

#	CATEGORY	AFFLIATION	NAME	TITLE
1	Governor's Office	State of New York Executive Chamber	David A. Paterson	Governor
2	Business Leaders	First Niagra	Patrick C. Burke	Rochester Regional President
3	Business Leaders	IBM	Robin Willner	Vice President, Global Community Initiatives
4	Business Leaders	Key Bank	James F. Carriero	Market President, Rochester
5	Business Leaders	Lockheed Martin Corporation	Dr. Ray O. Johnson	Senior Vice President & Chief Technology Officer
6	Business Leaders	Rochester Business Alliance	Sandra A. Parker	President and Chief Executive Officer
7	Business Leaders	The Manufacturing Institute	Emily Stover DeRocco Donald A. McCabe Mark Vaughn	President Senior VP Manufacturing, Corning Inc. Manager, Diversity Recruiting and Technical Talent Pipelining, Corning Inc.
8	Business Leaders	The Partnership for New York City	Katherine Wylde	President and CEO
9	Business Leaders	Wegmans Food Markets, Inc.	Danny Wegman	Chairman and CEO
10	CBO	Alianza Dominicana, Inc.	Moisés Pérez	President and CEO
11	CBO	Bedford Stuyvesant Restoration	Colvin W. Grannum	President and CEO
12	CBO	Good Shepherd Services	Sister Paulette LoMonaco	Executive Director
13	CBO	Neighborhood Family Services Coalition	Sierra Stoneman-Bell Michelle Yanche	Co-Director Facilitator
14	CBO	The Children's Aid Society	Richard R. Buery, Jr.	President and CEO
15	CBO	United Way of Buffalo and Erie County	Nicole C. Bycina	Director of Education
16	Charter School Providers	ACHIEVEMENT FIRST	Dacia Toll	President and Co-CEO
17	Charter School Providers	Brighter Choice Foundation	Chris Bender	Executive Director
18	Charter School Providers	Explore Charter School	Morty Ballen	CEO
19	Charter School Providers	KIPP New York City	David Levin	Co-Founder and Superintendent
20	Charter School Providers	MATCH Charter Public School	Alan P.G. Safran Michael Goldstein	Executive Director Founder
21	Charter School Providers	Renaissance Charter School	Everett Boyd Gwen Clinskales	Chairperson Co-Principal Co-Principal

#	CATEGORY	AFFLIATION	NAME	TITLE
22	Charter School Providers	Replications, Inc.	John Elwell	Founder and President
23	Charter School Providers	Success Charter Network	Eva Moskowitz	CEO
24	Charter School Providers	Tapestry Charter School	Amy Friedman	Chair, Board of Trustees
25	Charter School Providers	Uncommon Schools	Evan Rudall	CEO
26	Charter Schools Assoc	New York Charter Schools Association	William A. Phillips	President
27	Civil Rights Leaders	NAACP New York State Conference of Branches	Hazel Dukes	President
28	Community Leaders	Harlem Children's Zone	Geoffrey Canada	President/CEO
29	Community Leaders	Hillside Family of Agencies	Dennis M. Richardson	President and CEO
30	Cultural Groups/Arts	American Museum of Natural History	Ellen V. Futter	President
31	Cultural Groups/Arts	WXXI Public Broadcasting Council	Norm Silverstein	President and CEO
32	Early Childhood	Center for Children's Initiatives	Nancy Kolben	Executive Director
33	Early Childhood	New York State Office of Children and Family Services	Gladys Carrión, Esq.	Commissioner
34	Early Childhood	NYS Department of Health	Richard F. Daines, M.D.	Commissioner
35	Education Associations	Association of Mathematics Teachers of New York State	Chris Monahan	President
36	Education Associations	Capital Area School Development Association	Jeff McLellan	Executive Director
37	Education Associations	Greater Capital Region Teacher Center for Effective Teaching	Ellen M. Sullivan	Director
38	Education Associations	Nassau-Suffolk School Boards Association, Inc.	Jay L.T. Breakstone	President
39	Education Associations	National Board for Professional Teaching Standards	Joseph A. Aguerrebere	President and CEO
40	Education Associations	New York State Afterschool Network	Sanjiv Rao	Director
41	Education Associations	New York State Association of Small City School Districts	Fred Wachtmeister	President
42	Education Associations	New York State Council of School Superintendents	Dr. L. Oliver Robinson	President
43	Education Associations	New York State School Boards Association	Timothy Kremer	Executive Director

#	CATEGORY	AFFILIATION	NAME	TITLE
44	Education Associations	New York State Science Education Consortium	Bruce Tulloch	Facilitator
45	Education Associations	New York State Technology Education Association	Chuck Goodwin	Chairperson, Advisory Council
46	Education Associations	New York State Technology Education Association	Jan Stark	President
47	Education Associations	Partnership for After School Education	Alison Overseth	Executive Director
48	Education Associations	Science Teachers Association of New York State	Arnold Serotsky	President
49	Education Associations	Staff/Curriculum Development Network	Gladys I. Cruz	Chair
50	Education Associations	The After School Corporation	Lucy N. Friedman	President
51	Education Foundations	Brooklyn Community Foundation	Marilyn G. Gelber	President
52	Higher Education	Bard College	Martha J. Olson	Dean of Education Initiatives/Dean of Administrations High School Early College
53	Higher Education	Commission on Independent Colleges and Universities	John E. Sexton Laura L. Anglin	Chair President
54	Higher Education/S TEM	Columbia University Medical Center	Samuel C. Sliverman	John C. Dalton Professor of Physiology and Cellular Biophysics/Director, Summer Research Program
55	Higher Education/S TEM	New York University	Jerry M. Hultin	President, Polytechnic Institute
56	Higher Education/S TEM	Rensselaer Polytechnic Institute	Margaret Ashida Eddie Knowles	Project Director, Empire State STEM Education Initiative Vice President for Student Life
57	Higher Education/S TEM	Stony Brook University	Dr. R. David Bynum	Director, Center for Science and Mathematics Education
58	Higher Education	City University of New York	Matt Goldstein	Chancellor
59	Higher Education	New York University	Pedro Noguera	Professor of Teaching and Learning
60	Higher Education	State University of New York	Nancy Zimpher	Chancellor
61	Higher Education	Syracuse University	Gerald Mager Dr. Peter Kozik	Director, New York Higher Education Support Center Chairperson, Task Force of Quality Inclusive Schooling

#	CATEGORY	AFFLIATION	NAME	TITLE
62	Higher Education	Teacher's College, Columbia University	Dr. Susan H. Fuhrman	President
63	Intermediaries/Turnarounds	City Prep Academies	Thomas J. Vander Ark	CEO
64	Intermediaries/Turnarounds	Expeditionary Learning Schools/Outward Bound	Scott Hartl	President and CEO
65	Intermediaries/Turnarounds	Institute for Student Achievement	Gerry House	President and CEO
66	Intermediaries/Turnarounds	New Visions for Public Schools	Robert L. Hughes	President
67	Intermediaries/Turnarounds	New York City Outward Bound	Richard Stopol	President
68	Intermediaries/Turnarounds	Turnaround for Children	Pam Cantor	Founder and President
69	Large Urban Libraries	Buffalo and Erie County Public Library	Bridget Quinn-Carey	Director
70	Large Urban Libraries	Queensborough Public Library	TomGalante	Library Director/Chief Executive Officer
71	Leadership Development	New York City Leadership Academy	Dr. Sandra J. Stein	Chief Executive Officer
72	Legislative Leaders	New York State Congressional Delegation		
73	Legislative Leaders	New York State Senate	Hon. Malcolm A. Smith	President Pro Tempore
74	Legislative Leaders	New York State Assembly	Hon. Sheldon Silver	Speaker
75	Legislative Leaders	NYS Assembly	Hon. Catherine Nolan	Chairwoman, Education Committee
76	Legislative Leaders	NYS Assembly	Hon. Joel M. Miller	Ranking Member, Education Committee
77	Legislative Leaders	NYS Senate	Hon. Suzi Oppenheimer	Chair, Education Committee
78	Parent Organizations	The Committee for Hispanic Children and Families, Inc.	Elba Montalvo	Executive Director
79	Potential Partners	Academy for Educational Development	Patrick Montesano	VP and Director, Center for School and Community Services
80	Potential Partners	Advance Path Academics	John Murray	Chairman and CEO

#	CATEGORY	AFFILIATION	NAME	TITLE
				Sr VP and Edmund W. Gordon Chair, Policy Evaluation and Research Center
81	Potential Partners	Educational Testing Service	Dr. Michael T. Nettles Dr. Mario Yepes-Baraya	Senior Consultant for Research and Development, Policy Evaluation and Research Center
82	Potential Partners	Mass Insight Education & Research Institute	William H. Guenther	President
83	Potential Partners	Teach for America-New York	Jemina Bernard	Executive Director
84	Potential Partners	The College Board	Gaston Caperton	President
85	STEM	Merck Institute for Science Education	Dr. Carlo Parravano	Executive Director
86	STEM	New York State Society of Professional Engineers, Inc.	Dr. James J. Yarmus, PE	President
87	STEM	World Science Festival	Tracy Day	Co-Founder and Executive Director
88	Student Organizations	Skills USA	Kathie Collins	State Coordinator/National Liaison
89	Unions	New York State United Teachers	Richard C. Iannuzzi	President
90	Unions	School Administrators Association of New York State	Kevin Casey	Executive Director
91	Other	Cayuga Onondaga BOCES	William Speck	District Superintendent of Schools
92	Other	NYS Center for School Safety/NY 21st CCLC Statewide Technical Assistance Center	Mary Grenz Jalloh	Executive Director
93	Other	NYS Student Support Services Center	Kim McLaughlin	Executive Director
94	Other	Peaceful Schools	Lura L. Lunkenheimer	President



STATE OF NEW YORK
EXECUTIVE CHAMBER.
ALBANY 12224

DAVID A. PATERSON
GOVERNOR

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I am pleased to submit New York State's Race-To-The-Top application available through the American Recovery and Reinvestment Act of 2009. This funding will encourage and create conditions for education innovation and reform which will, in turn, achieve significant improvement in student outcomes throughout our state.

The New York State Board of Regents and New York State Education Department were instrumental in preparing this application. In the process of developing this plan they consulted extensively with various interested parties.

The efforts and support of the Regents, and the network of resources available to New York State, will ensure that the plan we have submitted is successfully implemented. We believe that our application defines a comprehensive and coherent set of policies and practices that address the four core education reform areas: standards and assessments, data systems, effective teachers, and turning around low performing schools.

Our interconnected network of resources will guarantee that RTTT dollars will be successfully committed to increase student achievement, reduce the achievement gap across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

Thank you for your strong and continued commitment to preserving and strengthening our nation's K-12 and public higher education systems.

Very truly yours,

A handwritten signature in black ink that reads "David A. Paterson".

David A. Paterson
Governor of New York State

Race to the Top: Letters of Support

A. Business Leaders



Patrick C. Burke
Rochester Regional President

Office: 585-770-1623
Fax: 585-424-2798
E-mail: pat.burke@fnfg.com

January 11, 2010

Chancellor Merryl Tisch
Commissioner David Steiner
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. First Niagara in partnership with community organizations and agencies is committed to improving educational opportunities and graduation rates in the City of Rochester and for all of our area's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to adopt benchmarked standards and assessments that prepare students for success in college and the workplace, and to turn around struggling schools.

First Niagara strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and see our area's graduation rate improve.

We look forward to the benefit this unique opportunity will have on the youth of Rochester, which, in turn, will benefit the community overall.

Sincerely,

A handwritten signature in blue ink, appearing to read "Patrick C. Burke", written over a large, stylized blue circular mark.

Patrick C. Burke
Rochester Regional President



*Office of the Vice President
Global Community Initiatives*

*New Orchard Road
Armonk, NY 10504*

January 13, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. IBM is proud to have our worldwide headquarters here in New York and we understand the critical importance of high quality educational opportunities for all of the State's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools.

IBM strongly supports New York's plan for Race to the Top and the significant efforts and reforms that have been identified. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. We look forward to collaborating with the State Education Department and local teams, in particular on STEM education, professional development and leveraging our successful Transition to Teaching program to encourage math and science professionals to become second career teachers and finding other ways to leverage our portfolio of philanthropic programs and On Demand Community volunteers.

We look forward to this unique collaboration.

Sincerely,

Robin Willner
Vice President, Global Community Initiatives



James F. Carriero
Market President, Rochester
1700 Bausch & Lomb Place
Rochester, New York 14604
Tel: 585-238-4121
Fax: 585-238-4116

January 12, 2010

Chancellor Merryl Tisch
Commissioner David Steiner
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. KeyBank, in partnership with community organizations and agencies, is committed to improving educational opportunities and graduation rates in the City of Rochester and for all of our area's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to adopt benchmarked standards and assessments that prepare students for success in college and the workplace, and to turn around struggling schools.

KeyBank strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and see our area's graduation rate improve.

We look forward to the benefit this unique opportunity will have on the youth of Rochester, which, in turn, will benefit the community overall.

Sincerely,

Jim Carriero

James F. Carriero
Market President
Rochester

Lockheed Martin Corporation
6801 Rockledge Drive Bethesda, MD 20817
Telephone 301-897-6867 Facsimile 301-897-6815
E-mail: ray.o.johnson@lmco.com



Dr. Ray O Johnson
Senior Vice President & Chief Technology Officer

January 13, 2010

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for New York State's Race to the Top application. Lockheed Martin Corporation, which is the largest aerospace and defense contractor in the world with approximately 6,000 employees in the State of New York, believes it is critical to provide high-quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to ensure that students in the State are ready for high level math and science courses in order to better prepare them for college and future Science, Technology, Engineering, and Math (STEM) professions.

Lockheed Martin strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student success and close the achievement gap.

The provisions in the State's application ensure New York is strongly positioned to receive the maximum amount of available funding. We commit to working closely with New York once funded to help advance STEM statewide.

We look forward to this unique collaboration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Ray O Johnson", written over a light blue horizontal line.

Dr. Ray O Johnson

January 11, 2010

Chair of the Board
Thomas F. Judson, Jr.
The Pike Company

Vice Chair
Brian E Hickey
M&T Bank

Secretary
Susan R. Holliday
Rochester Business Journal

Treasurer
David H. Klein
Excellus BlueCross BlueShield

President and
Chief Executive Officer
Sandra A. Parker

Chancellor Merryl Tisch
Commissioner David Steiner
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. The Rochester Business Alliance, in partnership with community organizations and agencies, is committed to improving graduation rates in the City of Rochester, and strives to ensure high quality educational opportunities for all of our area's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to adopt benchmarked standards and assessments that prepare students for success in college and the workplace, and to turn around struggling schools.

The Rochester Business Alliance strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and see our area's graduation rate improve.

We look forward to the benefit this unique opportunity will have on the youth of Rochester, which, in turn, will benefit the community overall.

Sincerely,



Sandra A. Parker
President and Chief Executive Officer

December 31, 2009

Dear Chancellor Tisch and Commissioner Steiner:

The current focus and related imperatives pertaining to the advancement of capabilities in the areas of science, technology, engineering and math (STEM) at both the state and national levels have shed light on mission critical needs and opportunities that not only have far reaching implications for education delivery but for the economy as well.

The President's recently announced STEM Initiative, Governor Paterson's Taskforce on Diversifying the New York State Economy Through Industry-Higher Education Partnerships and the recently completed Empire State STEM Progressive Dialogue funded by the Gates Foundation and AT&T all support a single conclusion: we must win with STEM.

It is with this understanding that we write you, on behalf of

- The more than a dozen companies in the Southern Tier (including Corning Incorporated, IBM, World Kitchen, Cameron Manufacturing and Phillips Lighting) that are actively involved in the 21 district STEM pipeline initiative known as MST CONNECT,
- The Manufacturing Institute and the National Association of Manufacturers and
- The Manufacturers Association of Central New York (engaged with the National Association on NAM-endorsed certification systems, MACNY works with employers in 19 counties and through the Manufacturing Alliance cover a total of 38 counties).

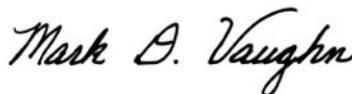
to express our support for New York State's Race To The Top (RTTT) application. We are confident that revolutionary STEM initiatives such as those identified by the aforementioned Progressive Dialogue (an example of which is the "School Within A School" model developed in conjunction with MST CONNECT in the 21-District Greater Southern Tier of New York) are an ideal match for RTTT funding. Taken together, the organizations summarized above represent more than 50 NYS companies with locations in all major cities and regions, employ thousands of individuals and are viewed as key leadership partners in their communities.

Currently, our supporting members are engaged in dialogues pertaining to how to help leverage opportunities, through local initiatives, to extend a STEM education model state-wide that's aligned both with New York State standards and National Certifications. We believe that, together, Industry and State leaders can dramatically advance the capabilities of the future generations of students in the Empire State and return New York to a position of global Manufacturing competitive leadership.

Sincerely,



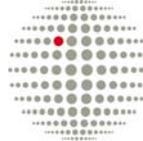
Donald A. McCabe
Senior VP Manufacturing
Corning Incorporated
Corning, NY



Mark D. Vaughn, Ph.D.
Program Director
MST Connect
Greater Southern Tier, NY



Emily Stover DeRocco
President
The Manufacturing Institute
Senior Vice President
NAM
Washington DC



Partnership for New York City

January 4, 2010

Merryl H. Tisch, Chancellor
New York State Board of Regents
David M. Steiner, Commissioner
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner,

The Partnership for New York City supports New York State's application to the U.S. Department of Education's Race to the Top Fund and is prepared to work with you to carry out its objectives. The Partnership is a nonprofit organization comprised of the city's business leaders and largest private sector employers, for whom an outstanding public education system is a top priority.

Our members view public education as essential to maintaining a world class talent pool and a highly competitive environment for economic growth in New York State. Since its inception in 1979, the Partnership has worked with the Mayor and Schools Chancellor to design and implement programs and policies that pave the way toward excellence in education. We consider Race to the Top a unique opportunity to integrate and accelerate the multiplicity of small, local initiatives into a comprehensive, game-changing statewide reform effort.

The Partnership played a leading role in securing Mayoral Control of the New York City school system. We advocated for authorization of charter schools. We raised more than \$40 million in private funds and provided board leadership to launch the NYC Leadership Academy to recruit and train great school principals. The Academy's graduates now lead 15 percent of the City's schools, representing more than 100,000 students. The Partnership helped establish the Research Alliance for Public Education, an applied research center located at New York University which engages top academic researchers in review and analysis of the education system. We helped organize and staff Mayor Bloomberg's Task Force

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K. Rupert Murdoch

Vice Chairs

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Founding Chairman
David Rockefeller

Ex-Officio Members
David W. Helleniak
Stephen Howe, Jr.

Chancellor Tisch and Commissioner Steiner
January 4, 2010
Page 2

on Career and Technical Education (CTE), identifying growth sector industries and engaging them in advising the DOE on curriculum and assessment strategies. Last month the DOE announced creation of four CTE demonstration schools, which will offer students new paths in cutting-edge industries, such as green careers, digital media and design, and health sciences.

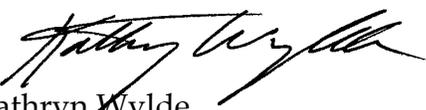
Increased collaboration between the city, state and business community that would be generated through the Race to the Top initiative would build on these efforts. Already, we see improvement in student performance and rising graduation rates. Corporate donors and philanthropic foundations are encouraged by this progress. Prior to 2002, philanthropic contributions to the city school system totaled around \$2 million a year. Today, \$230 million has been raised for the Chancellor's initiatives and far more is being invested in individual schools and support programs.

There still is a long way to go, and new resources are needed to support continued progress. The state is facing a budget crisis, which will require cutbacks in education funding. Race to the Top dollars can be an important catalyst for continued public and private investment in a state with the most diverse educational challenges in the country, from the nation's largest urban school system to some of its smallest rural districts.

The Partnership for New York City stands ready to work with the State and City departments of education to leverage Race to the Top funds through public-private initiatives that maintain New York's national leadership in public school innovation.

Thank you for your consideration.

Sincerely,


Kathryn Wylde
President & CEO



January 11, 2010

New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. Wegmans Food Markets, Inc., which is the second largest employer in the Rochester, New York region and the largest employer of youth in the Rochester region, is constantly striving to ensure high quality educational opportunities for New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessments, data systems, teacher and principal effectiveness, and low performing schools. We support New York's efforts to assist economically disadvantaged children in general and the Hillside Work Scholarship Connection Program in particular.

Wegmans Food Markets, Inc. strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. We plan to assist the state in any way we can.

We look forward to this unique collaboration.

Sincerely,
Wegmans Food Markets, Inc.

By 
Daniel R. Wegman
Chief Executive Officer

Wegmans Food Markets, Inc.

Race to the Top: Letters of Support

B. CBOs



Alianza Dominicana, Inc.
*Strengthening communities
for children, youth and families*

Walid Michelen, MD
Chairperson

Moisés Pérez
President & CEO

January 8th, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. Alianza Dominicana, Inc, which for the last twenty years has been providing quality and innovative services in over five New York City area public schools, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to adopt internationally- benchmarked standards and assessments that prepare students for success in college and the workplace.

Alianza Dominicana, Inc strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist the state by working with the families, community stake holders and the students to introduce the Race to the Top plan.

We look forward to this unique collaboration.

Sincerely,

Moisés Pérez
Executive Director
Alianza Dominicana, Inc.

2410 Amsterdam Avenue New York, New York 10033 Tel.: 212 740-1960 Fax: 212 740-7065

Alianza Dominicana, Inc. is an Equal Opportunity Employer / Service Provider. Auxiliary aids and services are available upon request to individuals with disabilities. TTY/TDD: 1-800-662-1220 Voice Relay: 1-800-421-1220



January 5, 2010

David Steiner
Commissioner of Education and
President of the University of the State of New York
89 Washington Avenue
Albany, NY 12234

Dear Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. Bedford Stuyvesant Restoration Corporation is the nation's first community development. We serve the more than 300,000 residents of Central Brooklyn by partnering with residents and businesses to improve the quality of life of Central Brooklyn by fostering economic self sufficiency, enhancing family stability and growth, promoting the arts and culture and transforming the neighborhood into a safe, vibrant place to live, work and visit. Our youth development programs are intended to complement the provision of high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to develop and maintain a comprehensive data management system and target resources to turnaround low performing schools. Bedford Stuyvesant Restoration Corporation strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities in accordance with the state's RFP process. In addition to a formal partnership, we are committed to assisting the state in any way that we can.

We look forward to this unique collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read "Colvin W. Grannum".

Colvin W. Grannum
President and CEO



305 7th Avenue 9th Floor New York, NY 10001 212-243-7070 Fax: 212-620-5612 TTY: 800-376-0219 www.goodshepherds.org

January 7, 2010

Chancellor Merryl Tisch and Commissioner David Steiner
New York State Education Department
The University of the State of NY
Room 510W, Education Building
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. For over 35 years, Good Shepherd Services has worked in partnership with the New York City Department of Education (NYC DOE) to develop models and service delivery to ensure high quality educational opportunities for all of New York City's students—in particular with those who are in need of specialized services. We are very excited about the far-reaching reforms called for in New York's Race to the Top plan in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, Good Shepherd Services has a strong focus and support for New York's strategies to turn around struggling schools by targeting and supporting new school models in replacement schools. Specifically, we are interested in and support the targeting of resources for innovative secondary models, such as those that make up the NYC DOE's Office of Multiple Pathways to Graduation portfolio and full-service community schools supported by cross-agency partnerships and community-based organizations.

