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

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

Improving Academic Achievement

Colorado Department of Education

Colorado Department of Education
Race to the Top Application for Phase 3 Funding

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SECTION III. PART II APPLICATION

I. STATE PLAN OVERVIEW

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

Colorado is pursuing a focused, aggressive education agenda with a singular purpose: to ensure that all students are prepared for success in a competitive world that will demand much higher-level skills. High school degrees alone are insufficient for the careers of tomorrow; students need a high-quality P-12 education that prepares them to succeed in college and the workforce and to lead productive lives. To achieve this vision, students need access to rich, challenging content and help developing problem-solving and communications skills, as well as effective, dynamic educators who help them access this learning. These needs—and a plan to accelerate the state's efforts in addressing them—form the backbone of Colorado's Phase 3 Race to the Top application.

Broadly owned by policymakers of different political parties and education and reform organizations across the state, Colorado's reform agenda is encoded in state law, including: Colorado's Achievement Plan for Kids (new standards aligned to postsecondary and workforce expectations), the Education Accountability Act (new accountability measures for schools), and the Great Teachers Great Leaders Act (new requirements for evaluating the effectiveness of educators). Please see Appendix A-1 for a summary of Colorado's reform initiatives.

With the support of some state monies, national and local funders, and strategic partners such as the Colorado Legacy Foundation, the state has moved forward steadily (albeit more slowly than it would have with Phase 2 funding) with implementing the key pillars of its reform agenda. Since the submission of the Phase 2 application, Colorado has:

- Adopted the new Colorado Academic Standards (which incorporate the Common Core State Standards), provided training to districts on the new standards, and developed a dynamic/user-friendly standards implementation tool kit for all districts across the state;

- Launched the state's new school and district accountability reports (known as "performance frameworks"), which hold schools and districts accountable for student achievement, growth and growth gaps, and college and career readiness;
- Completed the first cycle of district and school unified improvement planning, whereby all districts and schools in the state developed improvement plans tied to the data in their performance frameworks;
- Concluded the initial year-long effort of the State Council for Educator Effectiveness, which developed detailed recommendations to inform the rulemaking process related to the state's educator evaluation system (including the development of quality standards for teachers and principals);
- Begun the design and piloting of elements of the state's educator evaluation system in preparation for statewide implementation;
- Established an Office of Educator Effectiveness within the Colorado Department of Education (CDE);
- Begun implementation of a Statewide Longitudinal Data System designed to implement a true P-20 education data system that aligns disparate systems across education systems and across different state agencies; and
- Launched, as part of STEM efforts originally proposed in Phase 2, the Colorado Legacy Schools program to increase student participation and achievement in Advanced Placement English, math, and science with seven high-needs schools (in its initial year, this program produced a 47 percent increase in the number of students who received a qualifying score).

The requested funds in this application will enable Colorado to build on and accelerate these early implementation efforts. Specifically, this application focuses on advancing four high-leverage components from the state's Phase 2 Race to the Top application to increase student learning across the board:

1. **Strong statewide capacity:** Leveraging and expanding the state's capacity to implement the grant's various reform initiatives and to ensure the reforms are integrated and coordinated so that districts are supported in implementation and student achievement ultimately rises (from pages 33-37 of Section (A)(2)(i)(a) in Phase 2);
2. **Transition to college- and career-ready standards:** Helping schools and districts transition to the state's new standards through the creation of Content Collaboratives (teams of talented educators and content experts from across the state) that will develop instructional materials and classroom-based assessments to support educators in implementing Colorado's new Academic Standards and to inform educator effectiveness (from pages 67-79 of Section (B)(3) in Phase 2);

3. **Educator effectiveness:** Putting in place new, more robust evaluation systems to gauge educator effectiveness (from pages 104-108 of Section (D)(2) in Phase 2) and increase the effectiveness of teachers and leaders by clearly articulating the standards of performance; and
4. **STEM integration:** Infusing robust opportunities for students to develop STEM (science, technology, engineering, and math) knowledge and skills across all content areas and connecting teachers to STEM resources outside their classroom to better prepare all students for college and careers in Colorado's and the world's information-centric economy (from pages 73-75 of Section (B)(3) and pages 183-184 of the Competitive STEM Priority in Phase 2).

