,

Marki Clair-O'Rourke
Kecia Hayes
Jie Zeng
Race to the Top
Project Coordinators

Attachment 10

I.

Summer 2011 Professional Development for NT/NTEs for 2011-2012 Deliverables: Planning Committees

Assurance Area: Standards and Assessments

Deliverable: *Training on Implementation of the Common Core Standards (CCSS) for ELA and Math*

Chair: Marki Clair-O'Rourke, Project Coordinator, Office of District Services

Ann Crotty, ED. D. Science Associate
Office of Curriculums & Instruction P-12
EB Room 320
518-486-5267
ACROTTY@MAIL.NYSED.GOV

LoriAnn Curtin, Project Assistant
Office of Innovative School Models/School Turnaround Office P-12
EBA Room 481
518-473-8852
LCURTIN@MAIL.NYSED.GOV

Ann Defiglio, Associate in Educational Improvement
NYSED - Office of Accountability
EBA Room 464
518-473-7155
ADEFIGLI@MAIL.NYSED.GOV

Wendy Dury-Samson, Assistant in English Language Arts
Office of Curriculums & Instruction P-12
EB Room 320
518-486-6013
WDURYSAM@MAIL.NYSED.GOV

DeSylvia Dwyer, Associate in Early Childhood Education
Office of Accountability, Early Education and Reading
Initiatives Team P-12
EB Room 320
518-474-5807
DDWYER@MAIL.NYSED.GOV

Dana Fulmer, Supervisor, Professional Development
Ulster BOCES
175 Route 32 North
New Paltz, NY 12561
845-255-1402 x1402
dfulmer@ulsterboces.org

Tracey Johnson, Assistant in Instructional Science, Reading and Literature
Office of Curriculum & Instruction P-12
EB Room 320
518-408-1661
TJOHNSON@MAIL.NYSED.GOV

Attachment 10

Karen Kilbride, Project Assistant
Office of Accountability, Early Education P-12
EBA, Room 381
518-486-9156
KKILBRID@MAIL.NYSED.GOV

Verna Latchman-Hopkins, Associate in Instructional Svcs.
Intervention, Evaluation & Best Practice Team P-12
55 Hanson Place
Brooklyn, New York 11217
718-722-2773
VLATCHMA@MAIL.NYSED.GOV

Karen Markoff, Director of School Reform
Syracuse City School District
725 Harrison Street
Syracuse NY 13210
315-435-4214
kmarkoff@scsd.us

Barbara Mocarski, Associate
Director of Instructional Resources, Technology and Staff Development
365 Harlem Road
West Seneca, New York 14224
716-821-7204
Bmocarski@e1b.org

Noreen Nouza, Director, Program and Professional Development
Oneida-Herkimer-Madison BOCES
4747 Middle Settlement Road
New Hartford, NY 13413-0070
315-793-8573
nnouza@oneida-boces.org

Pedro Ruiz, Coordinator
Office of Bilingual Ed & Foreign Language studies P-12
EBA Room 367
518-474-8775
PRUIZ@MAIL.NYSED.GOV

Mary Sapp, Associate in Education
Office of Accountability, P-12
EBA, Room 381
518-474-5923
MSAPP@MAIL.NYSED.GOV

John Svendsen, Associate of Mathematics
Office of Curriculum & Instruction P-12
EB Room 320
518-458-1663
JSVENDSE@MAIL.NYSED.GOV

Attachment 10

Erik Sweet, Associate in English Language Arts
Office of Curriculum & Instruction P-12
EB Room 320
518-473-0650
ESWEET@MAIL.NYSED.GOV

Rebecca Valenchis
Office of Early Learning P-12
EB Room 317
518-473-0644
RVALENCH@MAIL.NYSED.GOV

Attachment 10

II.

Summer 2011 Professional Development for NT/NTEs for 2011-2012 Deliverables: Planning Committees

Assurance Area: Great Teachers and Leaders

Deliverable: *Training on Implementation of New Performance Evaluations for Teachers and Principals in ELA and Math*

Chair: Jie Zeng, Project Coordinator, Office of District Services

Allison Armour-Garb, Executive Director

Office of Teaching Initiatives
New York State Education Department
89 Washington Ave., 5N EB
Albany, NY 12234
518-486-2306

AARMOUR@MAIL.NYSED.GOV

Marbeth Casey, Associate Middle Level Education

Office of Curriculum and Instruction
NYSED - P-12 Office of Curriculum, Instruction and Standards
518-474-0059

MCASEY2@MAIL.NYSED.GOV

Paulette Coppin, Associate in Instructional Services

Accountability, Policy, and Administration P-12
55 Hanson Place
Brooklyn, New York 11217
718-722-2777

PCOPPIN@MAIL.NYSED.GOV

Jeff Craig, Assistant Superintendent

Onondaga-Cortland-Madison BOCES
Instructional Support Services
6820 Thompson Road
Syracuse, NY 13221
315-433.2627

Jcraig@ocmboces.org

Edith Cruz, Associate in Bilingual Education

Office of Bilingual Ed & Foreign Language Studies P-12
EBA Room 367
518-486-1743

ECRUZ@MAIL.NYSED.GOV

Gladys Cruz

NYSED Office of Curriculum P-12
EB Room 320
518-474-5922

GCRUZ@MAIL.NYSED.GOV

Valerie D'Aguzzo, Ed.D., Assistant Director for Curriculum Instruction & Technology