Good Shepherd Services is a leading youth development and family service agency serving approximately 23,000 youth and their families each year. In fostering our mission to surround at-risk youth and their families with a web of supports that promote safe passage to self sufficiency, we have developed and operate a wide range of city-wide foster boarding home, adoption, residential, and transitional supportive housing services; professional training services; and strong, successful networks of community-based programs in Brooklyn, Bronx, and Manhattan.

Particularly relevant to the Race to the Top plan, we have developed, replicated and implemented a nationally-recognized model for a full-service school for over-aged/under-credited students and returning dropouts that formed the basis of the "Transfer School" model in the NYC DOE's Office of Multiple Pathways to Graduation portfolio. In just this past year, Good Shepherd Services graduated 1,290 students through the Multiple Pathway Programs we operate. We are committed to continuing this vital work to help vulnerable youth in New York engage in programs that promote academic excellence and provide the resources needed to achieve academic success. Our innovative programs are grounded in a respect for the potential and diversity of those with whom we work.

Good Shepherd Services enthusiastically supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process at both the state and local levels, and by continuing to work closely with the local New York City Department of Education as a key partner in the development and implementation of turnaround school models and strategies.

Finally, we are ready and eager to offer our best thinking and expertise to the state's Office of Innovative School Models, as well as advocating with our colleagues in the education and human service sectors to ensure that all of our youth are prepared to compete educationally in the 21st Century.

We look forward to this unique collaboration.

Sincerely,

E-Signed by Paulette Lomonaco 

Sr. Paulette LoMonaco
Executive Director

neighborhood family services coalition

120 Broadway, Suite 230, New York, NY 10271 • phone: (212) 619-1661 • fax: (212) 619-1625 • www.nfsc-nyc.org

members

Advocates for Children
BELL
Brooklyn Bureau of Community
Service
CAMBA
Center for Family Life in Sunset Park
Citizens' Committee for Children
of New York City
Community Service Society
Council of Family and Child Caring
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The Door
Episcopal Social Services
Flatbush Development Corporation
Goddard-Riverside Community
Center
Good Shepherd Services
Harlem Children's Zone
Harlem RBI
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New York Urban League
Services to Families
Queens Community House
Resilience Law and Advocacy
Project
SCAN New York
Seamen's Society for Children
and Families
St. Raymond Community Outreach
United Neighborhood Houses
Youth Development Institute

facilitator

Michelle Yanche

co-directors

Gigi Li
Sierra Stoneman-Bell

January 8, 2010

Chancellor Merryl Tisch and Commissioner David Steiner
New York State Education Department
The University of the State of NY
Room 510W, Education Building
Albany, NY 12234

Re: NFSC Support for NYS Race to the Top Application

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for New York State's Race to the Top application. On behalf of the Neighborhood Family Services Coalition, we are pleased to express our support for the state's plan.

The Neighborhood Family Services Coalition (NFSC) is a coalition of New York-based service providers and advocacy groups committed to comprehensive high-quality neighborhood-based youth and family services. NFSC works to transform best practice into public policy – focusing on preventive services, youth development, youth employment, and community organizations' collaborations with public schools.

We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to turnaround low-performing schools, specifically targeting resources for schools and programs for overage and under-credited students, such as those that make up the NYC DOE's Office of Multiple Pathways to Graduation portfolio, and supporting full-service schools in partnership with community-based organizations.

The Neighborhood Family Services Coalition strongly supports New York's plan for Race to the Top. The implementation of this plan will enhance our collective efforts to advance student achievement and close the achievement gap. We look forward to working in collaboration with the NYS Education Department and our LEA in New York City to implement crucial systemic reforms that will help achieve high quality educational opportunities for all of New York's students.

Sincerely,



Michelle Yanche
Facilitator



Sierra Stoneman-Bell
Co-Director



The Children's Aid Society

www.childrensaidsociety.org

January 6, 2010

Dear Chancellor Tisch and Commissioner Steiner:

The Children's Aid Society (CAS) is an enthusiastic supporter of New York State's Race to the Top application because the State's plans for school turnaround, comprehensive data systems, high standards and effective assessment, and development of excellent school teachers and leaders form a serious blueprint for truly significant change and meaningful improvement. Thank you for sharing a summary of your plans for New York's Race to the Top application. The Children's Aid Society is pleased to support the application and is looking forward to partnering with the State to significantly improve outcomes for New York's children by turning around the lowest performing schools.

Although currently known as a leader in the full-service community school movement, CAS was founded in 1853 as one of the nation's first child welfare agencies, and has since been providing comprehensive support for children and families to fill the gaps between what they have and what they need to thrive. We serve more than 100,000 children and their families with a network of services that include community schools, neighborhood centers, adoption and foster care, after-school, weekend and summer enrichment, adolescent pregnancy prevention, comprehensive health services, early childhood and programs for disconnected youth.

We have 18 years of experience directly partnering in full-service community schools and 15 years of experience providing technical assistance and capacity building to schools, districts and community partners across the country through our National Center for Community Schools. In addition, we are currently expanding our adolescent pregnancy prevention program's integrated school model, based on our after-school model, which is one of two evidence-based pregnancy prevention programs in the country that meet the top-tier evidence standard. Our experience tells us that schools, particularly turnaround schools, need a comprehensive approach to reform that combines both structural and staffing changes to improve the quality of basic school services *with* comprehensive, coordinated and integrated student and family support services to address barriers to learning and healthy development. Therefore, we are particularly pleased with the inclusion of full-service comprehensive models as an effective school reform option in New York's plan.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, Children's Aid intends to pursue a formal role in the implementation of New York's Race to the Top efforts by responding to partnership opportunities per the State's RFP process both at the state level, with the Technical Assistance Center for Innovation and Turnaround, and at the local level as a turnaround partner. We also pledge to be a thinking partner and resource to the state's Office of Innovative School Models and to advocate throughout the State with colleagues in the education and human service sectors to support the goals of New York's application.

We look forward to this unique and exciting collaboration.

Sincerely,

Richard R. Buery, Jr.
President & Chief Executive Officer



January 5, 2010

Dr. David Steiner
Commissioner
New York State Education Department

Dear Commissioner Steiner,

On behalf of the United Way of Buffalo & Erie County, I am pleased to offer and confirm our support for New York State's Race To The Top (RTTT) application. Along with the New York State Education Department (NYSED), the United Way of Buffalo & Erie County is a member organization of the New York State Afterschool Network's (NYSAN), a public-private partnership of statewide and regional groups dedicated to promoting the learning and healthy development of young people from birth through young adulthood. Like NYSAN, the United Way of Buffalo & Erie County is committed to creating a funding, policy, and programmatic system that increases the quality and availability of expanded learning opportunities (ELOs), particularly afterschool and summer programs, extended day and/or year strategies, and other youth services.

In addition to our work with NYSAN, the United Way of Buffalo & Erie County's work in the areas of Education seeks to improve graduation rates across the County through our investments and community schools efforts (of which out-of-school-time support is a core component). Additionally, our work in Income on self-sufficiency, and Wellness in building healthy lifestyles, also works to support student success.

We believe that the public education system in New York State, led by NYSED, is committed to drastically closing opportunity and achievement gaps system-wide in order to ensure high levels of student success for all. We are pleased to see that New York State's education reform agenda is closely aligned with that of the United States Department of Education, and the vision of President Obama and Secretary of Education Duncan. NYSAN and the United Way of Buffalo & Erie County look forward to working collaboratively with NYSED to advance statewide plans to develop and utilize comprehensive data systems, ensure great teaching practice in every learning environment, implement effective standards and assessments, and turnaround low-achieving schools.

In particular, we believe that ELOs are an important vehicle to accomplish NYSED's ambitious goals. More than just extending the school day or year, ELOs are education reform strategies that seek to redesign the learning day and to ensure that students have more varied opportunities to learn, time for individualized attention from teachers, as well as enrichment experiences in science, social studies, literacy, health and fitness, study skills, arts, and service learning. We hope that ELOs will be considered as essential components of New York State's education reform agenda given the ways in which they support both RTTT and NYSED's goals.

Specifically, we believe that:

1. ELOs are important components of a **comprehensive education reform agenda**, and initiatives that link ELOs with school reform are already underway in New York City, Buffalo, Peekskill, Rochester, and Syracuse.
2. ELOs can help **turn around the lowest-achieving schools**, and can be integral to the turnaround models NYSED is proposing.
3. ELOs can and should be aligned with **common core standards** to ensure that enrichments in expanded learning fully support – and are integrated with – student learning in and out of the classroom.

NYSAN and the United Way of Buffalo & Erie County fully support the New York State Race To the Top (RTTT) application and stand at the ready to assist NYSED in achieving its ambitious goals. We are confident that New York's plan will maximize the value and impact of this unprecedented investment in a public education system that supports student success for all children. Please feel free to contact me if you have questions or require further information.

Sincerely,

Nicole C. Bycina
Nicole C. Bycina
Director of Education
United Way of Buffalo & Erie County
742 Delaware Ave.
Buffalo, NY 14209

Race to the Top: Letters of Support

C. Charter School Associations and Providers



ACHIEVEMENT FIRST

AMISTAD ACADEMY · ELM CITY COLLEGE PREP · ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL · ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL · AMISTAD-ELM CITY HIGH · ACHIEVEMENT FIRST BRIDGEPORT ACADEMY
ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL · ACHIEVEMENT FIRST HARTFORD ACADEMY

Dr. David Steiner
Commissioner and President
University of the State of New York
NYSED
89 Washington Street, Room 152
Albany, NY 12234

Sent via email
RTTT@mail.nysed.gov

Dear Dr. Steiner,

Achievement First is excited that New York State will submit an application for the Race to the Top (RTTT) application for submission to the U.S. Department of Education (USED). This is a monumental effort, and if successful, has the ability to reform urban school districts throughout New York State. As a charter school management organization that operates a network of nine high-performing, college-preparatory, K-12 public charter schools in New York, we are thrilled to see New York State take up the Obama administration’s call for significant education reform. The innovative Race to the Top program encourages a focus on the historically under-served populations Achievement First has always aimed to serve, including low-income students, African American students and English Language Learners. We believe this partnership will tremendously strengthen the commitment and resources available to New York’s most under-served students, ensuring that all students have the educational opportunities they need to succeed in a competitive world.

This letter of support serves to memorialize Achievement First’s commitment to the State Education Department’s RTTT plan where each board chair governing our Brooklyn schools endorsed participation in this process by submitting a signed memorandum of understanding. This letter should also highlight our deep interest and commitment in partnering with the Commissioner and his efforts to secure this funding to truly reform and provide resources that will ultimately impact the lives of three million children in New York State.

Achievement First (AF) is a leading nonprofit network of high-performing charter schools focused on reforming public education and raising the academic achievement of students living in Brooklyn and urban Connecticut. The goal at all Achievement First schools is to address the most-pressing civil rights issue of our time: closing the pervasive achievement gap that exists between low-income, minority students and their wealthier counterparts. We believe that, given the right tools and expectations, all children can succeed in college and beyond, regardless of their socio-economic background. With ten years of experience, we have seen achievement gaps narrowed and our scholars gain entry into college prepared to lead.

In Brooklyn, we currently serve 2,500 students in Bedford-Stuyvesant, Brownsville, Bushwick, East New York, and Crown Heights communities. At present, we are the largest charter network serving students in New York City and were recently identified by U.S. Secretary of Education Arne Duncan as one of the charter school networks that has been successful in raising academic achievement in some of our nation’s most educationally-underserved neighborhoods. The results at these schools demonstrate our capacity to transform the future opportunities available to underprivileged youth living in Brooklyn serving as a role model for schools in the city and state.

Some examples of our local impact are:

- After just a couple of years at an Achievement First school, scholars demonstrate tremendous results on state assessments. Across all of our Brooklyn schools, 99% of our elementary scholars and 91% of our middle school scholars scored proficient or higher on the New York state standardized Math assessment. We are

CT 403 James Street New Haven CT 06513 T 203 773 3223 F 203 773 3221
NYC 1137 Herkimer Street Brooklyn NY 11233 T 718 774 0906 F 718 804 0131
www.achievementfirst.org



especially proud that 100% of our AF Bushwick third grade scholars and 100% of AF Crown Heights third grade and fourth grade scholars achieved proficiency!

- Most of our Brooklyn scholars enter AF schools in districts where reading scores lag significantly behind city, state, and national scores. On the New York state standardized English Language Arts assessment, 93% of our fourth grade scholars and 87% of our third grade scholars reached proficiency compared to 69% of fourth graders and 69% of third graders across New York City.
- By the time our scholars leave for high school, they have made tremendous gains in their academic skills during their years at an AF middle school. Among AF Crown Heights 2009 eighth grade scholars, math proficiency increased 30 percentage points and ELA proficiency increased 14 percentage points over their four years at the school. By the end of eighth grade, 90% of scholars were proficient in Math, outperforming their local school district by a wide 30 percentage point margin.

With a decade of experience, Achievement First has plans for continued growth to serve many scholars in underserved communities. In the next 10 years, Achievement First will expand to serve more than 12,000 students at 30 high-performing schools in Brooklyn and Connecticut – 6,500 in Brooklyn - all dedicated to a vision that every scholar will attend college. Opening two to three schools a year, Achievement First will serve more free and reduced price lunch students than 97 percent of U.S. districts and more total students than 95 percent of all school districts by 2018. At this size, we believe that Achievement First will provide a scalable model for educational reform that tangibly demonstrates that, with the right investments, it is possible to close the achievement gap for low-income and minority students.

To that end, we have built a track-record of success in both Connecticut and New York, and know that there is much more work to be accomplished to fulfill our promise to families. Race to the Top will provide the much needed resources and support to allow us to focus on improving instruction, hiring top talent to lead our schools and teach in our classrooms; and continue to build a network that will scale to growth efficiently.

It is with deep admiration and respect for Dr. Steiner's work and his team, that I provide this letter of support. I have gotten to know him as a colleague in his role as Dean of the School of Education at Hunter College. At Hunter, Achievement First partnered with charter management operators, KIPP and Uncommon Schools, to launch Teacher U, which has made a tremendous impact in preparing new teacher talent to tackle urban classrooms. It is my hope his work and vision for Race to the Top in New York State is realized so that we can continue to do this incredible work together to transform lives.

Thank you for your consideration,



Dacia Toll
President and co-CEO



THE
BRIGHTER CHOICE
FOUNDATION

116 NORTH LAKE AVENUE
ALBANY, NY 12206 518-694-4115

January 7, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The Brighter Choice Foundation supports eight charter schools in the City of Albany and which are among the highest academically-performing schools in the City to the point of significantly narrowing the achievement gap.

We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to expand charter school opportunities for students throughout New York State and we applaud the Regents for promoting charter schools as part of its reform agenda for Race to the Top.

The Brighter Choice Foundation strongly supports New York's plan for Race to the Top, contingent upon enactment by the state legislature of the Regents reform agenda, particularly affecting charter schools. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to consider and pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process.

We look forward to this unique collaboration.

Sincerely,



M. Christian Bender
Executive Director
Brighter Choice Foundation

Received via E-mail January 12, 2010

Explore Schools
155 Water Street, 6th Floor
Brooklyn, NY 11201

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. Explore Schools which operates two charter schools in Central Brooklyn is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to create a replicable and scaleable approach to school turnaround.

Explore Schools strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process.

We look forward to this unique collaboration.

Sincerely,

Morty Ballen
CEO, Explore Schools
646.319.0002

Explore Schools is a network of high-performing schools providing 600 students in Brooklyn with the outstanding public education they deserve.

Our mission is to provide our students with the skills and knowledge they need to graduate from high school, succeed in college, and achieve their dreams.

KIPP NYC

625 W. 133rd Street, 3rd Floor, New York, NY 10027 · 212-991-2600 · Fax 212-234-8396 · www.kippnyc.org

January 11, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. KIPP NYC, which serves over 2,000 students from the South Bronx, Harlem, and Crown Heights, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools.

In particular, we support New York's efforts to expand New York State's current education data system to encompass P-20 longitudinal data to identify very early whether students are on track to succeed in school, help teachers and school leaders improve instruction and school climate, and identify best practices and models of excellence that can be replicated statewide. In addition, we eagerly look forward to assisting New York State advance and accelerate the New York State Board of Regents' agenda to transform teaching and learning, as well as school leadership in New York State, and to recruit, prepare and support skilled teachers and leaders in New York's high need schools.

KIPP NYC strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist the state by opening up our training opportunities to other partners across the state and sharing the lessons we have learned over the past 15 years of running high-performing schools in some of New York City's most underserved neighborhoods.

We look forward to this unique collaboration.

Sincerely,



David Levin
Co-Founder and Superintendent

KNOWLEDGE IS POWER PROGRAM

KIPP
ACADEMY

KIPP:STAR
COLLEGE PREP CHARTER SCHOOL

KIPP:AMP ACADEMY
ALWAYS MENTALLY PREPARED

KIPP:INFINITY
CHARTER SCHOOL

KIPP
TO COLLEGE



MATCH Charter Public School
1001 Commonwealth Avenue
Boston, MA 02215
phone: 617.232.0300
www.matchschool.org

January 12, 2010

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application.

In particular, we support New York's efforts to overhaul how to prepare effective teachers, creating a cadre of unusually effective ones who can use data and navigate standards, and who understand the culture of high-poverty schools (and how to help change that culture for the better).

Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We would apply to create a new entity – the combination of a brand new Graduate School of Education and a partnering charter school (to serve as a teaching "hospital").

Our charter school and its teacher certification program, based in Boston, has been seeking other operating environments in which to grow. Based on New York's RTTT application, we believe your state really creates the opportunities for social entrepreneurs who want to close the achievement gap. Specifically, the Board of Regents move to open up the teacher certification process – those who want to measure the outcomes of teachers, not the inputs – would allow us to create a new institution.

Newsweek and *US News and World Reports* each ranked MATCH School as among the top 100 high schools in nation (out of more than 18,000).

Our teacher certification program has unusually high demand: last year over 1,700 top recent college graduates applied for just 70 spots. This year we expect over 2,500 applicants. Demand among college graduates for rigorous, practical, data-driven teacher training is enormous. We feel we can be part of New York's efforts to create a next generation of teachers who are prepared to meet the world as it really is – and then change it.

We look forward to this unique collaboration.

Sincerely,

Alan P.G. Safran, Executive Director

Michael Goldstein, Founder

The Renaissance

35-59 81st Street, Jackson Heights, NY 11372

www.renaissancecharter.org • 718-803-0060 • 718-803-3785 (fax) Charter School

January 12, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The Renaissance Charter School, a K-12, unionized, conversion charter school in Jackson Heights, Queens is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to engage charter schools in turn-around efforts and its advocacy for the implementation of quality professional development and leadership opportunities to facilitate school administrators and teachers in meeting the educational needs of all the young people we serve. Additionally, we are fully committed to working with the state on creating, as you have both called for, relevant standards and curriculum for the 21st Century which must include – geography, anthropology, economics, sustainable development, technology, mandated arts education, leadership training and a diverse offering of world languages. Most importantly, we appreciate the opportunity to work collaboratively with the US Department of Education, New York State Board of Regents, New York State Department of Education, New York City Department of Education, the labor unions and other educational partners and associations in reaching this goal.

We are at an unprecedented time in our country's and state's history. Such monumental reforms will require nothing less than a partnership among schools and these groups that is mission-driven, committed to excellence and has an understanding of the professionalism and accountability that must be sewn into the fabric of public education as we recreate it. New York State should strive for nothing less than becoming a model for global educational reform.

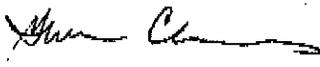
The Renaissance Charter School strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement as we continue to close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process; including continuing to participate in the turnaround of failing schools. We also plan to assist the state by mentoring both traditional and public charter schools in these efforts which will include the sharing of best practices as they relate to the specific aspects of this grant and other best practices in education in general.

We look forward to this unique collaboration.

Sincerely,


Everett Boyd
Chairperson


Gwen Clinkscales
Co-Principal


Stacey Gauthier
Co-Principal

"Developing Leaders for the Renaissance of New York"



Board of Directors

January 8, 2010

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John Elwell, Ed.D.
Founder & President

Chancellor Merryl Tisch
Commissioner David Steiner
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. Replications, Inc., which has worked with the NYC Department of Education to open 31 public schools, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to increase academic rigor in schools and enhance support and professional development for teachers and principals.

Replications, Inc. strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap. The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding.

We look forward to this unique collaboration.

Sincerely,

A handwritten signature in cursive script that reads "John Elwell".

John Elwell, Ed.D.
President & Founder
Replications, Inc.

Received via E-mail

From: "Eva Moskowitz" <eva.moskowitz@successcharters.org>

Date: December 31, 2009 3:21:47 PM EST

Dear Commissioner Steiner:

I write to strongly support the State Education Department's RTTP application.

As a leading charter management organization in New York City, Success Charter Network, we have a deep and abiding interest in education reform. For far too long, New York has not been friendly to charters and the need for fundamental reform. Rather, SED and the vested interests have supported the status quo.

But with a new Chancellor and Commissioner and its reform legislative agenda, it is a new day in New York. Thank goodness.

Again, I write in support of SED's RTTP application.

Eva Moskowitz
Chief Executive Officer
Success Charter Network

Tapestry Charter School
40 North Street
Buffalo, NY 14222

January 5, 2009

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. Tapestry Charter School, a K-12 arts integrated, Expeditionary Learning School in Buffalo, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools.

Tapestry strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap. The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding.

We look forward to this unique collaboration.

Sincerely,

Amy Friedman

Board Chair, Tapestry Charter School

Uncommon Schools

EXCELLENCE NORTH ★ STAR COLLEGIATE TRUE NORTH PREPARATORY

January 6, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. Uncommon Schools, which builds and manages achievement gap-closing charter schools, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to strengthen the rigor of state standards and assessments, build and use data systems that measure student progress and drive instructional improvements, recruit and develop teachers and school leaders via multiple pathways, close low-performing schools, increase the number of high-performing charter schools, and give outstanding charter and district schools increased flexibility.

Uncommon Schools strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we expect to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process.

We look forward to this unique collaboration.

Sincerely,



Evan Rudall
Chief Executive Officer, Uncommon Schools



new ideas, better schools

January 8, 2010

VIA FIRST CLASS MAIL

Ms. Merryl Tisch, Chancellor
Mr. David Steiner, Commissioner
New York State Department of Education
89 Washington Avenue
Albany, New York 12234

Re: NYS Race to the Top Grant Application

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. The New York Charter Schools Association is the state-wide membership organization of charter schools, advocating on behalf of the 165 charters in operation or approved to open by this fall.

We applaud the Board of Regents for approving far-reaching education reforms, including proposing the expansion of charter schools by raising the statutory cap and proposing facilities funding for charter schools. These and other important charter school reforms are vital for this increasingly important and successful area of our state's public education system. We also appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low-performing schools.

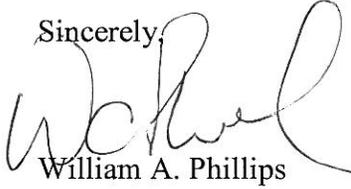
The New York Charter Schools Association strongly supports New York's plan for Race to the Top, contingent upon enactment by the state legislature of the Regents reform agenda, particularly those policies affecting charter schools. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to consider and pursue a formal role in the implementation of

the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process.