Figure 1: Focus of Colorado's Race to the Top Phase 3 Application

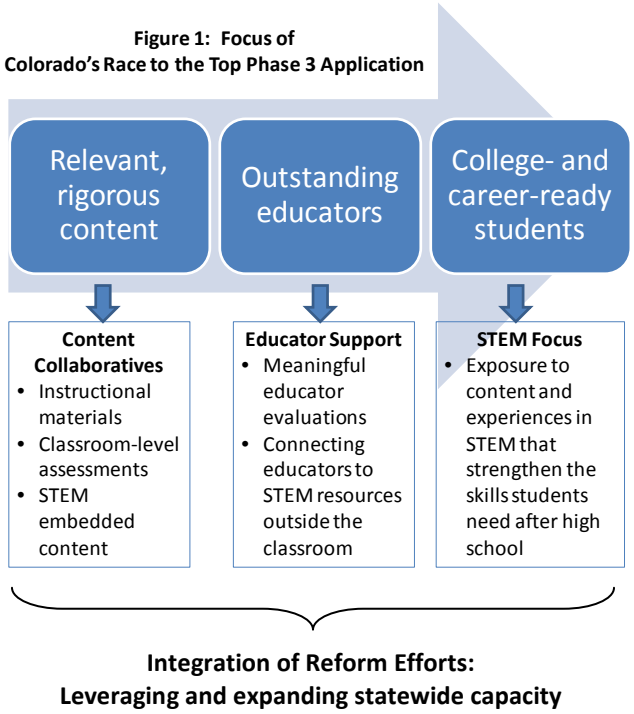


Figure 1 synthesizes the four interconnected efforts and conveys the focus of Colorado's Race to the Top Phase 3 Application.

The power of Colorado's agenda—and the driving force behind this application—lies in the connection and integration of these four concepts. Legislatures and state boards of education across the country have passed ambitious new laws and policies to make various parts of their reform agendas more powerful, and districts are charged with implementing them in classrooms all at once and, too often, in silos. Colorado is

focused on helping its 178 school districts connect the dots between and among these initiatives—between what teachers teach (the new standards) and how effectively they teach (understood through new performance evaluations), including a focus on integrating the creativity and innovation of the STEM content areas so that student learning increases.

The Race to the Top Phase 3 award will enable and accelerate these efforts as summarized below:

Statewide capacity building: Colorado proposes using $1.9 million of Phase 3 funds over four years to create a Race to the Top office, as outlined on pages 33-37 of Section (A)(2)(i)(a) in the Phase 2 application, that will provide support, oversight, and capacity-building with regard to the state's Race to the Top activities and overall reform efforts. The office will also ensure effective coordination and integration of the implementation of the new standards, new educator evaluation systems, and STEM efforts. In addition, the office will monitor student performance outcomes to focus implementation on driving increased results for all students.

Transition to college- and career-ready standards: The Colorado State Board of Education has adopted new P-12 standards, incorporating the Common Core State Standards. This new set of college- and career-ready expectations is called the Colorado Academic Standards. Upon adoption, CDE launched a plan to ensure in-depth training and smooth implementation by 2014-15. Colorado proposes using $3.0 million in Phase 3 Race to the Top funds over four years to support eight "Content Collaboratives," each composed of talented educators and content experts from across the state, to help develop and disseminate high-quality tools that can build local capacity in implementing the new standards, as outlined on pages 67-79 of Section (B)(3) in the Phase 2 application. The Colorado Academic Standards call for students not only to acquire new knowledge but also to demonstrate mastery through application and transfer of concepts and skills. As such, current instructional and assessment practices will need to be transformed, with the ultimate goal of better monitoring student learning and tailoring instruction. The Content Collaboratives will serve as state-level professional learning communities designed to transform how Colorado educators view the interaction of standards and assessments—and to give educators actual tools they can use in the classroom to improve practice. Specifically, the Collaboratives will focus on the following activities:

1. Support the creation of instructional materials and classroom-level assessments in the state's content areas;
2. Support the creation, vetting, and dissemination of assessment items to inform instruction in the new standards and for use, as appropriate, with educator evaluations; and

3. Ensure STEM concepts are integrated in tools for all subject areas, and not relegated only to science and math, drawing on Colorado's external STEM resources (business/industry, higher education, science partners, etc.).

The Race to the Top funds will build on and help sustain start-up funds provided by national and local funders to launch the Content Collaboratives (please see Appendix A-2 for an overview of initiatives supported CDE partners which Phase 3 funds will leverage). In addition, the work of the Content Collaboratives positions Colorado well to contribute to and access anticipated resources from the Shared Learning Collaborative, a multi-state-led initiative of the Bill & Melinda Gates Foundation, Carnegie Corporation, and the Council of Chief State School Officers to create online repositories of outstanding lessons, tools, and instructional modules aligned with college- and career-ready standards. Colorado is a pilot state for this work (please see Appendix A-3 for a description of the Shared Learning Collaborative).