Nassau BOCES
71 Clinton Road
Garden City NY 11530
516-396-2530

vdaguann@mail.nasboces.org

Attachment 10

Kate Gerson,
Office of M
1411 Broadway
Manhattan, New York
212-951-6547
KGERSON@MAIL.NYSED.GOV

Laurie Hedges, Assistant Superintendent for Instruction
Herkimer-Fulton-Hamilton-Otsego BOCES
352 Gros Boulevard
Herkimer NY 13350
315-867-2007
lhedges@herkimer-boces.org

Doris Hill-Wyley, Supervisor
Early Education and Reading Initiatives P-12
EB Room 320
518-486-1729
DHILLWYL@MAIL.NYSED.GOV

Anthony Jaacks, Associate in Science Education
NYSED - P-12
Office of Curriculum Instruction and Standards
518-474-5922
AJAACKS@MAIL.NYSED.GOV

Charlene Jordan, Ed.D., Assistant Superintendent for Educational Services
Rockland BOCES
65 Parrott Road
West Nyack, NY 10994
845-627-4725
cjordan@rboces.org

Tina Minehan, Associate
Office of Accountability, P-12
EBA, Room 381
518-474-5923
TMINEHAN@MAIL.NYSED.GOV

Amy Lamitie, Project Assistant
Office of Higher Education P-12
EB, Room 5N
518-474-8727
ALAMITIE@MAIL.NYSED.GOV

Alice Roberson, Project Assistant
Office of innovative School Models/School Turnaround Office P-12
EBA Room 481
518-486-2449
ARBERSO@MAIL.NYSED.GOV

Amy Rudat, Project Assistant
Office of Early Learning P-12
EB Room 317
518-486-5952
ARUDAT@MAIL.NYSED.GOV

Attachment 10

III.

Summer 2011 Professional Development for NT/NTEs for 2011-2012 Deliverables: Planning Committees

Assurance Area: Data Collection, Reporting and Usage

Deliverable: *Training on Implementation of School-Based Inquiry Teams*

Chair: Kecia Hayes, Project coordinator, Office of District Services

Kin Chee, Associate in Instructional Services (Associate in For Foreign Language Studies)
Office of Bilingual Ed & Foreign Language Studies P-12
EBA Room 367
518-473-4473
KCHEE@MAIL.NYSED.GOV

Ronald Danforth, Assistant Director
Office of Information & Reporting Services
EBA Room 863
518-486-4981
RDANFORT@MAIL.NYSED.GOV

Kate Davern, Coordinator for Professional Development
Eastern Suffolk BOCES
15 Andrea Road
Holbrook, NY 11741
631-218-4152
KDavern@esboces.org

Patricia J. Geary, Coordinator,
Office of Special Education Policy and Professional Development
EB Room 309
518-473-2878
PGEARY@MAIL.NYSED.GOV

Noel Granger, Supervisor
Program Development and Support Services
Office of Special Education
EB Room 309
518-486-4769
NGRANGER@MAIL.NYSED.GOV

Leigh Mountain, Project Assistant
Office of Information and Reporting Services – P12
EBA Room 864
518-474-7965
LMOUNTAI@MAIL.NYSED.GOV

Greg Macaluso, Assistant Superintendent for Instruction & School Improvement
Genesee Valley BOCES
80 Munson Street
Leroy NY 14482
585-344-7904
gmacaluso@gvboces.org

Attachment 10

Lynnette Pannucci, Associate
Early Education and Reading Initiatives P-12
EB Room 320
518-474-5807
LPANNUCC@MAIL.NYSED.GOV

Dr. Brian Preston, Ph.D
Lower Hudson Regional Information Center
Elmsford, New York 10523
914-592-4203
bpreston@1hric.org

Patrick Roche, Project Assistant
Office of innovative School Models/School Turnaround Office P-12
EBA Room 481
518-408-1952
PROCHE@MAIL.NYSED.GOV

Dawn Shannon, Assistant Superintendent for Educational Support & Technology
Broome-Delaware-Tioga BOCES
435 Glenwood Road
Binghamton NY 13905
607-766-3700
dshannon@btboces.org

Joanne Shawhan, Ph.D.
Associate in School Library Services
Office of Educational Design & Technology
Room 132 EB
518-474-3672
JSHAWHAN@MAIL.NYSED.GOV

Jennifer Span, Project Assistant
Office of innovative School Models/School Turnaround Office P-12
EBA Room 481
518-473-8852
JSPAN@MAIL.NYSED.GOV

c: Ken Slentz
Gladys Cruz
Kate Gerson

Attachment 11

A Kick-off Meeting of the RTTT Network Team Professional Development Planning Committees

Thursday, April 7, 2011

10:00 a.m. – 1:00 p.m.

Education Building

89 Washington Avenue

Albany, NY 12234

10:00 a.m. – 12:00 p.m.

Meeting of Large Group/All Three Committees

EB 201

Agenda Items:

- Welcome and Introductions
- Overview of Charge to the Committees
- Overview of Conceptual Plan for Summer 2011 PD “Launch” (to date)
- Question and Answers
- Planning Committees Guiding Questions
- Meet as Individual Planning Committees

1:00 p.m. – 2:00 p.m.

Meeting of Individual Planning Committees

Breakout Rooms:

Common Core Standards - Marki Clair-O'Rourke, Facilitator
EB 201

School Based Inquiry – kecia hayes, Facilitator
EB 504

Teacher/Principal Evaluation – Jie Zeng, Facilitator
EB 309

Agenda Items:

- Additional Questions
- Planning a calendar of committee meetings
- Beginning discussion around Guiding Questions
- Next Steps
- Adjournment