We look forward to this unique collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read "W. Phillips", written over the printed name.

William A. Phillips

President

Race to the Top: Letters of Support

D. Civil Rights Leaders



NAACP New York State Conference of Branches

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

1065 Avenue of the Americas 3rd Floor * New York, New York 10018 * Phone 212-344-7474 * Fax 212-344-4447

Hazel N. Dukes
President

January 7, 2010

Sent Via: RegentTisch@mail.nysed.gov

Merryl H. Tisch, Chancellor
New York State Board of Regents
9 East 79th Street
New York, N.Y. 10075

Sent Via: Dsteiner@mail.nysed.gov

Mr. David Steiner
Commissioner
New York State Education Department
89 Washington Avenue
Albany, New York 12235

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. The National Association for the Advancement of Colored People (NAACP), which advocates against educational disparities and is constantly striving to ensure high quality educational opportunities for all of New York's students. The promise of a quality education is an important civil and human right that has yet to be fully realized in the American public education system.

We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to recruit and retain effective teachers and principals in the communities where they are most needed and thus be the catalyst for turning around our lowest-achieving schools.



Commissioner Steiner
Chancellor Tisch
Page 2

The NAACP strongly supports New York’s plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state’s application ensure that New York is strongly positioned to receive the maximum amount of available funding. We look forward to this unique collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read "Hazel N. Dukes".

Hazel N. Dukes
President
NAACP New York State Conference

Race to the Top: Letters of Support

E. Community Leaders



Harlem Children's
Z O N E

PRESIDENT/CEO
Geoffrey Canada

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David Steiner
Commissioner of Education and President of the University of the State of New York

Meryl Tisch
Chancellor, New York State Board of Regents

Via email to RTTT@mail.nysed.gov

January 4, 2009

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top (RTT) application. The Harlem Children's Zone (HCZ), a 40 year-old non-profit organization which works to improve the outcomes for poor children in Central Harlem, is constantly striving to ensure high quality educational opportunities for all students in New York (NY). We appreciate that NY's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support NY's efforts: 1) to expand NY State's data system to encompass P-20 longitudinal data and use that data to help teachers, students and school leaders improve each child's academic outcomes; and 2) to turn around the lowest performing schools with dramatic action plans.

HCZ strongly supports NY's plan for RTT. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure NY is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's RTT efforts by responding to partnership opportunities per the state's RFP process. Also, as Co-Chair of NY State's Children's Cabinet Advisory Board, I will play an ongoing role of advising NY State on the implementation.

We look forward to this unique collaboration.

Sincerely,

Geoffrey Canada
President/CEO



1183 Monroe Avenue
Rochester, New York
14620-1699
(585) 256-7500
TTY (585) 256-7881
FAX (585) 256-7510

www.hillside.com

Accreditation:
Council on Accreditation

January 11, 2010

Chancellor Merryl Tisch
Commissioner David Steiner
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. As you are aware, Hillside Work-Scholarship Connection, an affiliate of Hillside Family of Agencies operating in Rochester and Syracuse, is a nationally-recognized, effective, research-based model for youth development and education programming proven to double the graduation rates for at-risk youth. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to turn around the lowest performing schools, and we are confident that the state can be successful in this endeavor.

Hillside strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance Hillside Work-Scholarship Connection's efforts to increase the graduation rates of students in some of the state's most troubled urban areas.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we look forward to pursuing a formal role in the implementation of the state's Race to the Top efforts by working with the appropriate school districts as they implement their response plans.

We look forward to this unique collaboration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Dennis M. Richardson", is written over a circular blue stamp.

Dennis M. Richardson
President and CEO

Race to the Top: Letters of Support

F. Cultural Groups and Arts

AMERICAN MUSEUM OF NATURAL HISTORY

OFFICE OF THE PRESIDENT

January 8, 2009

Chancellor Merryl Tisch
Commissioner David Steiner
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch and Commissioner Steiner:

The American Museum of Natural History (AMNH) is pleased to have this opportunity to express its enthusiastic support for New York's Race to the Top application and the bold reform agenda it advances.

Since its founding in 1869, the Museum has been committed to education. Its mission "to discover, interpret, and disseminate—through scientific research and education—knowledge about human cultures, the natural world, and the universe" purposefully integrates scholarship across scientific disciplines with public education. Today we are engaged in science education at every level, from early childhood through graduate and beyond, and we are the only museum in North America to offer the doctoral degree—through our New York-accredited Richard Gilder Graduate School.

We are proud of our long tradition of contributing to education in New York City. The Museum welcomes 450,000 schoolchildren and some 6,000 teachers participating in professional development programs onsite and online each year. The Museum's Education Department has an interdisciplinary team of accomplished educators, scientists, and program developers with broad capacities in learning and teaching, professional development, informal education, curriculum development and delivery, and instructional media and technology. Further, as a place where scientific research is conducted and where teachers are educated, the Museum provides unmatched professional development opportunities.

From the Museum's perspective, no work today could be more urgent than reforming how we educate our children, particularly in science, technology, engineering, and math (STEM), and we support the essential reforms that New York's Race to the Top plan calls for in standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. We welcome the State's plans for providing new and existing teachers with the knowledge and skills they need to ensure all students are prepared for career and college, for developing intensive professional development

(including online delivery), for introducing alternative providers for teacher certification, and for improving outcomes for under-served populations and performance of high needs schools. Intrinsic to all of these efforts will be the robust assessment and data systems the plan proposes.

In particular, we applaud the plan's emphasis on STEM education, which has long been recognized as an indispensable ingredient in school reform, from the 1984 call to action, "A Nation at Risk," and continuing to the present through reports such as The Carnegie-IAS Commission's "The Opportunity Equation." Fundamental to New York's success will be its plans to provide exemplary models of effective STEM teaching and learning, strengthen the science teaching workforce—an imperative for improving student outcomes and closing the achievement gap—and readying students for high level performance in STEM fields.

The provisions in the State's application are aimed at positioning New York to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the State's Race to the Top efforts by responding to partnership opportunities per the State's RFP process.

As a renowned science and education institution and graduate school deeply rooted in New York, the American Museum of Natural History strongly supports the State's endeavors to achieve education reform through this Race to the Top application.

Sincerely,



Ellen V. Futter



January 4, 2010

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's "Race to the Top" application. WXXI Public Broadcasting Council, which serves the Greater Rochester area with public radio and public television programming, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to ensure all students are prepared for college, the global economy, 21st century citizenship, and lifelong learning.

WXXI Public Broadcasting Council strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap. Public broadcasting is uniquely positioned to assist New York State in achieving these goals through our home and school linkages.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, WXXI intends to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process in the following ways:

- **Provide professional development** to P-20 educators in the effective use of media and video in the classroom across the curriculum. Using WXXI and PBS produced programming, WXXI trains teachers in implementing arts, technology, math, science, economics, and global citizenship through award-winning instruction series. These include such WXXI produced series as:
 - **Assignment: The World**, a weekly global current events series provided to middle school students online and via broadcast.
 - **Homework Hotline**, a four day a week homework help series and service that features such topics as youth entrepreneurship, science exploration, citizenship, and master teachers providing real-time assistance to students statewide by phone, live TV broadcast and online.
 - **Biz Kid\$**, a 39-part series where kids teach kids about how to manage money, start businesses and learn about economics.

- **Provide innovative technology and multimedia school services and professional development resources** that assist schools and students in providing real-world experiences such as: On-Demand Video Libraries aligned to the curriculum, Online Courses and Professional Development for P-20 educators and students.
- **Develop and pilot specific virtual school services** that can be replicated statewide.

We also plan to assist the state by continuing to provide top quality programming and services through TV broadcast and online on-demand services to the home, school and informal educational settings to support learning objectives set forth in the New York State Race to the Top application.

We look forward to participating with the State Education Department in this unique collaboration.

Sincerely,



Norm Silverstein
President & CEO

Race to the Top: Letters of Support

G. Early Childhood



Center for Children's Initiatives
322 Eighth Avenue, 4th Floor
New York, NY 10001
www.centerforchildrensinitiatives.org

January 8, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The Center for Children's Initiatives works to support early childhood practitioners in creating effective and comprehensive early learning opportunities. We have been actively engaged in supporting the implementation of Pre-K across the state as an essential component of the State's educational investment in closing the achievement gap. CCI is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to expand the current education data system to encompass P-20 longitudinal data. There is also an important opportunity to embrace best practices in the early years through the strategies to recruit, prepare and support skilled teachers and leaders. By including the preschool years, we will greatly increase the state's ability to track student's progress and identify best practices and models of excellence.

The Center for Children's Initiatives supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap as we at CCI continue to work toward the highest quality early childhood programs that give children the early start they need.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. We and our early childhood colleagues are eager to continue to work closely with the state to promote the best learning opportunities for our children. As a member of the Early Childhood Advisory Council, CCI is actively working to promote the strongest linkages between early education and the traditional K-12 education system.

We look forward to this unique collaboration.

Sincerely,

Nancy Kolben
Executive Director
Center for Children's Initiatives



**New York State
Office of
Children & Family
Services**

www.ocfs.state.ny.us

David A. Paterson
Governor

Gladys Carrión, Esq.
Commissioner

Capital View Office Park

52 Washington Street
Rensselaer, NY
12144-2796

January 4, 2010

Merryl H. Tisch
Chancellor of NYS Board of Regents
9 East 79th Street
New York, New York 10075

David Steiner
Commissioner of NYS Education Department and
President of the University of the State of New York
89 Washington Avenue, Room 111
Albany, New York 12234

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The New York State Office of Children and Families (NYS OCFS), is responsible for the oversight and/or the administration of the systems that involve our most vulnerable children - Juvenile Justice, Child Welfare and Child Care.

NYS OCFS is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to improve the educational supports for our most at-risk students that include children in foster care and children in the juvenile justice facilities. The educational outcomes for children in foster care and in the juvenile justice systems are dismal, with the lowest high school graduation rate and lowest college participation rate of any group. The educational needs of these children and youth continue to be ignored. We welcome the opportunity to work with the NYSED to address the glaring deficits in the educational programs designed for juvenile justice youth and to substantially reduce the bureaucratic barriers that disrupt the school experience for children in out-of-home placement and delay successful re-entry into community schools. We endorse the plan to expand the means by which students can earn high school credit (or receive a high school diploma) based on completion of competencies, including the achievement of credit through successful virtual/on-line course completion.

NYS OCFS strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We will work with our state partner NYSED, to develop new



school models and programs targeted to youth in foster care and juvenile justice systems who are overaged and under-credited.

We look forward to this unique collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read "Gladys Carrión". The signature is written in a cursive style with a prominent initial "G".

Gladys Carrión



STATE OF NEW YORK DEPARTMENT OF HEALTH

Corning Tower The Governor Nelson A. Rockefeller Empire State Plaza Albany, New York 12237

Richard F. Daines, M.D.
Commissioner

James W. Clyne, Jr.
Executive Deputy Commissioner

New York State Department of Health
Commissioner Richard F. Daines, M.D.
Corning Tower, 14th Floor
Empire State Plaza
Albany, New York 12237

January 8, 2010

Dear Chancellor Tisch and Commissioner Steiner,

I am pleased to join with other state agencies in support of the New York State Department of Education's grant application for the Race to the Top funding from the U.S. Department of Education.

The Department of Education (DOE) does a remarkable job in working with local education departments and school boards to educate the nearly 3 million students attending K-12 grades in New York State. The DOE helps to educate students to succeed in our global economy by:

- Preparing them to succeed in college and the workplace
- Increasing test scores, setting high academic standards, and improving graduation rates
- Working to attract, recruit, reward, and retain dedicated teachers and principals

The New York State Department of Health (DOH) cares a great deal about the health of our young people. DOH partners with DOE to supply affordable and accessible comprehensive health care in schools. New York State approves and operates 214 school-based health centers. These health centers are equipped to serve the medical needs of 145,000 students in all areas of New York State. The program was established in 1981 to improve primary and preventive health care for children in low-income, high-risk communities. DOH also administers medical insurance services to eligible young people through our Children's Medicaid and Child Health Plus programs.

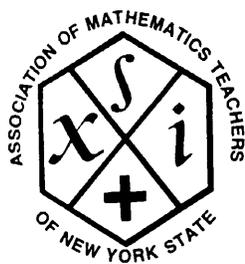
I look forward to continuing to work with the Department of Education to provide the students of New York State with the best educational and health services available. The funds for the Race to the Top will be an enormous help to state and local governments to better prepare and serve the needs of our young people throughout their years in school and into adulthood.

Sincerely,

Richard F. Daines, M.D.
Commissioner of Health

Race to the Top: Letters of Support

H. Education Associations and Foundations



**ASSOCIATION OF
MATHEMATICS TEACHERS OF
NEW YORK STATE**

January 7, 2010

President:

CHRISTOPHER MONAHAN

22 Hearlstone Drive
Gansevoort, NY 12831

President-Elect:

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Geneseo, NY 14454-4454

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CARYL LORANDINI

132 Fourth Street
Garden City Park, NY 11040

Recording Secretary:

COLLEEN RYAN

29 Kessel Park Road
Keeseville, NY 12944

Corresponding Secretary:

CHERYL STOCKWELL

P.O. Box 188
Fort Plain, NY 13339

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. AMTNYS, which represents the teachers of Mathematics Pre-K through college, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to recruit highly qualified teachers in the STEM disciplines.

AMTNYS supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. We plan to assist the state by providing opportunities for professional development across the state, by being an integral member in determining the learning standards which will supplement the Common Core Standards, and by being actively involved in the production and evaluation of quality formative and cumulative assessments.

We look forward to this unique collaboration.

Sincerely,

Christopher Monahan
AMTNYS President



CAPITAL AREA SCHOOL DEVELOPMENT ASSOCIATION

University at Albany, East Campus,
5 University Place-A409,
Rensselaer, New York 12144-3427
Phone: 518-512-5198
Fax: 518-512-5226

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JULIA LEFKOVITS
PROGRAM COORDINATOR
LEADERS OF TOMORROW
jlefkovits@uamail.albany.edu

NANCY ANDRESS
EDUCATIONAL CONSULTANT

January 14, 2010

Dear Chancellor Tisch and Commissioner Steiner,

The Capital Area School Development Association (CASDA) is pleased to support the Race to the Top Plan for New York State. For over 60 years, CASDA has provided quality professional development opportunities for educators in the Greater Capital Region. With a catchment area of approximately 225,000 students and 12,000 teachers in 130 school districts, CASDA has worked extensively on-site in the areas of teacher and building leadership.

CASDA is excited about a plan that demands accountability, P-16 and to ensure that building leaders and teachers are well prepared and highly effective in the classroom. We support National Board Certification for teachers and building leaders as well as graduate certificates for teacher leadership.

Through the efforts of the Race to the Top, 21st Century instructional practices and initiatives designed to adequately prepare the global workforce will be enhanced. Creativity and innovation will become words of accountability as imaginative learning and project-based learning become a reality in our schools. Currently CASDA is involved with a TLQP grant fostering professional learning communities and service learning in an area urban school district. We can readily observe the excitement and synergy created with innovative professional development, provided the economic resources are available.

CASDA is looking forward to the positive decision to fund New York State educational initiatives that drives quality instruction for all students.

Sincerely,

Jeff McLellan
Executive Director, CASDA

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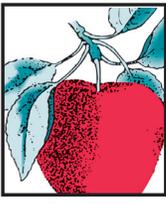
JANICE WHITE
SARATOGA SPRINGS CITY

FOR THE UNIVERSITY

ROBERT BANGERT-DROWNS
DEAN, SCHOOL OF EDUCATION

ALAN WAGNER
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Maryann Dwileski
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Cathy Oliver
REGISTRAR /OFFICE MANAGER/NOTARY

Amy Carinci
FINANCIAL ASSISTANT

January 13, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The Greater Capital Region Teacher Center for Effective Teaching provides professional development for 91 school districts and is part of a network of 130 Teacher Centers across New York State. We are constantly striving to ensure high quality educational opportunities for all of New York's teachers to improve teacher effectiveness. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and improvement of low performing schools. In particular, we support New York's efforts to develop great teachers and leaders through deep job-embedded professional development aligned with state and national initiatives such as National Board Certification for teachers, teacher leaders, and principals.

The Greater Capital Region Teacher Center for Effective Teaching fully supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap by increasing teacher effectiveness.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process.

Over the past decade the Greater Capital Region Teacher Center for Effective Teaching has been a resource for National Board Certification to all NYS Teacher Centers and New York's teachers in providing information, candidate support, and facilitator training. We have established strong partnerships with the National Board for Professional Teaching Standards, the New York State Education Department, the Capital Area School Development Association, schools of education, business partners, and New York State United Teachers. Over the past three years, we have been focused on supporting teachers from high needs schools across the state through a NBPTS Targeted High Needs Initiative grant. We plan to assist the state by expanding programs which support candidates seeking National Board Certification.

We look forward to this unique collaboration.

Sincerely,

Ellen M. Sullivan
Director

Greater Capital Region Teacher Center for Effective Teaching



NASSAU-SUFFOLK SCHOOL BOARDS ASSOCIATION, INC.

MAILING ADDRESS: P.O. BOX 385, Bellmore, NY 11710-0385
OFFICE: 219 Bedford Avenue, Bellmore, NY 11710-0385
JAY L. T. BREAKSTONE, ESQ., PRESIDENT

Tel (516) 781-2053 Fax (516) 679-0401
e-mail: info@nssba.org
LORRAINE DELLER, EXECUTIVE DIRECTOR

January 4, 2010

The Honorable David M. Steiner, Commissioner
New York State Education Department
89 Washington Avenue
111 Education Building
Albany, New York 12234

Dear Commissioner Steiner:

When addressing an immediate crisis, school boards are cautioned against opting for hasty solutions that carry binding commitments.

Today, as schools return to session, education leaders are caught in that very dilemma; having been given four days to commit to a general plan of action that might possibly qualify their districts to receive an infusion of federal funds.

There is no question that we are in a time of crisis and a potential \$700 million of Race to the Top funds could represent a lifeline for New York's schools. Given that only districts signing the Memorandum of Understanding will be eligible to receive RTTT funding, but that ALL districts might eventually have to comply with new Regents policies and/or regulations similar to those outlined in the State's RTTT application, the MOU warrants immediate attention and scrutiny by boards of education.

No district would wish to risk losing the possibility of critical funding or endanger New York's RTTT competitiveness. It will be the responsibility of school boards to determine the best course for their districts.

Nassau-Suffolk School Boards Association, however, wishes to make certain that the signing of MOUs not be viewed as a blanket endorsement of the Regents RTTT-related legislative agenda. At his November 9th meeting with Long Island superintendents and board trustees, Commissioner Steiner pledged "a strong response to Race to the Top, but not changing our beliefs to meet that competition". Neither, then, should this contest require Long Island's boards of education to compromise any of their core principles, to wit:

N-SSBA's member boards have been steadfast in their contention that New York's charter school legislation constitutes a threat to the public schools our communities have struggled to build and sustain. Sadly, this long-standing position has been validated here on Long Island where, against the public will, communities have been forced to accept and fund state-imposed, for-profit charter school ventures that have drained scarce resources for no appreciable improvement in the quality of education. N-SSBA continues its opposition to the establishment of new charter schools, virtual charter schools, or providing charter schools with BOCES services.

Long Island also has first-hand knowledge of the results of the State's replacement of an elected school board with a variety of substitute governance schemes. The subsequent years of dysfunction experienced in Roosevelt should give pause to any plan to replicate that experience. N-SSBA continues to oppose a state takeover of the governance authority of locally elected boards of education.

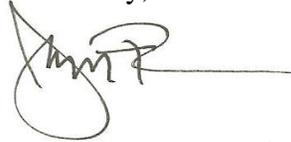
The four major initiatives outlined in the State's application reflect established goals of our Association:

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

N-SSBA looks forward to participating in efforts to refine these initiatives and making them a reality.

"Race to the Top" has long been Long Island's *modus operandi*. High performing public schools are an enduring priority for our communities. For some of our districts, the focus is on maintaining their place at the top. For many more, all efforts are exerted to forge ahead to the ultimate goal. For others it is an ongoing struggle to come from behind. But, through the good and tough times, leaving the race has never been an option. Whether or not RTTT funds come through, Long Island, as always, IS IN IT TO WIN IT!

Sincerely,

A handwritten signature in black ink, appearing to read "Jay L.T. Breakstone", with a long horizontal line extending to the right.

Jay L.T. Breakstone
President

cc: The Honorable Meryl H. Tisch, Chancellor, Board of Regents
The Honorable Roger Tilles, Board of Regents



National Office
1525 Wilson Boulevard, Suite 500
Arlington, VA 22209
Tel: 703-465-2700 • Fax: 703-465-2715
www.nbpts.org

January 15, 2010

Dear Chancellor Tisch and Commissioner Steiner:

The National Board for Professional Teaching Standards (NBPTS) fully supports New York State's application for Race to the Top. We believe that New York's historic investments in education, including National Board Certification, its proven dedication to quality education, and the broad-based support of NBPTS and similar organizations make New York uniquely equipped for this grant opportunity.

School-based professional learning communities, where teachers and administrators collaborate to advance student success, are at the heart of effective whole school reform. National Board Certified Teachers and National Board for Professional Teaching Standards programs are designed to engage school faculty in the development of standards-based professional learning communities linking educator knowledge and instructional practices to student learning and achievement.

States across the country are incorporating National Board for Professional Teaching Standards programs in their Race to the Top proposals as they are ideally positioned to address the requirement for *increasing teacher effectiveness and ensuring an equitable distribution of qualified teachers*. These programs improve low-performing schools through NBPTS Standards, teaching practices, and assessments.

Teacher effectiveness lies at the heart of education reform. The NBPTS programs build upon the proven record of National Board Standards and assessments as a means to improve teacher effectiveness, change the learning culture of schools, and ultimately improve student learning and performance especially in high-need schools. They provide an integrated approach to building teacher effectiveness and leadership capacity for enhancing student achievement.

We understand that New York seeks a grant from the U.S. Department of Education to build upon strategies and practices the state has been using in schools that have resulted in significant gains in student achievement in recent years. We agree that these strategies will accelerate the state's academic gains and deliver on the commitment that all children in the state have access to an education that prepares them to be productive citizens and to succeed in a high-skills, globally-competitive, knowledge-based society.

To this end we welcome the opportunity to build on a decade of collaboration with the New York State Education Department, New York State United Teachers, The Greater Capital Region Teacher Center for Effective Teaching, and the 999 National Board Certified Teachers across the state. We are committed to supporting the state's efforts in this area. We believe that this ground-breaking opportunity will help position New York to be a leader in education and prepare every student for success.

Sincerely,

A handwritten signature in black ink, appearing to read "Aguerrebere".

Joseph A. Aguerrebere, Ed.D.
President and CEO



January 12, 2010

Dr. David Steiner
Commissioner
New York State Education Department

Dear Commissioner Steiner,

On behalf of the New York State Afterschool Network (NYSAN), I am pleased to offer and confirm our support for New York State's Race To The Top (RTTT) application. The New York State Education Department (NYSED), is a lead and founding member of NYSAN, a public-private partnership of statewide and regional groups dedicated to promoting the learning and healthy development of young people from birth through young adulthood.