Educator effectiveness: Senate Bill 10-191, passed by the Colorado Legislature in 2010, directs districts to adopt new evaluation systems that base 50 percent of an educator's evaluation on multiple measures of student academic growth, and 50 percent on observations and other methods that measure the standards of professional practice. More robust evaluation systems will help districts recognize and reward excellent teachers; focus evaluations on teacher performance, professional growth and student academic growth; assist struggling teachers; and spread model lessons and exemplary teaching practices across the state. A strong and valid evaluation system ultimately will improve student learning by identifying excellent teachers, understanding what effective teaching looks like, and supporting teachers in delivering it. In implementing S.B. 10-191, CDE is creating a model evaluation system, which local districts can either adopt themselves or improve upon. Colorado is committed to taking the time to implement the model system with educator involvement, support districts with technical assistance as they test it and/or develop their own evaluations, and refine the model system before new local systems must be put in place statewide in 2013-14. Based on pages 106-108 of Section (D)(2)(ii) Section (D)(2)(iii) and in the Phase 2 application, Colorado proposes using $3.5 million in Phase 3 Race to the Top funds over four years to provide technical assistance, including model rubrics/tools and statewide training, to prepare districts in the state to implement their educator systems.

STEM integration: As in Colorado's Phase 2 application (pages 73-75 and pages 183-184), initiatives to boost students' skills and knowledge in STEM are deeply integrated throughout the state's existing education reform plans and don't exist as a stand-alone effort. Specifically, the Colorado Academic Standards were designed to ensure that all students master a rigorous course of study in math and science that ensures their P-12 experience prepares them for successful entry into the increasingly technical and technology-driven worlds of work and

postsecondary education. In addition, each academic content standard includes specific "21st century skills" (defined as critical thinking and reasoning, information literacy, collaboration, self-direction, and invention) essential to the ability to effectively enter advanced study. Also, Colorado's newly adopted Teacher Quality Standards explicitly require the effective use of technology in classrooms. Colorado proposes to build upon this strong foundation by ensuring that implementation of key education reform efforts continues to embed STEM across all content areas and supporting all teachers in integrating STEM into their instruction. Colorado proposes investing over $1 million over four years in STEM activities across its Phase 3 projects by:

1. Hiring and supporting a STEM coordinator to work with the eight Content Collaboratives to ensure that STEM themes, lessons, and content are integrated into the Collaboratives' new tools; and
2. Connecting educators to STEM resources outside their school and LEA boundaries through activities that bring STEM content alive for educators and their students through a STEM in Action grant program.

LEA participation: The state had strong LEA participation in Phase 2 and expects a significant percentage of LEAs to participate in Phase 3. Participating LEAs will use their share of the allocation to support their efforts to implement new academic standards, educator evaluations, and/or STEM initiatives. The state will develop updated Memoranda of Understanding (MOU) and scopes of work for participating LEAs that will outline the range of allowable uses that may include such activities as professional development on the resources created by the Content Collaboratives, training for educator evaluators, advancing STEM in the classroom, and other efforts that support the Phase 3 Race to the Top application.

Statewide Impact: The activities selected for this application have statewide impact. Through statewide dissemination overseen by the state's Race to the Top Office proposed in Section (A)(2)(i)(a), all LEAs will be able to use the work of the Content Collaboratives, access the technical assistance and model resources created by the state's Educator Effectiveness Unit, and leverage the STEM resources proposed in this application. The intent of the state share of funds is to invest in the design and development of the common resources, tools, models, and technical assistance that all LEAs will need to effectively implement the state's new standards and educator evaluation system. This allows LEAs to leverage the state's investment in large but one-time design costs associated with major reform initiatives, reduces duplication of effort (districts will not have to create these resources on their own), increases quality and consistency of resources used, and fosters greater statewide sharing and learning.

To enable statewide access to the Race to the Top management resources, academic standards, educator effectiveness, and STEM work, the state will use its SchoolView website (see Appendix A-4 for an overview of SchoolView) as the central broker of webinars, trainings, tools, and resources for the Content Collaboratives, educator evaluation work, and STEM initiatives (as proposed on pages 68 and 73 of Section (B)(3) of the Phase 2 application). Through SchoolView and through the involvement of educators from across the state, everything Colorado creates, designs, and learns from the Content Collaboratives and the educator evaluation technical assistance will be transmitted statewide for the state's more than 50,000 educators.