NYSAN is committed to creating a funding, policy, and programmatic system that increases the quality and availability of expanded learning opportunities (ELOs), particularly afterschool and summer programs, extended day and/or year strategies, and other youth services. We do this through cross-sector and cross-agency partnerships, policy development, and quality assurance and capacity building activities. These approaches help NYSAN influence public policy and expand the capacity of New York's youth-serving system to provide high-quality learning and development opportunities for students during the school day and beyond.

We believe that the public education system in New York State, led by NYSED, is committed to drastically closing opportunity and achievement gaps system-wide in order to ensure high levels of student success for all. We are pleased to see that New York State's education reform agenda is closely aligned with that of the United States Department of Education, and the vision of President Obama and Secretary of Education Duncan. NYSAN looks forward to working collaboratively with NYSED to advance statewide plans to develop and utilize comprehensive data systems, ensure great instructional practice in every learning environment, implement effective standards and assessments, and turnaround low-achieving schools.

In particular, we believe that expanded learning opportunities are critical vehicles to accomplish NYSED's ambitious goals. More than just extending the school day or year, ELOs are education reform strategies that seek to redesign the learning day and to ensure that students have more varied opportunities to learn, time for individualized attention from teachers, as well as enrichment experiences in science, civics, literacy, health and fitness, study skills, arts, and service learning. We hope that ELOs will be considered as essential components of New York State's education reform agenda given the ways in which they support both RTTT and NYSED's goals.

Specifically, we believe that:

1. ELOs are important components of a **comprehensive education reform agenda**, and initiatives that link ELOs with school reform are already underway in New York City, Buffalo, Peekskill, Rochester, and Syracuse.
2. ELOs can help **turn around the lowest-achieving schools**, and can be integral to the turnaround models NYSED is proposing.
3. ELOs can and should be aligned with **common core standards** to ensure that enrichments in expanded learning fully support – and are integrated with – student learning in and out of the classroom.

NYSAN fully supports the New York State Race To the Top (RTTT) application and stands at the ready to assist NYSED in achieving its ambitious goals. We are confident that New York's plan will maximize the value and



impact of this unprecedented investment in a public education system that supports student success for all children. Please feel free to contact me if you have questions or require further information.

Sincerely,

A handwritten signature in black ink that reads "Sanjiv Rao". The signature is written in a cursive, flowing style.

Sanjiv Rao
Director
New York State Afterschool Network



NYSASCS D

January 4, 2010

Dr. David M. Steiner
Commissioner
State Education Department
Education Building
Albany, NY 12224

Re: Race to the Top- Draft Memorandum of Understanding

Dear Commissioner Steiner:

On behalf of the Association we wish to express our support for the State's application for a Race to the Top grant and for your request that all districts interested in participating in the grant program sign and return the Draft Memorandum of Understanding (MOU) by January 8th preliminarily signifying their desire to work with the Department on the four core education reform areas set forth in the RTTT Application for Initial Funding and in the State Plan. We can confidently state that we support the broad overarching goals outlined, i.e. increasing the numbers of effective teachers and principals especially in high need schools, strengthening data systems, developing a core curriculum and new assessments and providing alternatives to closings for the bottom 5% of schools.

With regard to the Draft MOU we have previously forwarded our comments to Senior Deputy Commissioner John King. Several of these comments have been resolved with the recent publication of the State's Frequently Asked Questions (FAQ). The comments shown below do remain outstanding, however. Inasmuch as the RTTT grant program is a work in progress and the MOU is a Draft document to be finalized at a later date, we recognize that many details of the program have yet to be settled and we will continue to work with the Department through the FAQ to achieve greater specificity.

The following are comments/suggestions which remain outstanding. Perhaps these can be addressed when the Draft MOU is finalized.

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a) I would recommend adding that the LEA agrees to implement the State and LEA plans 'to the extent grant funds are sufficient to support required activities.'

b) I would recommend adding that LEAs (and supt, BOE presidents and union officials) agree to implement the plans 'to the extent not inconsistent with existing contractual obligations, voter approved budgets and propositions, court orders and applicable state law not considered a barrier to Race to the Top implementation.'

c) I would recommend changing under 'Duration/Termination' the words 'mutual agreement of the parties' to '90 day notice of termination by either the State or the LEA.'

d) I would recommend adding to the State Plan and the MOU that when considering the closing of a turnaround school, takeover by a charter school, removal of superintendent or replacement of board members SED must take into consideration whether the school and district have been receiving funding sufficient to support a sound basic education as required of the State by the state constitution.

We commend you and the Board of Regents for taking the bold steps necessary to implement your vision for fundamental reform of elementary and secondary education in our state. We look forward to continuing to work with you and your staff to insure that the vision set forth in the State's Race to the Top application and in the State Plan becomes a reality.

Very truly yours,

Fred Wachtmeister
President, NYSASCSD and BOE Plattsburgh CSD

Cc: Chancellor Merryl Tisch
Regent James Tallon
Senior Deputy Commissioner John B. King

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Hon. David M. Steiner
Commissioner of Education
New York State Education Department
Albany, NY 12234

December 29, 2009

Dear Commissioner Steiner:

The Council of School Superintendents (THE COUNCIL) has long advocated for initiatives consistent with those encompassed in the state's Race to the Top (RTTT) application and supporting documents. Many of those priorities are reflected in our 2007 *Education is a Civil Right* reform agenda, and in our August 31st letter to you outlining the hopes and concerns of superintendents across the state.

We see securing a RTTT grant as the state's best hope for achieving these crucial structural improvements in education and thereby improving learning opportunities and outcomes for all schoolchildren. Specifically, the state plan would support:

- Updating state learning standards, including prioritizing the development of higher order thinking skills, and components of 21st century literacy – proficiency in economics, technology and the arts;
- Improving state assessments, so that they measure what matters (not merely what is easy to measure), and produce information that teachers and schools can use to improve instruction;
- Facilitating the construction of a “P-20” data system, giving educators, families, researchers and policymakers more and better data and tying that data into feedback loops that can reinforce sound research and practice;
- Improving teaching and school leadership, and
- Muscular interventions in chronically dysfunctional schools and districts.

THE COUNCIL is particularly heartened by your recognition of the importance of strong leadership, and the RTTT application's support of leadership development. Moreover, your plan would enhance system-wide accountability by strengthening the prerogatives school and district leaders exercise in managing staff and resources.

Not only would Race to the Top funding provide an otherwise unattainable enhancement to the State Education Department's capacity to lay the cornerstones of statewide reform, it would also assist school districts in carrying out their essential contributions to that work.

Some aspects of the state plan require amendments to state law approved by the State Legislature and Governor. We will collaborate with you and the Board of Regents to ensure that the legislative process maintains fidelity to the principles outlined in the state application.

One controversial element of your legislative plan calls for alterations in the state's laws governing charter schools. THE COUNCIL was alone among statewide public education organizations in not opposing the state's original 1998 charter school statute. We did, however, express deep concerns over the adversarial financing mechanism incorporated in that law and those concerns have been justified by experience. We remain committed to amendments that facilitate the development of sound charter schools by ensuring that charters remain a commodity, and that diminish the deleterious effects of the

NEW YORK STATE COUNCIL OF SCHOOL SUPERINTENDENTS

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current financing system. Instead of a crude adjustment in the charter cap, we support exempting from caps any charter schools supported by local school district leadership – one obvious measure of quality. In New York City alone this approach would alleviate demand pressures by making at least 57 new charters available instantly.

You have acknowledged that many aspects of the state plan will require extensive refinement. We appreciate your pledge of meaningful engagement with the field and our leadership as concepts are translated into programs and procedures or enacted into regulation.

As a representative body of school superintendents from districts across the entire state, we will remain steadfast in our commitment to academic excellence for every student. We are therefore pleased to offer this letter of support for the Race to the Top application, which will be instrumental to key reforms and to supporting the many tremendously successful efforts already taking place in school districts.

Sincerely,

A handwritten signature in black ink that reads "Dr. L. Oliver Robinson". The signature is written in a cursive style with a long horizontal flourish at the end.

Dr. L. Oliver Robinson
President
New York State Council of School Superintendents

January 5, 2010

The Honorable Meryl Tisch, Chancellor
NYS Regents
9 East 79th Street
New York, NY 10021-0123

The Honorable David M. Steiner, Commissioner
NYS Education Department
89 Washington Avenue, Rm. 110
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. On behalf of the nearly 700 member school boards and 5000 local school officials that comprise the New York State School Boards Association, it is my pleasure to convey NYSSBA's support of New York State's Race to the Top application. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. While our state has a storied history of educational excellence, we recognize that there are longstanding challenges in advancing academic achievement in some schools. Properly funded, we firmly believe that your approach will do a great deal to improve academic performance throughout the state and in these challenged schools in particular.

NYSSBA has been a leader in promoting the use of value added student assessment to inform teaching and learning. The ability of this system to address individual student learning problems, improve individual teaching practices as well as inform programs and institutions of teacher education makes it a vital element of fundamental reform. We strongly support expansion and correlation of core standards and assessments and are greatly encouraged that areas beyond the traditional academic fundamentals will receive more objective standards and the support needed to broaden the education of our students. Your proposals to institute new data systems and teacher and principal effectiveness measures are very much in keeping with our members' views on the need to assess, document and inform pedagogical and administrative effectiveness.

We also recognize that despite longstanding efforts, the issues of low performance surrounding some schools have been intractable. Indeed, we support efforts to address ingrained failure and recognize that drastic action is needed to alter traditional approaches and systemic negative influences on the ability of students to learn in these struggling settings. While we do not agree with your plan to unilaterally remove elected officials, we are secure in the knowledge that you and your department have long partnered with NYSSBA to address issues of mutual concern and we are confident that we will reach an appropriate means of transforming these schools while maintaining democratic governance and oversight.

On January 11, NYSSBA is launching a multidimensional campaign entitled **Be the Change for Kids**. This effort seeks to highlight the economic and educational need to reform and improve our educational delivery system. We seek to be a resource and moving force for reform and school improvement. If fully funded, New York State's Race to the Top application holds the promise of tremendous momentum toward correcting the most grievous impediments to student achievement in our state. **Be the Change for Kids** will be our main mechanism for supporting the RTTT effort.

There is no question that our nation's educational future rests in large measure on how we realign our educational delivery system from Pre-K instruction through teacher education programs. New York State has the distinction of being both a leader in this effort and sorely in need of innovative methods of altering historic underperformance in urban and poor rural school districts. The Regents' reform agenda, as embodied in New York State's Race to the Top application, is a comprehensive and sound approach to this conundrum. Through its focus on funding sincere efforts at reform, the federal government is providing an historic opportunity to achieve what our state's current fiscal outlook would otherwise prevent. As such, we are in support of New York State's Race to the Top application and we look forward to this unique collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Timothy G. Kremer', written in a cursive style.

Timothy G. Kremer
Executive Director

New York State Science Education Consortium

**A cooperative association of professional science education organizations **

Union Graduate College

Schenectady, New York

Phone: 518-631-9078



January 2, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The mission of the New York State Science Education Consortium, representing 16 science educator associations and networks and many thousands of science teachers, supervisors, and teacher educators in the state, is to help ensure that the state's K-16 initiatives in science education requirements, standards, curricular materials, assessments, and professional development activities promote meaningful science learning and improved science achievement of all of New York's elementary and secondary school students. As you may know, since its establishment in 2000, the Consortium has held nine, annual two-day Science Education Summits where state initiatives have been analyzed and evaluated by science education leaders and reports and recommendations have been forwarded to officials in your Department and to other state-level stakeholders. Several of our summits have been jointly sponsored by the Consortium and the New York State Education Department and held at the State Education Building in Albany.

The Consortium applauds and strongly supports your plans to reform science and STEM education as outlined in your summary of the Race to the Top application. The current state science education standards, core curricular documents, and assessments and the policies and procedures being used to implement them in the schools are outdated, lacking sufficient specificity, and driving classroom instruction that is focused more on students' content assimilation than on their use of scientific inquiry and reasoning to solve problems, make decisions, and integrate science with other disciplines. The present system may be preparing students for the last century but certainly not the current one. Our most talented science students are not being sufficiently or appropriately challenged and our many struggling students are typically not being provided with the breadth and depth of science understanding and proficiency needed for success in their own lives and in the global economy. Your plans to review and revise the STEM education standards, add greater specificity to the performance expectations in the core curricula, and create assessment systems that balance formative and summative elements while including more performance-based tasks will go far in helping our students achieve world class standards in science and related fields. Your plans to use incentives to expand the pool of STEM teachers and reform pre-service and in-service science teacher education and certification standards recognizes that the teacher is key to any successful implementation of thoughtful curricula and assessments. These actions will also go far in helping to make professional development more systemic and based upon sound research and best practices. The constituents of the Consortium have substantial expertise and experience in providing ongoing high quality professional development to science teachers across the state through their conferences, workshops, seminars, meetings, and publications.

If the state is fortunate enough to receive Race to the Top funding, the Consortium stands ready to assist your Department in the demanding work to review and revise the science education standards and develop more appropriate curricular documents and assessments to help ensure that every child receives a relevant and high quality education in science. Our many field practitioners, curriculum specialists, and researchers are prepared to assist you in this critical undertaking. Thank you for your leadership and very best wishes for success.

Sincerely yours,

Bruce Tulloch, Ed.D.
Facilitator

Associate Dean of Education
Union Graduate College

** Science Teachers Association of NYS, Inc. * NYS Science Education Leadership Association * Science Council of NYC * Catholic Science Council *
* NYS Earth Science Mentor Network * NYS Biology-Chemistry Professional Development Network * NYS Physics Mentor Network *
* Long Island Science Education Leadership Association * Capital Area Science Supervisors Association*



New York State Technology Education Association

Chartered by the Board of Regents of the State of New York

www.NYSTEAA.com

Advisory Council Chairperson

<http://www.nystea.com/content/nystea-advisory-council>

January 8, 2010

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. The New York State Technology Education Association Advisory Council (NYSTEAAAC) is constantly seeking better ways to support and deliver technology education instruction and to ensure high quality educational opportunities, through interconnected STEM education instruction, for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. The NYSTEAAAC firmly supports New York State's efforts to actively address the aforementioned RTTT key components but in particular, including Math and ELA, 'review, create and advocate for standards in other subjects (Science, Social Studies, Technology, Economics, Arts), design curriculum frameworks, align professional development and pre-service education'.

The NYSTEAAAC strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. Our Association and Advisory Council plan to assist the Commissioner and NYSED by providing talented human resources in the areas of assessment, curriculum frameworks and learning standards as well as with enabling effective, dynamic, engaging and relevant instruction of truly interconnected STEM content areas.

We look forward to this unique and essential collaboration.

Sincerely,

Charles H. Goodwin, Chairperson
NYSTEA Advisory Council

c: Anne Schiano, Assistant Director of CIIT

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New York State Technology Education Association

Chartered by the Board of Regents of the State of New York

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January 1, 2010

NYSTEA Executive Board 2009-10

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Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The New York State Technology Education Association (NYSTEA), which has a long and rich tradition with the development of our instructional discipline, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to review the state assessments and look to strengthen areas of Math, Science and Technology Education as this would have a strong impact on STEM Education.

NYSTEA strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist the state by working with our colleagues from AMTNYS and STANYS with the development of STEM Education through the NYS STEM Education Collaborative.

We look forward to this unique collaboration.

Sincerely,

Jan F. Stark
President, NYSTEA



P A S E

PARTNERSHIP FOR AFTER SCHOOL EDUCATION

January 5, 2010

Dr. David Steiner
Commissioner
New York State Education Department

Dear Commissioner Steiner,

On behalf of the Partnership for After School Education, (PASE), I am pleased to offer and confirm our support for New York State's Race To The Top (RTTT) application. Along with the New York State Education Department (NYSED), PASE is a member organization of the New York State Afterschool Network's (NYSAN), a public-private partnership of statewide and regional groups dedicated to promoting the learning and healthy development of young people from birth through young adulthood. Like NYSAN, PASE is committed to creating a funding, policy, and programmatic system that increases the quality and availability of expanded learning opportunities (ELOs), particularly afterschool and summer programs, extended day and/or year strategies, and other youth services.

PASE is a child-focused organization that promotes and supports quality afterschool programs, particularly those serving young people from underserved communities. An innovative pioneer in the development and advancement of the afterschool field, PASE was formed in 1993 to professionalize afterschool services so that providers could deliver consistent, high-quality programming and continually increase their capacity to meet the needs of their communities.

To accomplish this goal, PASE provides expert training and management support to increase program effectiveness and efficiency, facilitates communication among providers to improve service delivery, convenes diverse groups of stakeholders to develop consensus on priorities and best practices, and connects influential leaders to help advance the field. Created in response to a need identified by service providers, funders, researchers, and other afterschool leaders, PASE now plays an integral role in the field and has a proven record of success and a strong reputation as a leader and critical resource for the afterschool community.

We believe that the public education system in New York State, led by NYSED, is committed to drastically closing opportunity and achievement gaps system-wide in order to ensure high levels of student success for all. We are pleased to see that New York State's education reform agenda is closely aligned with that of the United States Department of Education, and the vision of President Obama and Secretary of Education Duncan. NYSAN and PASE look forward to working collaboratively with



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EXECUTIVE DIRECTOR

NYSED to advance statewide plans to develop and utilize comprehensive data systems, ensure great teaching practice in every learning environment, implement effective standards and assessments, and turnaround low-achieving schools.

In particular, we believe that ELOs are an important vehicle to accomplish NYSED's ambitious goals. More than just extending the school day or year, ELOs are education reform strategies that seek to redesign the learning day and to ensure that students have more varied opportunities to learn, time for individualized attention from teachers, as well as enrichment experiences in science, social studies, literacy, health and fitness, study skills, arts, and service learning. We hope that ELOs will be considered as essential components of New York State's education reform agenda given the ways in which they support both RTTT and NYSED's goals.

Specifically, we believe that:

1. ELOs are important components of a **comprehensive education reform agenda**, and initiatives that link ELOs with school reform are already underway in New York City, Buffalo, Peekskill, Rochester, and Syracuse.
2. ELOs can help **turn around the lowest-achieving schools**, and can be integral to the turnaround models NYSED is proposing.
3. ELOs can and should be aligned with **common core standards** to ensure that enrichments in expanded learning fully support – and are integrated with – student learning in and out of the classroom.

NYSAN and PASE fully support the New York State Race To the Top (RTTT) application and stand at the ready to assist NYSED in achieving its ambitious goals. We are confident that New York's plan will maximize the value and impact of this unprecedented investment in a public education system that supports student success for all children. Please feel free to contact me if you have questions or require further information.

Sincerely,


Alison Overseth
Executive Director
Partnership for After School Education



Science Teachers Association of New York State, Inc.

www.stanys.org

January 4, 2010

Dear Chancellor Tisch and Commissioner Steiner,

The Science Teachers Association of New York State (STANYS) strongly supports New York's plan for Race to the Top. We hope that once implemented, this plan will enhance our common organizational goals of advancing achievement for all students and close achievement gaps where they exist.

Our organization represents over twenty thousand teachers of science in New York State, and has a long tradition of working collaboratively with our colleagues at the State Education Department. For many decades STANYS leaders and members have been actively involved in the development and implementation of science curricula and assessments and the professional development of teachers to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to address the Race to the Top priority of STEM Education, and especially encourage the strengthening of New York's Science Standards and Core Curricula. This is an effort that STANYS is involved with at both the State and National levels, and one that we feel is vitally important to the security and economic well being of both our state and our country.

Thank you for sharing a summary of your plans for New York State's Race to the Top application with STANYS. We believe that both the breadth and depth of provisions in the Race to the Top application help to ensure that New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of New York's Race to the Top efforts by responding to partnership opportunities that will come from the State's RFP process. For many decades, we have been instrumental in the development of New York State's Science Syllabi, MST Standards, Core Curricula and Assessments. We are poised and ready to assist with New York's long overdue *Science Standards Review and Revision* process.

We anticipate with enthusiasm this unique opportunity for collaboration.

Sincerely,

Arnold Serotsky

President, 2009 – 2010

Science Teachers Association of New York State

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188 South Grand Ave.
Poughkeepsie, NY 12603
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*A chapter of the National
Science Teachers
Association (NSTA)*

*A member of the New York
State Council of Education
Associations (NYSCEA)*

STANYS 115th Annual Conference, November 6 - November 9, 2010
Rochester, NY



Strengthening the Capacity of 21st Century Leaders and Learners
<http://scdn.wsbores.org/index.htm>

January 11, 2009

Dr. David M. Steiner, President University of the State of New York and
Commissioner of Education
State Education Department
89 Washington Avenue
Albany, New York 12234

Dear Dr. Steiner,

On behalf of the Staff and Curriculum Development Network (S/CDN), an organization of representatives from each BOCES and the large city school districts appointed by the BOCES District Superintendents and Large City School District Superintendents, I take this opportunity to express our commitment and support to the state in its implementation of the Race to the Top grant project if awarded. The Staff and Curriculum Development Network's mission statement is to strengthen the capacity of school districts to promote successful attainment of the New York State Standards by all students.

The S/CDN commits to continuing to work closely with NYSED to bring to educators in the field any changes that may be warranted by the implementation of the Race to the Top grant project and the four priority areas that include: standards and assessments, the use of data systems to support instruction; the development of great teachers and leaders; and turning around the lowest performing schools. S/CDN is ready to develop a comprehensive professional development program to support the state education system in the priority areas of the RTTT grant project as well as disseminating any information pertaining to the RTTT grant project and lessons learned from the implementation of the RTTT grant project.

S/CDN looks forward to working closely with the State as it moves forward with the implementation of the Race to the Top project if granted and the Board of Regents reform agenda. Good luck on the application!

Sincerely yours,

Gladys I. Cruz, Ph.D., S/CDN Chair 2009-2011
Assistant Superintendent, Questar III BOCES

January 12, 2010

Dr. David Steiner
Commissioner
New York State Education Department

Dear Commissioner Steiner,

The After-School Corporation (TASC) strongly supports New York's Race to the Top application. New York State is committed to drastically closing opportunity and achievement gaps system-wide in order to ensure high levels of student success for all. Based on the summary information you shared with us, we believe the state's Race to the Top application offers innovative practices in developing and utilizing comprehensive data systems, ensuring great teaching, implementing effective standards and assessments, and turning around low-performing schools.

The After-School Corporation (TASC) was founded 11 years ago to give all kids opportunities to grow through after-school and summer programs that support, educate and inspire them. TASC's vision is that kids from all backgrounds will have access to the range of high quality activities that every family wants for their children: experiences that support their intellectual, creative and healthy development and help them to be their best, in and out of school. TASC has brokered partnerships between more than 325 public schools and 150 different community-based organizations, helping more than 300,000 young people discover and develop their potential. As a result of these efforts, the pathways to opportunity for thousands of public school students have opened up and the "opportunity gap," the inequity in educational opportunities for youth, has narrowed.

We believe that partnerships with community organizations offer schools, particularly those in turnaround, are a necessary ingredient to full student success. Using models of expanding learning time enables schools and communities to re-envision the learning day and ensures that students have more varied opportunities to learn, time for individualized attention from teachers and enrichments in science, social studies, literacy, health and fitness, study skills, arts, and service learning.

We are confident that New York's plan will maximize the value and impact of this unprecedented investment in a public education system that supports student success for all children, and we stand ready to partner with you to ensure that these ideas become a reality in New York State. Please feel free to contact me if you have questions or require further information.

Sincerely,

Lucy N. Friedman
President



January 6, 2010

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Merryl H. Tisch, Chancellor
New York State Board of Regents

David Steiner, Commissioner
New York State Department of Education and
President of the University of the State of New York

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your *Race to the Top* application. The Brooklyn Community Foundation strongly endorses New York State's application. As the community foundation for the largest county in New York State, we applaud your leadership in developing a smart and aggressive plan for turning around poorly performing schools, focusing on the need to upgrade teacher training and developing robust data management systems to evaluate the effectiveness of all aspects of the plan.

For over a decade, our Foundation has researched and funded numerous educational initiatives and institutions, but this application represents the first time we have seen such a thoughtful, comprehensive and potentially powerful plan developed by New York State. In our view, this innovative and coordinated approach can have a broad and long-lasting impact on the quality of education for New York State and City students.

In particular, our Foundation has focused on the educational needs of students living in public housing complexes in New York City. Brooklyn has the highest number of public housing units in New York City and we understand first hand the need to raise high school graduation rates in communities of concentrated poverty. Indeed, schools serving public housing communities are frequently amongst the worst performing schools in the system. Therefore we are heartened by your commitment to ensure that all students regardless of income or geography have access to a variety of educational models, including charters and independent schools, that support student success along a spectrum of needs.

Our Foundation's Board of Trustees includes New York State Regent, Dr. Lester Young, who continues to provide us with invaluable guidance in our philanthropic work in Brooklyn. We hope New York's application for *Race To The Top* is given Washington's most serious consideration and we look forward to being actively engaged with you it moves forward.

Sincerely,

Marilyn G. Gelber, President

Staff

Marilyn G. Gelber
President

Ben Esner
Anna French
Stephanie Hyacinth
Diane John
Dara Lehon
Philip Li
Stuart Post
Toya Williford

Race to the Top: Letters of Support

I. Higher Education

cc:

New York State Board of Regents

Laura Anglin, President of the Commission on Independent Colleges and Universities

Johanna Duncan-Poitier, Chancellor's Deputy for the Education Pipeline, State University of
New York

Joseph P. Frey, Deputy Commissioner of Higher Education, New York State Education
Department

John B. King, Jr., Senior Deputy Commissioner P-12, New York State Education Department



BARD

HIGH SCHOOL • EARLY COLLEGE



January 13, 2010

The Honorable Merryl Tisch,
Chancellor of the Board of Regents

The Honorable David Steiner,
Commissioner of the NYS Education Department
President of the State University of New York

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. Bard College, which partners with the New York City Department of Education in sponsoring two early college high schools, Bard High School Early College Manhattan on the Lower East Side and Bard High School Early College Queens in Long Island City, is constantly striving to ensure high quality educational opportunities for all of New York's students. The Bard High School Early College (BHSEC) schools are models of educational reform that Race to the Top funding would be used to replicate in New York State. BHSEC provides students, representative of the diversity of New York City, the opportunity to earn a Bard College Associate in Arts degree and sixty college credits, at no cost, thereby helping them bridge the gap that so often prevents students from succeeding in higher education. Nearly all our students go on to complete four-year degrees at top colleges and universities, and many of them would not have had either the financial or academic resources to succeed without the boost they get from BHSEC. The majority of students who enrolled in the BHSEC program from underserved middle schools—students who were by many standards unprepared for rigorous high school and college work—have thrived in our program. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to target resources to support innovative secondary models.

Bard College strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

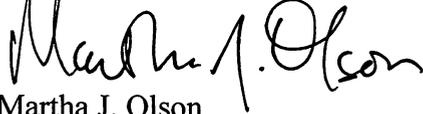
The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist the state by

A New York City Public School

serving as a resource in its efforts to increase the rates at which students graduate from high school prepared for college and careers.

We look forward to this unique collaboration.

Sincerely,



Martha J. Olson

*Bard College Dean of Education Initiatives
Bard High School Early College Dean of Administration
212-995-8479 x 4073; olson@bard.edu*

Cc: Leon Botstein, Bard College President

Office of the President

January 15, 2010

The Honorable Merryl H. Tisch
Chancellor, New York State Board of Regents
Education Building, Room 110
89 Washington Avenue
Albany, New York 12234

David M. Steiner
Commissioner of Education
The State Education Department
Education Building, Room 111
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch and Commissioner Steiner:

On behalf of the Commission on Independent Colleges and Universities (cicu), representing 112 non-profit, degree-granting institutions of higher education in New York State, we are writing to recognize the New York State Board of Regents' efforts to submit an application for Race to the Top (RTTT) funds through the U.S. Department of Education in Phase I of that federal stimulus program.

We want to assure you that we will carefully evaluate the totality of proposals that the Regents approved in concept in November and December, and that we stand ready to work with you in developing particulars that are of benefit to all who seek to learn and teach in New York State.

As are the Regents, our state's independent colleges and universities are deeply committed to quality teacher education programs and outcomes. In addition, and as the largest teacher preparation sector in our state — 67 independent colleges and universities offer programs leading to teacher certification in a wide and diverse array of content areas and settings at 75 campuses statewide — our Independent Sector also has a long history at the forefront of P-16 partnerships and collaborations with our state's schools, as illustrated in our Fall 2007 report to the State Education Department and as part of its progress report on the *Regents Statewide Plan for Higher Education, 2004-2012*. Our P-16 report makes clear that independent colleges and universities in New York are fulfilling their public service missions in significantly helping the neediest underserved populations and schools to attain the educational access and opportunity inherent in the Regents' goals for all of New York's citizens.

In that same spirit and tradition, we look forward to the evolving framework as integral partners with you in its development.

Sincerely,


John E. Sexton, President
New York University and Chair, cicu


Laura L. Anglin
President, cicu

cc: New York State Board of Regents
John B. King, Jr., Senior Deputy Commissioner, P-12 Education
Joseph P. Frey, Deputy Commissioner, Office of Higher Education



Leading the Way

January 7, 2010

New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the New York's Race to the Top application. The Stony Brook Center for Science and Mathematics Education (CESAME) is committed to a leadership role in carrying out the goals of the New York State Education Department. Without a School of Education, we annually graduate about fifty science and mathematics teachers, bring 5,000 middle and high school students into our innovative science teaching laboratories to carry out standards based activities, and direct numerous summer programs that bring advanced opportunities to students, especially those in high needs districts. We sponsor competitions in science and mathematics that offer challenges and support to our strongest students. We have received over \$15 M in external funding, including much recognition at the local state and national levels.

Additionally we direct programs at the pre-K, graduate and post-doctoral levels, positioning us well to link P-20 activities. This summer we will be offering a week-long science teacher mentoring program that will involve teachers from all of New York and this fall we will begin enrolling students into our doctoral program in science education, which was approved by the New York State Education Department only a few weeks ago. This will be a wonderful addition to the BA/MAT and MAT programs we now have in mathematics, biology, chemistry, physics and earth sciences.

Your leadership is crucial as we work to make New York a model state for education in the country. We look forward with great enthusiasm to being part of this effort and to working with you to raise student achievement and reduce achievement gaps in New York.

Sincerely,

A handwritten signature in black ink that reads "R. David Bynum".

R. David Bynum, Ph.D.
Professor of Biochemistry and Cell Biology
Director of the Center for Science and Mathematics Education

cc. Eric Kaler, Provost and Senior Vice President for Academic Affairs
Anne Schiano, New York State Education Department

Center for **Science**  **Mathematics** Education

STONY BROOK UNIVERSITY
Stony Brook, NY 11794-5233 • Telephone: 631-632-9750 • Fax: 631-632-9791



The Chancellor

January 5, 2010

Chancellor Merryl Tisch
New York State Board of Regents
89 Washington Avenue, Room 110EB
Albany, New York 12234

Commissioner David Steiner
New York State Education Department
89 Washington Avenue, Room 111
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner:

On behalf of The City University of New York (CUNY), I write to extend my strong support for your plans for the state's Race to the Top application. My discussions with both of you regarding ways to enhance the educational experiences of New York's students have been productive and inspiring. As the nation's largest public urban university, CUNY embraces both its responsibility and its opportunities to improve student success throughout the educational continuum.

The University looks forward to continuing to work closely with you to make New York State a vanguard state, implementing innovative and forward-looking reforms that enable improved learning outcomes across racial, ethnic, and income groups. We are particularly committed to strengthening principal and teacher effectiveness, as well as building a healthy K-12 pipeline that encourages increased college participation and proficiency. As you well know, CUNY is deeply involved in collaborative work to strengthen data systems in order to identify and address areas of concern, and I am pleased that this issue is prioritized in New York's application.

I recognize and appreciate that New York's Race to the Top plan calls for far-reaching reforms. The City University of New York is an important cog in the large wheel of reform, and we are committed to assisting you in formulating new approaches and executing thoughtful change to advance student achievement.

Thank you for your leadership and continued collaboration with the University. We look forward to our expanded partnership.

Sincerely,

A handwritten signature in black ink that reads "Matthew Goldstein". The signature is written in a cursive, flowing style.

Matthew Goldstein

METROPOLITAN CENTER FOR URBAN EDUCATION

December 9, 2009

To Whom It May Concern,

I am pleased to write in support of Rosa River McCutcheon's application for a faculty appointment in the School of Education at Lehman College. I served as the chair of Rosa's dissertation while she was in graduate school and I have worked closely with her for several years. I therefore am very familiar with her work and offer the following reference without reservation.

Rosa's research focuses on the challenges involved in reforming large urban high schools. New York City, like several cities across the United States, embarked upon an ambitious project to reform its high schools by converting large, comprehensive high schools, into small learning communities. Rosa's research focused on understanding whether or not these reforms were succeeding in overcoming the many challenges these schools face and in improving the academic performance of students. The school Rosa studied was grappling with many of the challenges that accompany serving an impoverished, high need population of students.

The approach Rosa took to her research was grounded in the use and application of social reproduction theory as well as sociological theories of race, urban communities and political economy. Specifically, she used ethnographic research to analyze whether the school in her study was able to counter the social and economic forces that reproduce inequality in education. To find the answer to these questions Rosa interviewed teachers and students, and closely examine how the key stakeholders at the school were working to overcome the many obstacles that often obstruct the success of urban high schools. Her research design was very strong and she was quite effective in establishing relationships with school personnel.

Based upon the quality of the dissertation she produced and her experience as a practitioner, I support her application for a faculty appointment. Her writing and research address important education policy issues and are of

great relevance to practitioners. The scholarship Rosa produced was exceptional and suggests that she has a promising academic career ahead of her. She is a dedicated young scholar with a commitment to serving disadvantaged schools and communities through her research. I wholeheartedly support her application. Please notify me if you have any questions regarding the issues raised in this letter.

Sincerely,

Pedro A. Noguera, Ph.D.
Peter L. Agnew Professor of Education
Steinhardt School of Culture, Education and Development
Executive Director, Metropolitan Center for Urban Education
New York University



THE STATE UNIVERSITY of NEW YORK

January 14, 2010

Nancy L. Zimpher
Chancellor

State University Plaza
Albany, New York
12246

518 443 5355
fax - 518 443 5360

chancellor@suny.edu
www.suny.edu

Chancellor Merryl Tisch
New York State Board of Regents
89 Washington Avenue, Room 110EB
Albany, New York, 12234

Commissioner David Steiner
New York State Education Department
89 Washington Avenue, Room 111
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner:

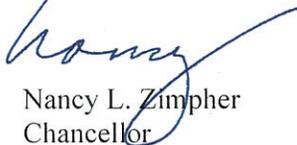
On behalf of the State University of New York (SUNY), I write to convey our support for New York State's bid for the Race to the Top award to help close the performance gap in New York.

SUNY is the largest comprehensive system of higher education in the nation. The University system prepares more teachers than any other institution in our state and has a unique responsibility to transform the preparation of our next generation of teachers and to strengthen the education pipeline. We look forward to leading the next stage of education reform in our state, in partnership with the Board of Regents, the Education Department, and others. In particular, SUNY has made an unprecedented commitment to strengthening teaching and school leadership through clinical practice, improving P-16 connections, and to the development of data systems to measure student growth and inform instruction.

Consistent with the Regents policies and the tenets of the Race to the Top initiative, SUNY has new leadership dedicated to strengthening the education pipeline. We believe this commitment will be an important contribution to the state's implementation efforts. The Race to the Top funding opportunity is critical to the state's ability to achieve this goal and increase the number of students who not only graduate from high school, but do so prepared to succeed in college.

I look forward to working with you on the development of next steps associated with New York's Race to the Top application.

Sincerely,



Nancy L. Zimpher
Chancellor

cc: Members of the Board of Regents



SYRACUSE UNIVERSITY

SCHOOL OF EDUCATION
TEACHING & LEADERSHIP PROGRAMS

*New York Higher Education Support Center for Systems Change
Task Force on Quality Inclusive Schooling*

January 6th, 2010

Dear Chancellor Tisch and Commissioner Steiner,

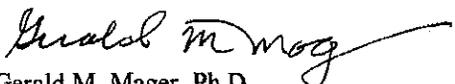
Thank you for sharing a summary of your plans for the state's Race to the Top application. The New York Higher Education Support Center for Systems Change (HESC), which, through its Task Force on Quality Inclusive Schooling, represents 72 higher education institutions with teacher preparation programs, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to focus on priority populations such as students with disabilities. Schools that chronically appear as needing improvement have almost invariably failed to address the academic achievement of students with disabilities. Improving learning for this vulnerable population, by developing effective teachers and leaders, will ultimately improve achievement for all students.

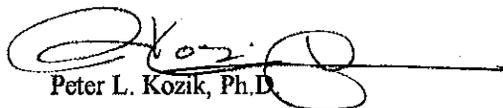
Therefore, the HESC strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist the state by providing the resources available through our State-wide infrastructure that includes institutions of higher education, technical assistance networks, teacher centers, parent centers, high needs and effective practice schools, advocacy groups, and service organizations.

We look forward to this unique collaboration.

Sincerely,


Gerald M. Mager, Ph.D.
Director, NY Higher Education Support Center


Peter L. Kozik, Ph.D.
Chairperson, Task Force on Quality Inclusive
Schooling

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

OFFICE OF THE PRESIDENT

January 12, 2010

VIA EMAIL

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. Teachers College, Columbia University, is the nation's oldest and largest graduate and professional school of education and constantly strives to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. We are particularly pleased by the plans to develop curriculum and assessment packages aligned to core standards.

We believe that a strong application will not limit cross-agency, comprehensive improvement models to secondary schools since evidence shows that elementary schools are more likely to be the focus of family attention.

We have hesitations about the state's desire to develop new clinically-based degree granting teacher education programs since there are several strong existing programs, such as ours, that could benefit from funding to support expansion. We are also strongly committed to the role of institutions of higher education in granting degrees.

Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process.

Teachers College supports New York's plan for Race to the Top. Once implemented with the suggestions above, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

We look forward to this unique collaboration.

Sincerely,



Susan H. Fuhrman
President
Teachers College, Columbia University

Race to the Top: Letters of Support

J. Intermediaries and Turnarounds

CITY PREP
ACADEMIES
1230 AVENUE OF THE AMERICAS
NEW YORK, NY 10020

January 7, 2010

Dear Chancellor Tisch and Commissioner Steiner,

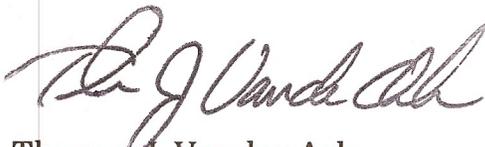
Thank you for sharing New York's Race to the Top application. We appreciate the focus on high standards, data-driven instruction, and strong accountability.

City Prep is a planned network of innovative secondary schools that blends the best of online and onsite learning. We are prepared to support state efforts to turnaround or replace low performing schools statewide.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist New York City with exciting innovation initiatives.

We look forward to a productive partnership for the students of New York.

Sincerely,



Thomas J. Vander Ark

1230 Avenue of the Americas
New York, NY 10020



Expeditionary Learning Schools Outward Bound

January 7, 2010

Scott Hartl
President and CEO
Expeditionary Learning Schools
247 West 35th Street
New York, New York 10001
212-239-4455
shartl@elschools.org

Dear Chancellor Tisch and Commissioner Steiner,

Expeditionary Learning Schools (EL) is happy to lend its support to New York State's Race to the Top application.

EL is a national K-12 school reform organization with a 17-year track record of starting new schools and transforming existing schools into high achieving learning communities. Sustained implementation of the EL design has a powerful impact on student achievement in all kinds of schools and for all student subgroups. It is particularly effective for Black and Hispanic students, low-income students, and students with special needs.

In 2009-2010, we are working with 165 schools nationally, 24 of which are in New York State. Ten of the NY EL schools are in New York City, where New York City Outward Bound delivers Expeditionary Learning's intensive program of professional development and technical assistance, and 14 are upstate with a particular concentration in the Rochester area.

Many of these schools are low-performing, and New York State's plan will help us help those schools improve quickly and significantly. And our focus on effective teaching and school leadership is highly compatible with the thrust of New York's application.

We look forward to working with you as a partner in this critical effort.

Sincerely,

Scott Hartl
Expeditionary Learning Schools



GERRY HOUSE, ED.D.
President & CEO

January 8, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The Institute for Student Achievement (ISA), which partners with school districts to turnaround failing public high schools, is constantly striving to ensure high quality educational opportunities for all of New York's students. We currently work closely with several New York school districts (New York City, Wyandanch, Hempstead, Peekskill and Buffalo) on the turnaround of their failing high schools and see the direction taken in the state's Race to the Top proposal as a major support to this work.

We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low-performing schools. In particular, we support New York's efforts to identify the state's lowest-performing schools and focus resources on these schools, to leverage external leader partners to assist districts with implementing school change strategies, and to create a statewide technical assistance center to support the implementation of school intervention models.

ISA strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement, close the achievement gap and prepare all of New York's students for success in college.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist the state by providing information, evidence and expertise on pertinent issues — sharing lessons learned from our successful practice in creating high-performing public high schools.

We look forward to this unique collaboration.

Sincerely,

A handwritten signature in black ink that reads "Gerry House". The signature is written in a cursive, flowing style.

Gerry House, Ed.D.

INSTITUTE FOR STUDENT ACHIEVEMENT

One Hollow Lane, Suite 100
Lake Success, NY 11042
(516) 812-6700
www.studentachievement.org



320 West 13th Street
New York, NY 10014
212 645-5110
Fax 212 645-7409
<http://www.newvisions.org>

January 5, 2010

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Dear Chancellor Tisch and Commissioner Steiner,

New Visions for Public Schools strongly supports New York State's plan for Race to the Top. We are deeply committed to the strategies outlined in New York State's aggressive, new approach to standards and assessment, data systems, teacher and principal effectiveness and low performing schools. We have no doubt that these reforms, when implemented together, will result in the dramatic transformation of public education envisioned by President Obama and Secretary Duncan.

As the largest organization dedicated to improving the quality of education children receive in New York City's public schools, New Visions has been at the center of New York City's efforts to radically improve its schools. New Visions has a 20-year history of implementing innovative solutions that have led to significant gains in student achievement and system-wide improvement. We have created 129 small public schools that have proven that poor, underserved students can graduate from high school in large numbers and percentages. Today, as a Partnership Support Organization to the New York City Department of Education, New Visions is accountable for improving student achievement in 76 public schools, serving 35,000 over students.

We are pleased that the State's proposal builds on the lessons learned in New York City's collective work and provides reformers and entrepreneurs with the critical tools necessary to push for even greater achievement gains for City and State students. We believe the New York's RTT plan eliminates key regulatory barriers, particularly around preparing, supporting and holding teachers accountable for student growth, that will enable a large number of stakeholders to substantially ramp up school improvement efforts. When taken together, these proposals will improve classroom instruction and ensure more students are prepared for careers or college.

To be specific:

- Standards and Assessments: New Visions fully supports New York State's plan for ensuring our state standards are internationally benchmarked and our assessment system is rigorous, includes formative and interim assessments, and incorporates 21st century competencies. New Visions works intensively with teacher teams in our schools in a data and inquiry process that, as it is being institutionalized into school culture, will help teachers put the new assessments and standards into practice in the future. New standards and assessments will dramatically improve these efforts.
- Data Systems to Support Instruction: New Visions also has a keen interest in New York's plan to expand its data system to encompass a P-20 longitudinal database. Working with the City and State, New Visions has been at the forefront in developing data tools for schools and providing training that helps principals, teachers, parents and students use these tools to track progress toward graduation and college and make decisions to support student learning. We have also piloted a K-16 database with our own schools. The proposed statewide longitudinal database would be enormously helpful to our work with schools and would allow teachers and administrators to take much more informed and effective actions in classrooms and across schools.
- Great Teachers and Leaders: The vast majority of schools of education are not aligned with the instructional needs of students, the academic standards of states, nor accountability systems that put student learning at the center of instruction. New York State's RTT plan outlines critical steps for transforming this monopoly, the single greatest barrier to growing an effective teaching corps. New Visions for Public Schools currently leads unique certification programs for aspiring teachers and principals that permit students to graduate only if they can demonstrate that they have moved professional practice in school-based work. We've learned a significant amount from these efforts—from the designing of relevant, engaging curriculum for aspiring teachers and leaders, to conducting performance-based assessment of candidates, to "teacher leader" or mentor training, to building "career ladders" that span a teacher's professional life in education. In doing this work, we have partnered with innovative universities, but they are few and far between. New York State's bold effort to create school-based certification and masters programs without university participation, that will directly link teacher preparation and induction with a laser like focus on student achievement, are unique in the Country and essential to the transformation of effective instruction in our schools.
- Turning Around Struggling Schools: Finally, we believe that New York State outlines a comprehensive plan in RTT for turning around the State's struggling schools—and drives upon strong examples from New York City's work to draw upon. The State's proposal reflects what we know works, including replacing struggling schools with small, effective high schools; supporting struggling schools in phasing out or closing; and transforming schools through intensive support. We are particularly excited that the State proposal would give organizations like New Visions significantly greater authority over the decision-making process as an Education Management Organization. In sum, the State proposal makes it possible for us and other groups willing to be accountable for student outcomes to take a much more significant role in our⁹⁷ schools. The legislative priorities around

charter schools and EMOs are of particular interest to us as we explore potential next steps in our work with schools.

We expect that New York State's RTT plan, when implemented, will produce dramatic improvements in student achievement in every struggling school in the state. We are excited about the opportunities the plan provides and intend to pursue a formal role in its implementation by responding to partnership opportunities per the State's RFP process.

We look forward to this unique and critical collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read 'RH', with a long horizontal flourish extending to the right.

Robert Hughes
New Visions for Public Schools



New York City Outward Bound

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Richard Stopol

New York City Outward Bound

29-46 Northern Blvd

Long Island City, NY 11101

January 4, 2010

Dear Chancellor Tisch and Commissioner Steiner:

I am writing on behalf of the board and staff of New York City Outward Bound to express our strong support for New York State's plan for Race to the Top funding. We've seen a summary of that plan and are very excited by its potential to bring about higher levels of student achievement throughout New York State and to make additional strides in closing the achievement gap that continues to exist in our State and throughout the country.

As you know, NYC Outward Bound has for the past two decades brought Outward Bound's educational principles and practices to New York City's young people and their public schools. We have served more than 50,000 young people from 250 of the City's public schools. And we are now full partners with the City's Department of Education in operating 9 schools that are based entirely on Outward Bound's national educational model, Expeditionary Learning, and that are targeted to students in underserved neighborhoods across the City. There are also 8 other Expeditionary Learning schools in other cities in New York State, including Buffalo, Rochester and Syracuse.

It is no accident that New York State contains the largest cluster of Expeditionary Learning schools of any state in the country. The State has encouraged and supported the kinds of innovative teaching and learning practices that Expeditionary Learning brings to schools. The State's Race for the Top application contains a number of far-reaching proposals that would help to further spur and sustain innovation and reform in the areas of standards and assessment, data systems, teacher and principal effectiveness, and turning around low performing schools. We're particularly supportive of the State's proposals for attracting, retaining and supporting high quality teachers and principals since we believe that teacher/principal quality is the key determinant of school success and therefore devote significant amounts of our organizational resources to professional development and other supports that promote quality instruction and school leadership.

The provisions in the State's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a more formal role in the implementation of the State's Race to the Top efforts by responding to partnership efforts per the State's RFP process.

Again, we are pleased to lend our support to New York State's Race to the Top application, and we look forward to working with educators and policymakers throughout the State to help implement the proposals for reform set forth in that application.

Sincerely,

Richard Stopol

President, New York City Outward Bound



TRANSFORMING THE MOST CHALLENGED
PUBLIC SCHOOLS™

January 6, 2010

Chancellor Merryl H. Tisch
Commissioner David Steiner
NY Board of Regents
State Education Depart
Albany, NY 12234

RE: Support for Race to the Top Application

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application.

As an organization dedicated to the transformation of high-poverty schools, all of us at Turnaround (Turnaround for Children, Inc) were so excited by the New York State application and the many ways in which it reinforces the reform strategies known to bring about transformational change. We particularly appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessments, data systems, teacher and principal effectiveness and focusing resources where they can have the highest impact in turning around chronically underperforming schools serving children growing up in poverty. We look forward to assisting the state in devising plans to achieve this.

Turnaround has worked in 60 NYC schools to date, and is poised to work in locations outside of New York City. We believe that our track record of success in building the capacity of schools to address barriers to teaching and learning in highly challenged school environments positions us well to work with clusters of schools in restart and transformation processes, which in many cases will prevent the need for closure altogether. Specifically, Turnaround's intervention model enables schools to attain readiness in the basic elements required for effective instruction, address gaps in the training and preparation of school staff (in areas such as defusing disruption, managing classrooms and working with diverse learners) and ensure that at-risk youth are connected to the academic and nonacademic resources they need to be successful in school.

Turnaround strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to transform low-performing, high-poverty schools and definitively close the achievement gap for all of New York State's students. The provisions in the State application ensure New York is strongly positioned to receive the maximum amount of funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process.

We also plan to assist the State in ways other than formal partnership. With our knowledge of how schools in the highest-need communities must be designed and of the skills required of educators in these schools, we believe we can support the State in becoming a technical assistance center to LEAs that predominantly serve children growing up in poverty and help LEAs systematically remove the barriers to high levels of academic achievement.

Please let us know how else we can be of assistance as you complete the planning for these important initiatives. We look forward to working with you on this.

Sincerely,

A handwritten signature in black ink that reads "Pamela Cantor MD". The signature is written in a cursive style with a large, looping initial "P".

Pamela Cantor, MD
President and CEO

Race to the Top: Letters of Support

K. Large Urban Libraries



BRIDGET QUINN-CAREY
DIRECTOR

RECEIVED

JAN 07 2010

**COMMISSIONER
OF EDUCATION**

January 5, 2010

Chancellor Merryl Tisch and Commissioner David M. Steiner
New York State Board of Regents
The State Education Department
The University of the State of New York
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The Buffalo and Erie County Public Library System, which in its efforts to expand access to quality literacy services and focus on the wealth of educational materials housed in our special collections, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to strengthen the STEM curriculum and encourage the participation of community organizations in planning for the future of public education.

The Buffalo and Erie County Public Library System strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

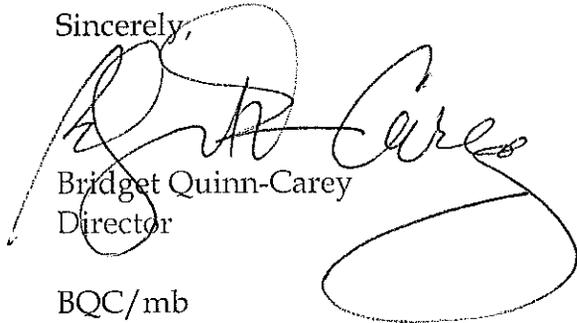
The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. We plan to assist the state by working with our public and charter schools to continue to provide excellent educational opportunities for students and their families outside of the traditional school day that complement formal learning and are based on the goals and priorities outlined in New York's plan. We will also provide complementary information literacy

Letter to Chancellor Merryl Tisch and Commissioner David M. Steiner
January 5, 2010
Page 2 of 2

skills training and learning opportunities to students; these skills are key components of success, and are vital for our students and the future of our community.

We look forward to this unique collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read "Bridget Quinn-Carey". The signature is fluid and cursive, with a large loop at the end. It is positioned to the right of the typed name and title.

Bridget Quinn-Carey
Director

BQC/mb



Thomas W. Galante
Library Director

January 11, 2010

Queens Library
89-11 Merrick Boulevard
Jamaica, NY 11432

Dear Chancellor Tisch and Commissioner Steiner:

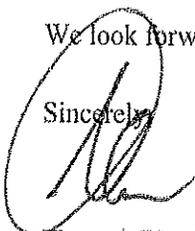
Thank you for sharing a summary of your plans for the state's Race to the Top application. Queens Library is the highest circulating public library in the country. It serves the 2.3 million residents of Queens through its Central Library, 61 community libraries, 7 adult learning centers and 2 family literacy centers. We work closely with schools in the borough and additionally serve students and their families during non-school hours, afterschool, weekends and summers. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to take advantage of the breadth of scope encompassed by the State Education Department to utilize the experience, skills and resources of libraries and other cultural institutions to improve the lowest performing schools.

Queens Library strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. We hope to have the opportunity to take part in implementation of the state's Race to the Top efforts by responding to partnership opportunities according to the state's RFP process. In addition, we would welcome the opportunity to represent public libraries on work groups as needed, or provide information on the role urban public libraries can play in preparing students for success.

We look forward to this unique collaboration.

Sincerely,



Thomas W. Galante
Library Director & Chief Executive Office

Race to the Top: Letters of Support

L. Leadership Development



45-18 Court Square, 2nd Floor
Long Island City, NY 11101-4347

January 4, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing New York's summary plan for its Race to the Top application, which we have reviewed and endorse. We applaud the plan's commitment to achieving far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we strongly support New York's efforts to bolster school leadership by strengthening the career continuum for principals and by improving access to robust professional development opportunities through expansion of the state's leadership academies. We too see school leadership as a critical lever for improving students' academic performance and closing the achievement gap.

Established in 2003 as part of New York City's *Children First* education reforms, the NYC Leadership Academy is an independent nonprofit organization that prepares aspiring school leaders for the challenging work of school turnaround and builds current school leaders' capacities to lead school improvement efforts. Since 2003, our Aspiring Principals Program (APP) has graduated 392 educators committed to closing the achievement gap through service in New York City's lowest performing schools, and our graduates represent 16% of New York City's over 1600 principals. Recently, NYU's Institute for Education and Social Policy conducted the first independent evaluation of the APP program and found a statistically significant program effect on student gains in Elementary and Middle School English. We also coach and support new and experienced New York City public school principals; since our inception, we have provided coaching to more than half of New York City's public school principals.

We also work with school districts and states across the country and, as you know, have worked closely with the New York State Education Department in the development of NYSED's leadership academies in Rochester and the Mid-Hudson Region. We are poised to contribute to the State's efforts to expand the leadership academies as part of its Race to the Top program.

We look forward to ongoing collaboration and stand ready to support the state's ambitious reform efforts.

Sincerely,

Sandra J. Stein
Chief Executive Officer

Race to the Top: Letters of Support

M. Legislative Leaders

Congress of the United States
Washington, DC 20515

January 12, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Secretary:

As New York Members of Congress, we are writing to express our strong support for New York State's application for Race to the Top funding.

New York State has a rich and impressive history of educating a diverse population of students and of promoting educational innovation, but we are committed to doing even more. The Race to the Top (RTTT) presents a unique opportunity to build on the unrivaled strengths of the University of the State of New York (USNY), which includes not only schools and colleges, but also libraries, museums, archives and public broadcasting, to bring profound changes that will make a real difference in the educational achievement of all of our State's students. The unique Board of Regents governance structure and interconnected network of resources, combined with the support of the Governor, provide the breadth of support and influence for a successful RTTT application. Moreover this structure will ensure that RTTT dollars are used to drive improved, college-ready educational achievement for all students, with a particular focus on historically under-served priority populations including low-income students, African American students, Hispanic students, English Language Learners (ELL), and Students With Disabilities (SWD).

The State has actively engaged all of its education partners to, in your words, "trail-blaze effective reforms and provide examples for States and local school districts throughout the country." With support from RTTT, New York State will be able to implement a full-range of education reforms that will improve the educational outcomes of all our students quickly and comprehensively. Each one of the State's 3.1 million K-12 students will have access to a world-class education, the chance to succeed in college or meaningful employment in our 21st century global economy, and the tools and desire for a lifetime of learning.

We believe that New York State, working with all of its stakeholders, has put together an application that demonstrates its commitment to innovative, comprehensive, coordinated education reform and is worthy of receiving RTTT funding.

We respectfully request the Department of Education give New York's grant application its utmost consideration. Thank you for your attention to this matter. If we can be of further assistance, please do not hesitate to contact Phil Putter (McCarthy) at 202-225-5516.

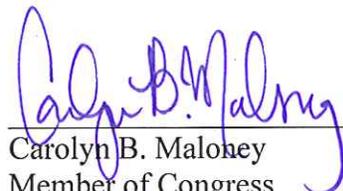
Sincerely,


Carolyn McCarthy
Member of Congress

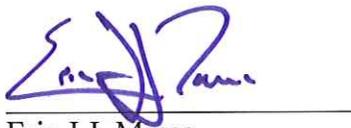

Charles E. Schumer
United States Senate


Kirsten E. Gillibrand
United States Senate

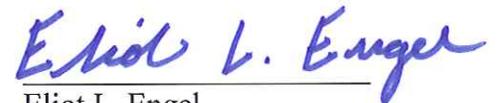

Gary L. Ackerman
Member of Congress


Carolyn B. Maloney
Member of Congress


Edolphus Towns
Member of Congress

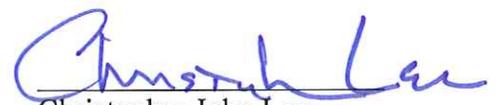

Eric J.J. Massa
Member of Congress


Brian Higgins
Member of Congress


Eliot L. Engel
Member of Congress

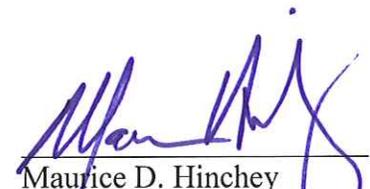

Paul Tonko
Member of Congress

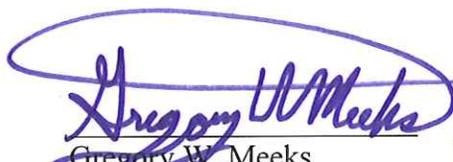

Timothy H. Bishop
Member of Congress

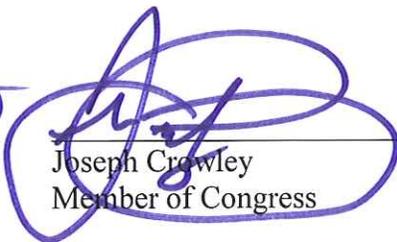

Christopher John Lee
Member of Congress


Louise McIntosh Slaughter
Member of Congress

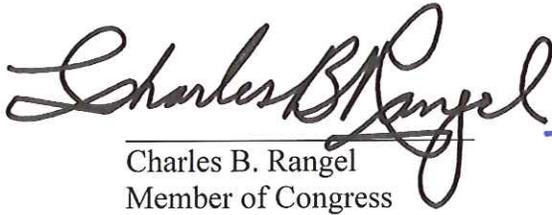

Yvette D. Clarke
Member of Congress


Maurice D. Hinchey
Member of Congress

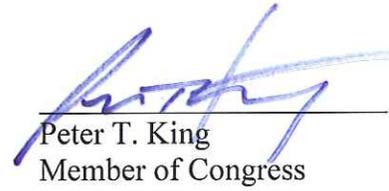

Gregory W. Meeks
Member of Congress


Joseph Crowley
Member of Congress

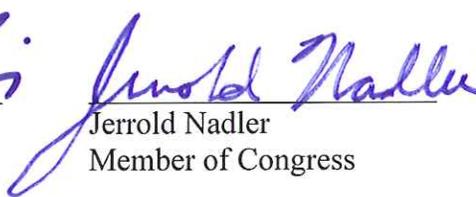

William L. Owens
Member of Congress


Charles B. Rangel
Member of Congress


Steve Israel
Member of Congress

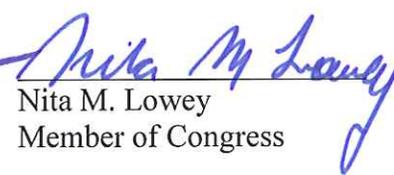

Peter T. King
Member of Congress

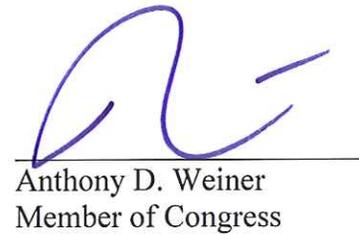

Daniel B. Maffei
Member of Congress

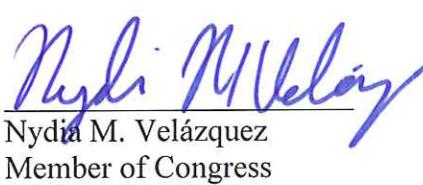

Jerrold Nadler
Member of Congress

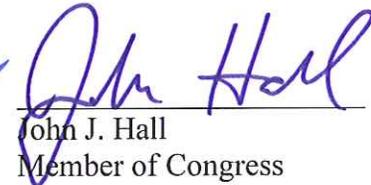

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Anthony D. Weiner
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Nydia M. Velázquez
Member of Congress


John J. Hall
Member of Congress


Michael E. McMahon
Member of Congress

Cc: Joanne Weiss
Director, Race to the Top
U.S. Department of Education



THE SENATE
STATE OF NEW YORK
ALBANY 12247

MALCOLM A. SMITH
NEW YORK STATE SENATE
PRESIDENT PRO TEMPORE

January 13th, 2010

Chancellor Merryl H. Tisch & Commissioner David M. Steiner
The New York State Department of Education
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch & Commissioner Steiner,

I write in unwavering and absolute support of the exemplary Race to the Top application that you have diligently crafted on behalf of the people of New York State.

In my role as President Pro Tempore of the New York State Senate, and being a substantive participant in this essential process since its commencement, I can directly attest to the fact that New York's Race to the Top plan calls for necessary and revolutionary reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness and low performing schools.

In the course of constructing this thoroughgoing proposal, you have diligently engaged the whole spectrum of education partners and developed a plan that involves a comprehensive range of education reforms that, upon implementation, will improve the educational outcomes of all New York State's students.

In addition, you have taken great care to develop a precise proposal that positions our State to receive the maximum allocation of available funding—and, once actualized, this plan will substantially enhance our efforts to advance student achievement and close, forever, the achievement gap.

I look expectantly forward to this unique opportunity for collaboration and accomplishment on behalf of our State, and most especially, our students.

Most Sincerely Yours,

Malcolm A. Smith
President Pro Tempore



SHELDON SILVER
Speaker

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

Room 932
Legislative Office Building
Albany, New York 12248
(518) 465-3791

January 15, 2010

Dr. David M Steiner
Commissioner of Education
President, University of the State of New York
Education Building Rm. 111
89 Washington Avenue
Albany, New York 12234

Dear Commissioner Steiner:

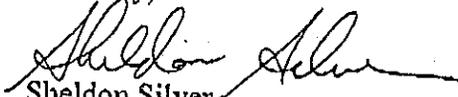
I write this letter in support of New York State's Race to the Top application and to clarify the intent of a provision of New York's Education Law on the issue of tenure determinations and the use of student data in making such determinations.

When New York State enacted into law §3012-b of the Education Law, it was our intent to simply require that student performance data not be used as the sole basis of making tenure determinations, but that it be a component of tenure determinations, to be used in conjunction with peer review and an assessment made by the building principal or administrator.

In further support of that, New York State has regulatory guidance for how student achievement data should be used for the purposes of teacher evaluations. For example, teachers are subject to an annual professional performance review pursuant to Commissioner's regulation 100.2(o)(2) which includes an evaluation of a teacher's instructional services based on student development and student assessment

Therefore, there are no "legal, statutory, or regulatory barriers at the State level to linking data on student achievement or student growth to teachers and principals for the purpose of teacher and principal evaluation" as prohibited by the Race to the Top requirements. Lastly, should there be any remaining concerns, the provision of law sunsets June 30 of this year and the Assembly intends to let the law expire.

Sincerely,


Sheldon Silver
Speaker



CATHERINE NOLAN
37th Assembly District
Queens County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIRWOMAN
EDUCATION COMMITTEE

COMMITTEES
Rules
Veterans
Ways and Means
Corporations, Authorities, and Commissions

January 14, 2010

Chancellor Merryl H. Tisch
New York State Education Department
89 Washington Avenue Room 110EB
Albany, New York 12234

Commissioner David M. Steiner
New York State Education Department
89 Washington Avenue Room 111
Albany, New York 12234

Dear Chancellor Tisch and Commissioner Steiner:

As Chair of the Assembly Standing Committee on Education, it is my pleasure to support New York's participation in Race to the Top. The plan which the State Education Department has developed certainly demonstrates to me that New York can be well on its way to advance student achievement through quality education for all. This is and has been the goal of the Assembly under the leadership of Speaker Sheldon Silver.

My colleagues and I in the Assembly are committed to the best education for all New Yorkers. Despite the economic downturn and the demands on the state's revenues, we have championed education and will continue to do so. With funding through Race to the Top, New York can implement the goals which you highlight in the state's plan: rigorous educational standards, improved student achievement, effective teaching and transformation of low performing schools. In addition, your plan expands New York's commitment, with state funding, to science, technology, engineering and math, particularly in high need middle and high schools. All of these initiatives will improve the educational outcomes of New York's students.

Thank you also for reaching out to the stakeholders throughout the state including parents, teachers, administrators and staff who are the front-line of our education system. They make it happen. As a parent of a New York public school student, I can say with all sincerity, despite occasional frustrations, that I am proud of the education that my son receives and the work his teachers, administrators and staff accomplish every day under often difficult conditions and never with enough support. Funding through Race to the Top distributed to the priorities outlined in the state's plan will help these dedicated educators prepare our children for college and work in the twenty-first century.



JOEL M. MILLER
Assemblyman 102nd District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

RANKING MINORITY MEMBER
Committee on Higher Education

COMMITTEES
Rules
Education
Election Law
Health

ASSEMBLY MINORITY TASK FORCES
Co-Chair, Real Property Tax Reform
Crime in our Communities
Sex Offender Watch
Medicaid Fraud, Waste and Abuse

MEMBER
Joint Legislative Committee on
Homeland Security
New York State Assembly
Intern Committee

January 12, 2010

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the State's Race to the Top application. In my previous role as Ranker for the Assembly Higher Education committee and in my current role as Ranker for the Assembly Education committee I continually strive to ensure high quality educational opportunities for all of New York's students. I appreciate that New York's plan calls for far reaching reforms in the areas of standards and teacher assessment.

In particular I support the Plan's Assurance area of Great Teachers and Leaders specifically the development of an enhanced Annual Professional Performance Review (APPR) for teachers. After you factor in the programs for students with special needs, the support provided by the family and the location of that student on the educational spectrum, you now have to evaluate the additional education the teacher was able to provide to the student. Keeping in mind the previous factors, a good tool and not the only tool used to assess the teacher would be the student's achievements on statewide testing.

I look forward to approval of the State's plan.

Sincerely,

JOEL M. MILLER
Member of Assembly
102th Assembly District
JMM: jjt



New York State Senate Education Committee
Suzi Oppenheimer, Chairwoman

846A Legislative Office Building
Albany, New York 12247
(518)455-2631 Fax: (518)426-6919

January 12, 2010

Hon. Merryl H. Tisch, Chancellor
Dr. David M. Steiner, Commissioner of Education
New York State Education Department

Dear Chancellor Tisch and Commissioner Steiner:

I am writing to express my support of New York's application for federal Race to the Top funding. As chair of the Senate Education Committee, I share your commitment to improving our schools and ensuring all students are well-prepared for the challenges of college and careers. In these difficult economic times, the RTTT grant program presents New York with a unique opportunity to accelerate our efforts to close the achievement gap.

New York's 2.6 million school children are making significant gains. But there is more work to be done. Under your leadership, the state is advancing a bold proposal that builds on the Board of Regents exemplary record of pursuing innovative strategies to improve student learning.

In particular, I support your efforts to update the state's rigorous learning standards, redesign the assessment program to include 21st century competencies, adopt an accountability model that includes student growth measures and strengthen teacher training and school leadership. I also believe charter schools play an important role in helping thousands of at-risk students reach their potential. The legislature's willingness to expand this option whenever a cap has been reached will make New York a top contender in this competitive race.

It is my hope that that when implemented and appropriately funded your plan will help ensure academic excellence will no longer be a goal--but rather a reality in every classroom throughout the state. I look forward to working with you.

With warmest regards,

A handwritten signature in black ink that reads "Suzi Oppenheimer". The signature is written in a cursive, flowing style.

Suzi Oppenheimer
State Senator

Race to the Top: Letters of Support

N. Parent Organizations



The Committee for Hispanic Children and Families, Inc.

110 William Street, Suite 1802, New York, NY 10038 T: 212-206-1090 F: 212-206-8093 www.chcfinc.org

Elba I. Montalvo
Executive Director

January 4, 2010

Board of Directors:
José M. Rivera
Chairperson
José Nazario
Vice Chairperson

Dear Chancellor Tisch and Commissioner Steiner,

Denise Durham Williams
Treasurer
Bruce Irushalmi
Secretary

Thank you for sharing a summary of your plans for the state's Race to the Top application. The Committee for Hispanic Children and Families, Inc. (CHCF) has been dedicated to improving the quality of life for Latino children and their families since 1982. CHCF is constantly striving to ensure high quality educational opportunities for all of New York's students, including English Language Learners.

Arisa Batista Cunningham
Michael L. Cafarelli
Lance de la Rosa
Katie Graziano
Christopher Herrick
Carmine Magazino
Gail Mellow
Indhira Polanco
Claudia T. Valencia
Mark Wagar
Arnold F. Wellman

We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to use RTTT dollars to improve the educational achievement of low-income, Latino and English Language Learner students, who historically have been underserved. We also support efforts to expand and improve current data systems to include P-20 data to identify early what students need to succeed academically. CHCF supports recruiting, preparing and supporting teachers in high-need schools and incorporate linguistic and cultural competency standards. CHCF supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

Corporate Advisory Board:
Mark Wager
Chairperson

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding.

Thomas I. Acosta
Nadeen Ayala
Jeannine N. Blanco
Bill Cella
Miguel Centeno
Carlos Deschappelles
Rita DiMartino
Michael Donahue
Ronald H. Furman
Federico Gómez-Schumacher
Harley M. Griffiths
Lew Leone
Salle Mars
José Luis Mendez
Denisse M. Oller
Enrique Pérez
Cynthia Ponce Abrams
Clarissa Ramos-Cafarelli
Carlos Sanchez
Douglas Rodriguez
Michael Rodriguez

We look forward to this unique collaboration.

Sincerely,

Elba Montalvo
Executive Director



Race to the Top: Letters of Support

O. Potential Partners



Academy for Educational Development

January 12, 2010

David Steiner
Commissioner
New York State Education Department
Albany, NY

Dear Commissioner Steiner:

I am writing on behalf of my AED colleagues to express support for New York's Race to the Top application and our commitment to work with your department and school districts in the state on the effective implementation of the work proposed.

AED, an international education and human development organization, works with states and school districts throughout the United States in many innovative initiatives that prepare students for success in postsecondary education and careers; develop effective teachers and principals; use data systems to track students' progress and improve practice; and turn around low-performing schools. We support networks of struggling schools (particularly in high-need communities); provide leadership development and professional development; guide the planning and implementation of new, small schools; and conduct research to inform and evaluate educational transformation. We look forward to continuing this work in New York and to collaborating in the state's proposed new efforts.

Thank you for sharing a summary of your plans for the state's Race to the Top application. AED has worked on similar initiatives in New York and elsewhere and values the bold, systemic approach you have outlined. We particularly acknowledge the proposed efforts to turn around low-performing schools and to ensure every student in the state with access to a high-quality education.

AED intends to seek a formal partnership with the state to support implementation of the Race to the Top initiatives in schools and districts throughout the state, particularly in the support for the transformation of middle-grades and high school education, teacher and principal development, and the use of early data indicators to improve instruction and ensure high school success.

Sincerely,

Patrick Montesano
Vice President and Director
AED Center for School and Community Services

c. Merryl Tisch, Chancellor

100 Fifth Avenue, New York, NY 10011
Tel. 212-243-1110 Fax 212-627-0407

John Murray
Chairman & CEO

January 7, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. AdvancePath Academics, Inc. operates at-risk intervention and dropout recovery Academies in partnership with school Districts under a Public Private Partnership (PPP) / school-within-a-school model. We reduce dropout rates and improve graduation rates while working within the District student revenue budget - we are cost-neutral to revenue positive for our partners.

AdvancePath is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to significantly improve low performing schools, reduce dropout numbers, increase graduation rates and improve college readiness.

AdvancePath Academics strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. New York State has a long tradition of embracing innovative solutions to provide multiple educational pathways to its diverse population of students. This fact should be considered by the Federal Department of Education when undertaking their proposal evaluations and AdvancePath will add its voice to that of New York State to ensure it is so.

We look forward to this unique collaboration.

Sincerely,



John Murray
AdvancePath Academics, Inc.
jmurray@advancepath.com
Cell: (757) 784 - 4038

Please see our Academies in action at:
http://www.youtube.com/watch?v=Wx3kIzcf_M



December 22, 2009

Dr. John B. King, Jr.
Senior Deputy Commissioner for P-12 Education
New York State Education Department
Albany, NY 12234

Michael T. Nettles
*Senior Vice President and
Edmund W. Gordon Chair,
Policy Evaluation and
Research Center*
Phone: (609) 734-1236
Fax: (609) 734-5960
Cell: (609) 439-6055
Email: mnettles@ets.org

Dear Dr. King:

We are writing to express our enthusiastic support for the New York Race to the Top proposal to the U.S. Department of Education.

ETS PERC would be interested in partnering with the New York Education Department to bring about needed improvements in the professional development of school teachers and leaders as it pertains to the use of formative assessment in the classroom and strengthening instruction in elementary and middle schools, with a particular focus on mathematics. The ultimate goals of our contribution are:

- Increasing student achievement in mathematics, as reported by the NAEP and the assessments required under the ESEA;
- Decreasing achievement gaps between subgroups in mathematics, as reported by the NAEP and the assessments required under the ESEA.

ETS PERC proposes to actualize these goals by expansion of the SITES-M project, currently being implemented in Tennessee. Specific elements include:

1. Creating a statewide umbrella organization whose focus is on identifying, sharing, and providing training in best practices on elementary and middle mathematics;
2. Collecting and analyzing data, and making recommendations for program modifications;
3. Hosting an annual two-week summer professional development institute for in-service teachers that focuses on strengthening content knowledge of mathematics as well as knowledge of mathematics for teaching;
4. Coordinating Saturday mathematics workshop which will serve to support teachers' efforts to improve instruction and reinforce the learning from the summer professional development institutes;
5. Training in and implementation of *Keeping Learning on Track* (KLT) assessments for learning, as well as implementing Teacher Learning Communities (TLCs);
6. Training in the use of Educational Testing Service's standardized observation protocols;
7. Creating Mathematics Challenges – age and grade-appropriate formative assessments for K-4 students, aligned with newly revised state mathematics standards;
8. Collaborating with the Education Program for Gifted Youth at Stanford University, informally known as the *EPGY Stanford Math Program*
9. Supporting a website for New York State, similar to the website for the original project at Tennessee State University <http://www.tnstate.edu/sitesm/>;

10. Reviewing and strengthening of curricula and course requirements in colleges and universities that prepare pre-service teachers of elementary and middle school students;
11. Increasing community engagement through activities such as Parent University and Community Math Night.

We are committed to improving teaching and learning for all children in this nation and around the world. We look forward to working closely with the New York State Education Department to achieve the Race to the Top goals in schools across the State.

We thank you for your consideration to be your partners in this significant enterprise, and we look forward to discussing your interest in our collaboration in the near future.

Sincerely,



Michael T. Nettles, PhD
Senior Vice President and Edmund W.
Gordon Chair
Policy Evaluation and Research Center
Educational Testing Service



Mario Yepes-Baraya, PhD
Senior Consultant for Research and
Development
Policy Evaluation and Research Center
Educational Testing Service



January 5, 2010

Dear Race to the Top selection committee,

This letter is to offer the support of Mass Insight Education & Research Institute (Mass Insight) for New York's application to the United State Department of Education's competitive Race to the Top fund. We believe that in the assurance area of school turnaround, New York has demonstrated an impressive and exceptional commitment to the principles necessary to enacting dramatic and effective school turnaround of its most chronically failing schools. We are confident that if awarded the competitive grant, New York will be ready and willing to implement the critical actions necessary to implement scalable and sustainable school turnaround.

Mass Insight has been working closely with New York over the past year to ready the state for deeper school turnaround efforts. In particular, New York has been part of Mass Insight's Partnership Zone Initiative (PZI). The PZI is a three year, \$70 million dollar effort to create scalable and sustainable school turnaround. It will bring together public and private support for partner organizations working with states and districts in transforming clusters of under-performing schools.

New York is among a very select group of six states invited to take the next step in committing to work with us in the Partnership Zone Initiative because of its: 1) commitment to the Partnership Zone framework set forth in the *Turnaround Challenge* report; 2) commitment to investing the additional resources necessary for successful turnaround; and the 3) alignment and support of your state and district leadership. These factors are very aligned with the Race to the Top guidance on turnaround as well.

We believe the Partnership Zone is a tremendous opportunity for all of our participating states to implement a scalable school turnaround strategy and a sustainable method of improving district systems. New York's involvement in this initiative to date clearly demonstrates that they have moved beyond planning and are taking active steps to implement a turnaround strategy for the bottom 5% of your schools, thus adopting the President's challenge.

As part of agreeing to move forward in this initiative, we asked each state to take on the following key commitments:

1. ***Commit to target funds to Partnership Zones (Title I including 1003(g), other federal funds such as Race to the Top).***

2. Commit to the creation of **Partnership Zones with altered operating conditions** in order to achieve:
 - Funding and regulatory flexibility
 - Extended school day
 - Flexibility in hiring/program;

3. Commit to work with a **non-profit State Strategic Partner** on the state level who will support the initiative; act as a fiscal agent for private funding, provide policy support, build leadership coalitions at the state and district levels and provide support for the growth of Lead Partner organizations;

4. Commit to **building local capacity by supporting a marketplace of Lead Partners** which sign performance contracts with districts for school accountability;

5. Commit to the **expansion and scalability of Partnership Zones** beyond the original cluster, adding additional clusters of schools each year;

The Partnership Zone provides an opportunity for states and districts, for the first time, to create the conditions necessary for successful, scalable, and sustainable school turnaround. New York has committed to not only the Partnership Zone but also to the broader principles required for successful turnaround as espoused by the federal government under its guidance for Race for the Top. We are excited and privileged to support its application for these funds.

Very truly yours,



William Guenther
 President,
 Mass Insight

Signature of State Commissioner/Superintendent of Education	Date

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Teach For America-New York
Jemina Bernard, Executive Director
519 8th Avenue
New York, NY 10018

1/8/10

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. Teach For America builds the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. By committing to teach for at least two years in our nation's lowest-income communities, our corps members have an immediate impact on the life prospects of nearly half a million children nationwide. In the long term, our alumni are a powerful force of leaders driving fundamental change from inside education and all other sectors.

In New York, approximately 800 corps members teach over 40,000 students across 300 public schools. When combined with the 600 alumni who are still teaching and 70 alumni who serve as school leaders across the city, our efforts impact nearly 100,000 of New York's most underserved children this school year. To grow our impact, we are seeking an investment from New York State that would allow us to increase our presence in the New York City metropolitan area as well as potentially expand to other regions in the state.

We appreciate that New York's Race to the Top plan calls for reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to recruit and retain skilled teachers and leaders in New York's high need schools. If implemented, this plan will enhance our own efforts to close the student achievement gap.

The provisions in the state's application ensure New York is well positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We plan to assist the state by sharing our organization's practices in teacher recruitment and professional development while continuing to serve as a pipeline of talent for New York's high need schools.

We look forward to this unique collaboration.

Sincerely,



Jemina Bernard, Executive Director
Teach For America-New York



AN AMERICORPS PROGRAM

Received via E-Mail, January 15, 2010

Dear Chancellor Tisch and Commissioner Steiner:

The College Board is committed to ensuring that every New York State student is prepared for college and career success. We maintain a deep and ever-evolving organization-wide effort in New York and welcome your efforts to improve opportunities for New York's students.

Thank you for sharing a summary of New York's Race to the Top application with us. We understand that New York's plan calls for powerful reforms in standards and assessment, longitudinal data systems that can help drive school improvements, promotion of teacher and principal quality and interventions in low-performing schools. The College Board is committed to working with New York in all four target areas. We strongly support your plan for Race to the Top. In fact, implementation of your efforts will help to support goals our member schools, colleges and universities have set to improve preparation, promote educational excellence, and increase access to and success in college.

The provisions in the state's well-crafted application should ensure New York is strongly positioned to receive the maximum amount of available funding. As we go forward, the College Board intends to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities through the state's RFP process. We will also support the state's application and implementation process by engaging in an agreement to share data and cooperate in research, leverage our expertise on standards and assessments, build upon our extensive network of partnerships with schools in the implementation of the College Board's college success system, and help to ensure that teachers and administrators receive the highest-quality professional development available.

We look forward to this collaboration and the continuation of the special relationship the College Board has with New York State and its schools and colleges.

Sincerely,

Gaston
Gaston Caperton
President
The College Board
45 Columbus Avenue
New York, NY 10023
212-713-8171
212-713-8282 fax
gcaperton@collegeboard.org <<mailto:gcaperton@collegeboard.org>>

Race to the Top: Letters of Support

P. STEM



COLUMBIA UNIVERSITY
MEDICAL CENTER

SAMUEL C. SILVERSTEIN, MD
*John C. Dalton Professor of
Physiology and Cellular Biophysics
Professor of Medicine
Founder, Director
Summer Research Program
630 West 168th Street
New York, NY 10032
212-305-3546
scs3@columbia.edu*

January 7, 2010

Chancellor Meryl Tisch, Ph.D.
Commissioner David Steiner, Ph.D.
New York State Education Department
Albany, New York

Dear Chancellor Tisch and Commissioner Steiner,

I have read with interest and applaud your plans for New York State's Race to the Top application. Columbia University's Summer Research Program for Science Teachers, now in its 21st year of providing high quality focused professional development for New York metropolitan area public middle and high school science teachers, looks forward to contributing to multiple elements outlined in this application. As reported in our article in the October 17th, 2009 issue of *Science* magazine, 10% more students of teachers who have participated in Columbia's Summer Research Program pass a New York State Regents science examination than students in classes of other teachers in the same schools. Moreover, Columbia program participants are retained in classroom teaching at 3-4-fold higher rates than comparably experienced teachers. While the human benefits of teacher participation in Columbia's program are incalculable, we estimate New York City's and New York State's Education Departments save \$1.14 in immediate economic benefits in teacher recruitment and student exam and course repetition costs for every \$1 the program's sponsors invest in it. We believe the program shows what New York State can accomplish in STEM education.

Specifically, Columbia's Summer Research Program is prepared to assist the New York State Education Department in the following high priority areas:

1. Standards and Assessment. We support your efforts to enhance standards and high-quality assessments,
2. Data Systems to Support Instruction. We are experienced in using data to improve instruction, in helping to enhance local instructional support systems, in professional development of teachers in uses of data. As the *Science* article cited above indicates, we are experienced in making data we collect widely accessible to others.

3. Great teachers and Leaders. Columbia's program has demonstrated experience on improving teacher performance. We are ready to assist teachers and schools in measuring student growth. We have demonstrated capability to design and implement evaluation systems. We are demonstrably able to conduct annual evaluations and to use evaluation data to inform professional development.

4. As demonstrated by the above referenced *Science* magazine report, we are experienced in providing high quality professional development to middle and high school science teachers.

The provisions in the State's application ensure New York is strongly positioned to compete for Race to the Top funds. Subsequent to the anticipated funding of the State's application we intend to pursue a formal role in the implementation of the State's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. My Columbia colleagues and I also plan to assist the State by enlisting scientists at universities, medical schools, and science-rich cultural institutions throughout New York City and State to make opportunities available for teachers to gain experience in the practice of science in these scientists' laboratories. Indeed, Rockefeller University, Bard College, and New York University School of Medicine already are committed to join Columbia in such an effort.

In summary, as Director of Columbia University's Summer Research Program, I enthusiastically support New York's plan for Race to the Top. My colleagues and I believe the plan you have developed for our state will enhance our own efforts to close the student STEM achievement gap. We look forward to participating in this unique collaboration.

Yours sincerely,

Samuel C. Silverstein, M.D.

John C. Dalton Professor of Physiology and Cellular Biophysics, Professor of Medicine, and founder and Director of Columbia University's Summer Research Program for Science Teachers.

January 8, 2010

Merryl H. Tisch, Chancellor
New York State Board of Regents

David Steiner, Commissioner
New York State Department of Education
President of the University of the State of New York

Dear Chancellor Tisch and Commissioner Steiner:

I welcome the opportunity to lend the support of Polytechnic Institute of NYU (NYU-Poly) to New York State's application for Race to the Top. Your leadership in accelerating the State's strategy for far-reaching reforms in the areas of standards and assessment, teacher and principal effectiveness, and low performing schools is most appreciated. In particular, at NYU-Poly, we applaud your plan to transform teaching and learning, which is reflective of our work with STEM disciplines (science, technology, engineering and mathematics) in local schools.

The Central Brooklyn Robotics Initiative (CBRI), a program we created in partnership with the Brooklyn Community Foundation (formerly Independence Community Foundation), whose \$300,000 grant allowed us to expand STEM education in 12 public schools in Brooklyn, is a shining example of our commitment to developing the STEM pipeline. Indeed, we secured two Motorola Innovation Generation grants to supplement program funding. Similarly, Applying Mechatronics to Promote Science (AMPS) is in its second year of a five-year NSF grant to engage middle school students in STEM disciplines, and give PhD students valuable teaching experience in CBRI schools. These partnerships and our work with the Urban Assembly Institute of Math and Science for Young Women provide critical opportunities to underrepresented students to close the achievement gap in STEM fields.

We note with interest your plans to create pathways for scientists, engineers, and mathematicians to become science teachers in high-need schools. We have engaged science educators across the state in professional development programs in up-to-date technological and scientific training. We are also fortunate to offer Research Experience for Teachers (RET) to STEM teachers in New York City and surrounding counties. With demonstrated expertise in teacher development, NYU-Poly could be an ideal arena in which to encourage scientists and engineers to become teachers.

Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. I am certain, given our history in forging educational partnerships—while leveraging funding and working towards common goals—that NYU-Poly can play a leadership role statewide.

Again, I strongly endorse the State's efforts and fully commit the resources of NYU-Poly to ensure its success. As well, we look forward to joining with the State in this exciting educational reform.

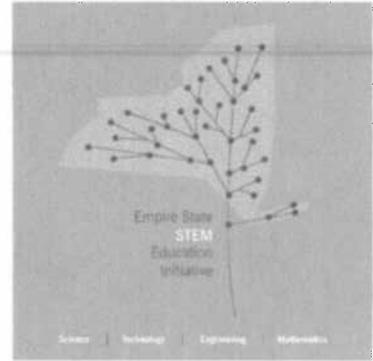
Sincerely,



Jerry M. Hultin



Empire State STEM Education Initiative
 Rensselaer Polytechnic Institute
 110 8th Street
 Troy, NY 12180-3590



January 6, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state’s Race to the Top application. The **Empire State STEM Education Initiative**, led by Rensselaer Polytechnic Institute and supported by grants from the Bill & Melinda Gates Foundation and the AT&T Foundation, is completing a “Progressive Dialogue” to identify ways to advance PK-20 education in science, technology, engineering, and mathematics (STEM) across New York State, and thereby prepare the next generation of New York’s graduates to innovate and compete in the global economy. To date, over 500 stakeholders have participated from sectors including business (40 companies), state and local government, public and private K-12 and higher education, corporate and private foundations, museums, public television, PTAs and school boards, professional associations in the STEM disciplines, and non-government organizations.

The **Empire State STEM Education Initiative** strongly supports New York’s plan for Race to the Top funding. We appreciate that New York’s Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, teacher and principal effectiveness, and low performing schools. In particular, we support New York’s efforts to advance STEM education by developing related standards and assessments, recruiting and preparing STEM-literate teachers and principals in innovative ways with a focus on high needs schools, supporting innovative school models, and supporting the design and implementation of collaborative networks that span the ecosystem of stakeholders. Participants in the Progressive Dialogue prioritized these areas and also identified community initiatives which, in concert with New York’s Race to the Top plan, stand to close achievement gaps.

The provisions in the state’s application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state’s Race to the Top efforts by responding to partnership opportunities per the state’s RFP process. We will also assist the state by continuing to share outcomes of the Progressive Dialogue and collaborate on driving cross-sector action plans.

We look forward to this unique collaboration.

Sincerely,

Eddie Ade Knowles, Ph.D.
 Vice President for Student Life
 Rensselaer Polytechnic Institute
 Troy, NY 12180-3590
 518-276 -6201
knowle@rpi.edu

Margaret Ashida
 Project Director, Empire State STEM Education Initiative
 Rensselaer Polytechnic Institute
 Troy, NY 12180-3590
 518-276-2591
ashidm@rpi.edu



**Merck
Institute for
Science
Education**

Carlo Parravano, Ph.D.
Executive Director

January 8, 2010

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. At the Merck Institute for Science Education (MISE) we share your deep commitment to ensuring that every child has access to a high quality education.

Over the past seventeen years, MISE has worked closely with public school districts to improve science teaching in grades K-12. A nonprofit organization created by Merck & Co., Inc., MISE simultaneously seeks to enhance teachers' knowledge and skills; provide instructional materials to support reform; build strong professional communities committed to reform practice within and across schools; and create local, state and national policy environments that support a vision of effective science instruction.

We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to adopt ambitious goals and more challenging academic standards for all students; develop a broad consensus on the vision of the schools and classrooms that will enable students to reach these higher standards; and develop the capacity to motivate, prepare, and support the efforts of teachers and administrators to make the changes envisioned in curriculum, pedagogy, assessment, and school organization.

In particular, we strongly support your efforts to integrate STEM education into your overall plan. We look forward to working with you in framing this component of your initiative and determining the extent to which our organization can contribute to its success. We have learned many valuable lessons in our capacity-building work, and are eager to make our experience base available to the other partners in your initiative.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. We applaud your efforts to improve the education of all children through this grant and are pleased that you have underscored the importance of a strong STEM education by including it as a priority.

We look forward to partnering with the New York State Education Department in the future to continue this extraordinary effort.

Sincerely,



January 7, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The New York State Society of Professional Engineers (NYSSPE) is the premier statewide organization for professional engineers. Our mission is to promote and protect the practice of engineering in New York State, as well as enhance the well-being of our members. It is equally important that we educate future engineers and promote the profession within our schools. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to integrate Science, Technology, Engineering and Mathematics (STEM) education into this initiative.

NYSSPE strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to educate students about the opportunities that come with an education that is focused on the STEM curriculum. This comes at a critical time, as the need for engineers is ever increasing; however enrollment in traditional engineering programs has decreased over the last decade. To reverse this trend it is necessary to transform the math, science, and technology education content areas to a connected program of learning, which should include engineering in the early grades. There is a critical need to improve the education in the United States in order to maintain our position as the World's innovation leader.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. We applaud your efforts to improve the education of our children through this grant and we are so pleased that you understand the importance of the STEM curriculum and have included it as a priority. We look forward to partnering with the New York State Education Department in the future to continue this extraordinary effort.

Best regards,



Dr. James J. Yarmus, PhD, PE
President

January 8, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application.

The World Science Festival is an annual week-long celebration of innovation, ingenuity and inventiveness that brings together great minds in science, culture, education, media and policy to make scientific knowledge accessible to the widest possible public audience and to educate and inspire the next generation of leaders in science and technology.



Through compelling visual programs and performances, the Festival showcases cutting edge ideas and discoveries, explores how science, math and technology profoundly shape modern life, and enables students and teachers to experience science as never before, making the esoteric understandable and the familiar fascinating. Since its inception in 2008, the Festival has garnered a live audience of over 300,000 people, the online postings of Festival events have received over 2 million views, and the Festival's programs have been covered by over 500 media outlets, generating over 600 million media impressions.

The World Science Festival is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to radically improve STEM education, engage students of all backgrounds in compelling, nontraditional learning experiences that foster deep interest and understanding of science and math and their real-world applications, provide a forum for exploring the rich and surprising intersection between the arts and the STEM subjects, and infuse the state's student and teachers with the excitement and wonder of science and math.

The World Science Festival strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist the state by making available the Festival's innovative science content and programming to the widest possible audience of educators and students through broadcast and online platforms.

We look forward to this unique collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read "Tracy Day".

Tracy Day
Co-Founder and Executive Director
World Science Festival

Race to the Top: Letters of Support

Q. Student Organizations



M. Kathie Collins, CSD
NYS Coordinator/National Liaison
P.O. Box 203
Meridian, New York 13113
(315) 626-9913

January 4, 2010

Dear Chancellor Tisch and Commissioner Steiner:

The New York Secondary Association of Skills USA strongly support's New York's plan for the Race to the Top. I have reviewed the state's application and feel that it supports quality opportunities for all New York students as we prepare our young people to be world class workers. The far-reaching reforms support the highest standards of assessment, data evaluation, teacher and administrator excellent and address the need to effect change in low performing schools. We are particularly interested in the assessment of career and technical students to assure that they have the industry required skills.

The SkillsUSA Association supports the implementation of the Race to the Top plan and hopes that funds become available to support student leadership activities for the CTSO's that are so important to a work class work force.

New York SkillsUSA believes that the provisions in the New York State applications ensure that the state will be eligible for the maximum amount of federal funding.

New York State SkillsUSA looks forward to updates as this plan in implemented for the betterment of education in New York.

Sincerely,

M. Kathie Collins

M. Kathie Collins
New York Secondary Association of SkillsUSA

Race to the Top: Letters of Support

R. Unions

MLS



800 Troy-Schenectady Road, Latham, NY 12110-2455 ■ (518) 213-6000 ■ www.nysut.org

- Richard C. Iannuzzi**, *President*
- Andrew Pallotta**, *Executive Vice President*
- Maria Neira**, *Vice President*
- Kathleen M. Donahue**, *Vice President*
- Lee Cutler**, *Secretary-Treasurer*

January 6, 2010

Copy to Lockhart

The Honorable Merryl Tisch
 The Honorable David Steiner
 University of the State of New York
 New York State Education Department
 Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner:

On behalf of the more than 600,000 members of New York State United Teachers, I am writing to express our support for New York state's effort to secure a federal Race to the Top (RTTT) grant and for the key principles of your plan that, when implemented effectively, will go a long way to ensuring every child receives a quality public education. NYSUT's goals are in close alignment with the key tenets of New York's application: strengthening academic standards and assessments; supporting teacher and principal effectiveness; building a quality P-20 data system to inform instruction; and making it a statewide priority to turn around low-performing schools. We agree that a federal Race to the Top grant would offer a historic opportunity to advance our shared mission of improving public education and ending the achievement gap.

Some portions of the plan require amendments to state law. While we do not support the plan's legislative agenda, we will rely on the continuing collaborative process between your offices, NYSUT, and legislative leaders to shape and improve these proposals to meet the needs of our students.

The importance and centrality of effective teaching is essential as we partner to advance student achievement statewide. We appreciate your acknowledging this in your plan. Given our leadership in securing an American Federation of Teachers Innovation Fund grant for developing teaching standards, NYSUT looks forward to partnering with the Regents on the development of the state's new teaching standards. Similarly, we welcome the opportunity to help refine and strengthen state learning standards and to develop fair and reliable student assessments that are appropriate for all students, including English language learners and students with disabilities.

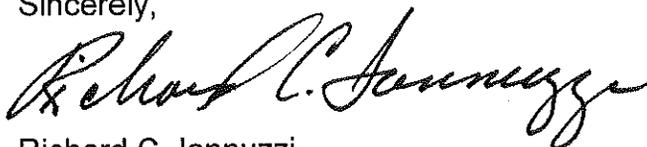
NYSUT believes the development of a quality and comprehensive P-20 data system — one that includes multiple measures of student progress and data on conditions for teaching and learning — offers significant potential. We applaud the plan's emphasis on developing and using quality data to inform and strengthen classroom instruction and believe that a well-executed data system could empower educators from pre-school through college with information helpful in tailoring instruction to student needs.

NYSUT fully supports your sense of urgency and clear emphasis on turning around low-performing schools, an imperative that remains front and center for our union and one that is mission critical for our state. Toward that end, we urge strong support for the transformation model of school turnaround, which offers significant promise — bolstered by a track record of success — for wide replication and sustained school improvement. The transformation model also offers the best opportunity for parent and educator partnership, which is essential to any successful school turnaround.

A well-implemented Race to the Top plan has the potential to spark innovation, replicate proven strategies, and promote promising ideas. It would provide districts and schools with much-needed resources for programs that advance student learning and embrace shared responsibility and accountability. We appreciate your clear commitment in New York's application to the collective bargaining process and to local autonomy, as these proposals will have collective bargaining implications.

As a statewide union of more than half-a-million educators, NYSUT pledges our continued commitment and support for New York state's efforts to secure a Race to the Top grant. We look forward to ongoing collaboration in shaping the details of a plan that is good for students and fair to educators — one that will sustain our state's progress for decades to come.

Sincerely,

A handwritten signature in black ink, reading "Richard C. Iannuzzi". The signature is written in a cursive style with a large, prominent initial "R".

Richard C. Iannuzzi
President

RCI/dw/mn/jn



KEVIN S. CASEY
Executive Director

8 Airport Park Boulevard
Latham, New York 12110

Phone: (518) 782-0600

Fax: (518) 782-1729

www.saanys.org

January 7, 2010

New York State Education Department
89 Washington Ave.
Board of Regents – Room 110 EB
Albany, NY 12234

ATTN: Merryl H. Tisch, Chancellor
Dr. David Steiner, Commissioner of Education

RE: Letter of Support

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. The School Administrators Association of New York State ("SAANYS"), which represents over 7,000 building and program administrators across New York State, is constantly striving to ensure high quality educational opportunities for all of New York's students. Our members are working hard to close the achievement gap and we appreciate that New York's State Education Department, in its Race to the Top plan, is focused upon increasing student achievement. We also strongly support initiatives to recruit, retain and support educational leaders.

We are sensitive to the fact that such an undertaking is complex and multi-dimensional. The summary of New York's Race to the Top application which you provided contains many elements which we unequivocally support. Examples are as follows:

- Taking a leadership role in the exploration of rigorous national standards.
- The development of assessments aligned to the newly developed standards.
- Focus upon 21st Century competencies such as technology and economics.
- Ensuring the vertical alignment of our assessment system.
- The development of a P-20 longitudinal data system.
- The commitment to provide extensive and on-going professional development for educators in using the data system to identify and correct student deficiencies.
- The creation of transparent data profiles for all institutions that prepare school teachers and school leaders.
- The establishment of professional development for improving teaching and learning in high-needs schools.

- Expansion of leadership academies across New York State to ensure access to ongoing professional development.
- Focusing expertise and resources on the state's lowest performing schools.

SAANYS supports the goals of New York's plan for Race to the Top. As with any undertaking of this magnitude, there are elements which concern us. We are not comfortable with the assumption that changing the building principal of a struggling school is a positive step. A school building is often a microcosm of the district or community at large, and its success or failure a result of innumerable variables. It strikes us as unfair to automatically target one individual. Further, we are unable to articulate an informed opinion with respect to any proposal to modify existing rights or processes currently codified in New York State statute or regulation until such time that we see the language of the proposed modification. Nevertheless, we expect to continue to work with SED to fully examine how we may continue to advance our mutual goal of effectively preparing all of New York's students for 21st century success.

It appears that New York's application is closely aligned with the stated goals of the U.S. Department of Education and therefore strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, SAANYS intends to pursue a formal role, where applicable, in the implementation of the Race to the Top's efforts by responding to partnership opportunities. We also plan to assist the state by continuing to participate as a member of various SED sponsored committees, and to continue to maintain our regular two-way communication with Commissioner Steiner and his senior staff to ensure that those at the "front lines" of education may have an opportunity for direct communication with policy makers to help implement a cohesive plan for improved educational results.

Very truly yours,

A handwritten signature in cursive script that reads "Kevin S. Casey". The signature is written in dark ink and is positioned below the closing of the letter.

Kevin S. Casey
Executive Director

Race to the Top: Letters of Support

S. Other



William S. Speck
District Superintendent of Schools

January 5, 2010

Hon. David M. Steiner
Commissioner of Education
New York State Education Department
Room 111, Education Building
89 Washington Avenue
Albany, New York 12234

Dear Commissioner Steiner:

A great deal of discussion has occurred in our region in a brief period of time surrounding New York State's Race to the Top application. There is no doubt that many in our state stand ready to participate in a collaborative process that will improve and advance learning outcomes for all of our students.

The Cayuga-Onondaga BOCES is proud to confirm our support for the state's application and pledge to assist leadership at the State Education Department to move this reform agenda forward. Our support is signified with the requested three signatures included on the attached Memorandum of Understanding. We will be formalizing this commitment with a board resolution at our regularly scheduled board meeting on January 21, 2010.

It is our desire to look to the future and take all necessary steps to ensure that we continue to provide the best possible education for all of our students in New York State. This new reform agenda will be built on the successes of our past, current best practices and a future vision that will prepare students to be successful in a highly challenging and very exciting world that has emerged.

Our commitment is more about educational reform than the dollars that will support it. We hope that New York State is successful in the application process yet also understand the importance of working together with the resources we have to support the necessary innovation and changes needed to advance educational programs for our students.

Sincerely,

A handwritten signature in blue ink that reads "William Speck".

William Speck
District Superintendent of Schools

cc: Rebecca Kennard



William S. Speck
District Superintendent of Schools

January 5, 2010

Hon. David M. Steiner
Commissioner of Education
President, University of the State of New York
New York State Education Department
The State Education Building
89 Washington Avenue
Albany, New York 12234

Re: Race to the Top (RTTT)
Signed MOU

Dear Commissioner Steiner:

Accompanying this letter is a Memorandum of Understanding that has been signed by the District Superintendent of Schools and Suzanne Fadden, Board of Education President, and Union Representative of the Teachers' Association of the Cayuga-Onondaga BOCES.

The Board of Education has not been able to meet and formally authorize the Memorandum of Understanding and its execution. I anticipate that it will do so at its meeting on January 21, 2010. This letter is to advise you that the executed Memorandum should be considered to be conditionally approved subject to formal action of the Board of Education.

Very truly yours,

A handwritten signature in blue ink that reads "William Speck".

William S. Speck
District Superintendent of Schools

CC: Rebecca Kennard
Attn: RTTT
Room 152 Education Building

Appendix 2 - Draft Memorandum of Understanding for Districts to Participate in RTTT Plan

Signed MOUs from School Superintendents (and wherever possible, Board of Education Presidents, and local Education Union Leadership) are due by 5 p.m. on January 8, 2010. Please:

- a. *Scan the signed document and email to RTTT@mail.nysed.gov and include in the subject line of the email "Signed MOU" or you may fax it to 518-486-9070.*

AND

- b. *Send hard copy with original signatures by overnight/express mail to Rebecca Kennard, Attn: RTTT, Room 152 Education Building, New York State Education Department, 89 Washington Avenue, Albany, NY 12234*

Participating LEA Memorandum of Understanding and Preliminary Scope of Work

This Memorandum of Understanding ("MOU") is entered into by and between the Cayuga-Onondaga BOCES School District/Charter School ("Participating LEA"), the teachers' collective bargaining representative serving the Participating LEA, if any, and the State of New York ("State") through the New York State Education Department ("Department"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities, in support of the State in its implementation of an approved Race to the Top grant project. If the State is awarded a Race to the Top grant, a subgrant will be provided to the Participating LEA.

I. SCOPE OF WORK

In order to be eligible to participate in the State's Race to the Top grant project, an LEA must agree to implement all or significant portions of the State's proposed reform plan ("State Plan"). Exhibit I, the Preliminary Scope of Work, indicates which portions of the State Plan the Participating LEA is agreeing to implement.

As described below in "Section III: Assurances," the Participating LEA hereby agrees to provide a Final Scope of Work ("LEA Plan," which will be appended to this MOU as Exhibit II) no later than 90 days after a grant is awarded to the State. The LEA Plan will describe the Participating LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan. The LEA Plan shall be subject to the approval of the Commissioner of Education, including but not limited to the activity or activities to be implemented as part of "Element E – Turning Around the Lowest-Achieving Schools."

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

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

- 1) Implement all or significant portions of the State Plan as set forth in Exhibits I and II of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
- 3) Collaborate with other LEAs to share best practice and develop mentor relationships;
- 4) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
- 5) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- 6) Be responsive to State or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 7) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.
- 8) With respect to the four assurance areas outlined in Exhibit I, the participating LEA subgrantee also agrees to engage in the following activities:

Standards and Assessments:

- Collaborate with the State regarding adoption and implementation of the common core standards;
- Participate in professional development regarding the common core standards and State curriculum frameworks;
- Participate in any growth model developed by the State and approved by USED.

Data Systems to Support Instruction:

- Implement the longitudinal data system developed by the State;
- Collect data as required by the State, including but not limited to, teacher and student absences and ACT/SAT scores;
- Implement or enhance a local instructional improvement system and make data from such system available to researchers, consistent with FERPA and other applicable confidentiality and privacy mandates;
- Use formative assessments, as developed and/or approved by the State, that are aligned to State standards and collect and use data from such formative assessments to inform instruction;
- Provide professional development for teachers and administrators on using data to improve instruction.

Great Teachers and Leaders:

- Develop teacher and principal evaluation and compensation systems, which will include annual evaluations using various measures including student achievement and/or growth data, consistent with any applicable collective bargaining requirements;
- Conduct the new APPRs for teachers and principals (as required);
- Use the APPRs to report on the equitable distribution of effective teachers and principals;

- Ensure the equitable distribution of effective teachers and principals, consistent with any applicable collective bargaining requirements;
- Provide ongoing programs of professional development for teachers and principals aligned with the common core standards and State curriculum framework; and
- Participate in any State and/or federal evaluations of such professional development programs.

Turning Around the Lowest-Achieving Schools:

- In schools that have been identified as persistently lowest-achieving, implement one of the four turnaround models outlined in the State Plan and approved by the Commissioner;
- Participate in any State and/or federal evaluations of the effectiveness of LEA turnaround efforts.

B. STATE RESPONSIBILITIES

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

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

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top subgrant.
- 2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- 3) The State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) The State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State’s Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

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

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State’s Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;

Local Teachers' Union Leader (if applicable):

James E Baker Jane B Donahue 1 14 2010
Signature Date

James E Baker JANE B. DONAHUE Co-President, Teachers' Association of Cayuga-Onondaga BOCES
Print Name Print Title

Authorized State Official - required:

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

Signature / /
Date

Print Name Print Title

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

The Cayuga-Onondaga BOCES School District/Charter School (“Participating LEA”) hereby agrees to participate in implementing all or significant portions of the State Plan as indicated in “Section II: Project Administration; A. Participating LEA Responsibilities” and as outlined below. As indicated in “Section I: Scope of Work,” the Final Scope of Work (“LEA Plan,” which will be appended to this Memorandum of Understanding as Exhibit II) must be consistent with the Preliminary Scope of Work and shall be subject to the approval of the Commissioner of Education, including but not limited to the activity or activities to be implemented as part of “Element E – Turning Around the Lowest-Achieving Schools.”

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
C. Data Systems to Support Instruction		
I(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
(ii) Professional development on use of data	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
(iii) Availability and accessibility of data to researchers	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
(ii) Design and implement evaluation systems	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
(iii) Conduct annual evaluations	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
(iv)(a) Use evaluations to inform professional development	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
(iv)(b) Use evaluations to inform compensation, promotion, and retention	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
(iv)(c) Use evaluations to inform tenure and/or full certification	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
(iv)(d) Use evaluations to inform removal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
(ii) Hard-to-staff subjects and specialty areas	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
(D)(5) Providing effective support to teachers and principals:		

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
(i) Quality professional development	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
(ii) Measure effectiveness of professional development	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

For the Participating LEA

For the State

William Speck

1/4/2010

/ /

Authorized LEA Signature

Date

Authorized State Signature

Date

William S. Speck

Print Name

Print Name

District Superintendent

Print Title

Print Title



175 Route 32 North • New Paltz, NY 12561 • Phone: 845-255-8989 • Fax: 845-255-3836 • E-mail: scss@ulsterbooces.org • <http://nyscenterforschoolsafety.org>

January 6, 2010

Dr. David Steiner
Commissioner
New York State Education Department

Dear Commissioner Steiner,

On behalf of the New York State Center for School Safety and the New York 21st Century Community Learning Center (CCLC) Statewide Technical Assistance Center, I am pleased to confirm our support for New York State's Race To The Top (RTTT) application. Along with the New York State Education Department (NYSED), the New York State Center for School Safety and the New York 21st CCLC Statewide Technical Assistance Center are member organizations of the New York State Afterschool Network (NYSAN), a public-private partnership of statewide and regional groups dedicated to promoting the learning and healthy development of young people from birth through young adulthood. Our partnership is committed to sustaining a system that increases the quality and availability of expanded learning opportunities (ELOs), particularly afterschool and summer programs, extended day and/or year strategies, and other youth services.

The New York 21st CCLC Statewide Technical Assistance Center, a part of the New York State Center for School Safety, works to provide technical assistance and training support to all funded 21st CCLC programs in the state, and supports NYSED efforts with the funded programs. We see afterschool as a component of ensuring equity in education, and closely aligned with the objectives of the New York State Center for School Safety to create safe learning environments for all our children. Afterschool helps ensure children are in safe and supervised areas where learning can happen, aligning with the objectives of the school day. As such, our work is closely linked to the commitment of the public education system in New York, to close opportunity and achievement gaps system-wide in order to ensure high levels of student success for all.

We are pleased to see that New York State's education reform agenda is closely aligned with that of the United States Department of Education, and the vision of President Obama and Secretary of Education Duncan. NYSAN, the New York State Center for School Safety, and the New York 21st CCLC Statewide Technical Assistance Center look forward to working collaboratively with NYSED to advance statewide plans on the objectives of the RTTT application.

In particular, we believe that ELOs are an important vehicle to accomplish NYSED's ambitious goals. More than just extending the school day or year, ELOs are education reform strategies that seek to redesign the learning day and to ensure that students have more varied opportunities to learn, time for individualized attention from teachers, as well as enrichment experiences in science, social studies, literacy, health and fitness, study skills, arts, and service learning. We hope that ELOs will be considered as essential components of New York State's education reform agenda given the ways in which they support both RTTT and NYSED's goals.

The New York State Center for School Safety and the New York 21st CCLC Statewide Technical Assistance Center are confident that New York's plan will maximize the value and impact of this unprecedented investment in a public education system that supports student success for all children. Please feel free to contact me if you have questions or require further information.

Sincerely,

A handwritten signature in blue ink, appearing to read "Mary Grenz Jalloh".

Mary Grenz Jalloh, Executive Director
New York State Center for School Safety
New York 21st CCLC Statewide Technical Assistance Center



NYS Student Support Services Center

Genesee Valley Educational Partnership

80 Munson Street
LeRoy, NY 14482
585/344-7570
585/344-7578 fax

January 11, 2010

Dr. David Steiner
Commissioner
New York State Education Department
Albany, NY 12234

Dear Commissioner Steiner,

On behalf of the NYS Student Support Services Center I am pleased to offer and confirm our support for New York State's Race To The Top (RTTT) application. Along with the New York State Education Department (NYSED), the NYS Student Support services Center is a member organization of the New York State Afterschool Network's (NYSAN), a public-private partnership of statewide and regional groups dedicated to promoting the learning and healthy development of young people from birth through young adulthood. Like NYSAN, the NYS Student Support Services Center is committed to creating a funding, policy, and programmatic system that increases the quality and availability of expanded learning opportunities (ELOs), particularly afterschool and summer programs, extended day and/or year strategies, and other youth services.

In addition to our work with NYSAN, the NYS Student Support Services Center focuses on supportive learning environments, student health and safety, physical activity and nutrition, HIV AIDS prevention, social and emotional learning and other support services that enhance academic achievement and student success.

We believe that the public education system in New York State, led by NYSED, is committed to drastically closing opportunity and achievement gaps system-wide in order to ensure high levels of student success for all. We are pleased to see that New York State's education reform agenda is closely aligned with that of the United States Department of Education, and the vision of President Obama and Secretary of Education Duncan. NYSAN and NYS Student Support Services Center look forward to working collaboratively with NYSED to advance statewide plans to develop and utilize comprehensive data systems, ensure great teaching practice in every learning environment, implement effective standards and assessments, and turnaround low-achieving schools.

In particular, we believe that ELOs are an important vehicle to accomplish NYSED's ambitious goals. More than just extending the school day or year, ELOs are education reform strategies that seek to redesign the learning day and to ensure that students have more varied opportunities to learn, time for individualized attention from teachers, as well as enrichment experiences in science, social studies, literacy, health and fitness, study skills, arts, and service learning. We hope that ELOs will be considered as essential components of New York State's education reform agenda given the ways in which they support both RTTT and NYSED's goals.

Specifically, we believe that:

1. ELOs are important components of a **comprehensive education reform agenda**, and initiatives that link ELOs with school reform are already underway in New York City, Buffalo, Peekskill, Rochester, and Syracuse.
2. ELOs can help **turn around the lowest-achieving schools**, and can be integral to the turnaround models NYSED is proposing.
3. ELOs can and should be aligned with **common core standards** to ensure that enrichments in expanded learning fully support – and are integrated with – student learning in and out of the classroom.

NYSAN and NYS Student Support Services Center fully support the New York State Race To the Top (RTTT) application and stand at the ready to assist NYSED in achieving its ambitious goals. We are confident that New York's plan will maximize the value and impact of this unprecedented investment in a public education system that supports student success for all children. Please feel free to contact me if you have questions or require further information at 585-344-7574.

Sincerely,



Kim McLaughlin
Executive Director
NYS Student Support Services Center



January 12, 2010

Dr. David Steiner
Commissioner
New York State Education Department

Dear Commissioner Steiner,

On behalf of Peaceful Schools, I am pleased to offer and confirm support for New York State's Race To The Top application. Peaceful Schools supports the creation and management of reforms to promote rigorous standards, expand longitudinal data systems, promote great teachers and leaders, and focus resources on low performing schools through aggressive turnaround strategies. We are pleased to see that New York State's education reform agenda is closely aligned with that of the United States Department of Education, and the vision of President Obama and Secretary of Education Duncan.

Peaceful Schools mission is to provide Social Emotional Education and Conflict Resolution Supports in both the regular day setting and corresponding out of school time programs. The leadership at Peaceful Schools believes that New York State is at the precipice of dramatic positive changes for children, as our state agencies have worked together to agree upon the social, emotional, physical and intellectual needs of our youth. This is evidenced by the unprecedented collaboration in the publication of two vital guiding documents: The Childrens Mental Health Plan, published October 2008 by The Office Of Mental Health and Educating the Whole Child, Engaging the Whole School, Guidelines and Resources for Social Emotional Development and Learning in New York State recommended standards proposed by the Board of Regents in September of 2009. Both of these initiatives share common recommendations for addressing the needs of the child/student and outline the importance of creating a safe and productive school climate, providing instruction in social emotional education and "Investing in prevention, early identification and intervention for children at risk of social, emotional, behavioral or academic challenges". (*Engaging In The Next Steps, May 2008, p. 30*) The Race To The Top application will provide the necessary supports to implement the recommendations of these important recommendations by our states leadership.

Additionally, New York State has established a strong network for providing quality out of school time programming across the state. These efforts have been lead by the New York State Afterschool Network (NYSAN) and its corresponding regional partners, of which Peaceful Schools is a founding agency and seven year member. Through the combined state and local leadership, standards of quality have been established and productive policy reform has been advanced. The result is a commitment from state level leaders to provide our youth with engaging enrichment opportunities that advance their sense of wonder and reinforce their sense of belonging. The results are positive for all, reduced risk, increased academic rigor and full utilization of community resources. We believe Expanded Learning Opportunities can be a significant effort in the transformation of Low Performing schools, as well as a best practice for our most competitive schools.

Peaceful Schools fully supports the New York State Race To the Top (RTTT) application and stands at the ready to assist NYSED in achieving its ambitious goals. We are confident that New York's plan will maximize the value and impact of this unprecedented investment in a public education system that supports student success for all children. Please feel free to contact me if you have questions or require further information.

Sincerely,

A handwritten signature in cursive script that reads "Lura L. Lunkenheimer".

Lura L. Lunkenheimer
President