Conclusion: Colorado believes the highest-priority ways to advance its aggressive education reform agenda and strengthen the capacity of schools to implement reforms is through collaborative development of new instructional and assessment tools, high-quality implementation of more accurate educator evaluations, and systemic integration of STEM in all content areas, all achieved through regular support and strong capacity at the state level. These activities represent the state's biggest levers for achieving its ultimate goal of preparing all students for postsecondary and workforce success: They get at the heart of what teachers will teach and how they can be supported to teach it well. In addition, feedback obtained from a range of external partners and stakeholders concerning which Phase 2 projects to include in the Phase 3 application confirmed these priorities. Districts, schools, and educators say they are ready and willing to implement the state's ambitious reform agenda, but what they most need and want now is support from the state to implement well the new academic standards and educator evaluations. Colorado partners are eager to provide access to STEM assets to support that effort (please see Appendix A-5 for a full list of the stakeholders with whom Colorado met during the Phase 3 application process).

Colorado is pleased to submit this application for Phase 3 funds to achieve the state's vision of students ready to meet the challenges of the 21st century, of an educator workforce that helps them get there, and of dynamic exposure to STEM innovation and creativity—all overseen with strong state capacity and support.

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

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

Colorado has set ambitious, yet attainable, student outcome goals for what Phase 3 grant funds can accomplish: Colorado's new proposed 2014-15 student achievement goals seek to at least triple observed historical growth over the past five years for the overall student population—which would noticeably accelerate annual student learning gains—and to accelerate performance for subpopulations of students by between three and seven percentage points based on trends and to outpace the desired growth of the population as a whole.

These goals differ from the Phase 2 application to take into consideration the smaller infusion of funds in this phase: Whereas the significant funds in Colorado's Phase 2 grant budget would have generated the potential for dramatic, "breakthrough" increases in student performance and gains in growth, the lesser amount in Phase 3 allows the state to accelerate increases, but not at as quick of a pace. In addition, since the submission of the Phase 2 application, the Colorado Department of Education has developed new agency goals, based on a careful review of historical student performance data, to guide its efforts, which are reviewed by the State Board of Education, the Colorado General Assembly, and the Governor's Office. In setting these new goals, CDE has examined historical data from the last five years of the state assessment and looked carefully at how much growth has been made and the patterns of change over time by content area and grade level.

Chart 1 below shows student achievement goals for all students with Phase 3 funds. Because content area and grade level performance is so individualized, improvement targets may seem inconsistent but each goal represents substantial—and accelerated—progress. In cases where student performance has declined, targets for the total population were set at an increase between three and five percentage points. This increase was chosen as it represents an improvement over current performance and trends and should be achievable if the reforms proposed in the Phase 3 application are implemented well.

The activities proposed in this application will help the state reach these goals by providing students with access to more rigorous content and meaningful, classroom-level assessments that inform their progress through the work of the Content Collaboratives proposed in sub-criterion (B)(3). Teachers will be supported in accessing and using these resources through the technical assistance and evaluation of their performance as proposed in sub-criterion (D)(2). In addition, STEM threads will be woven across the content that students learn, exposing them to relevant content and real-life skills that they will need to succeed in the global workforce. The Race to the Top management team will work to ensure the integration of these three areas to drive increases in student performance.

Chart 1: Student Achievement Goals: All Students on State and NAEP Assessments
Percent of students scoring proficient and above on the state assessment
Percent of students scoring proficient and above on NAEP

	STATE ASSESSMENT			NAEP		
		2010-11	2014-15		2010-11	2014-15
Reading	Elementary Middle High	69.3% 67.3% 65.1%	70.8% 73.7% 69.5%	4th grade 8th grade	39% 40%	43% 46%
Math	Elementary Middle High	68.8% 54.3% 34.9%	72.0% 66.6% 41.4%	4th grade 8th grade	47% 43%	51% 47%

Chart 2 on the following page shows student achievement goals by student subpopulation. The state is focused on increasing achievement of all student subgroups to raise them to proficiency (growth to standard rather than growth to peer group). The targets identified for student subgroups reflect a need for greater growth in these subpopulations so that they can reach proficiency. Many subgroups have already been showing significant historical improvements so their targets are extensions of their current trends—but with steeper trajectories, recognizing how the reforms identified in the Phase 3 application can help. For subgroups showing performance declines or more modest improvements, targets were set at an increase of at least five percentage points. Such improvements can begin to more quickly close the performance gaps for these subgroups over achievement in 2010-11.

Chart 2: Student Achievement Goals for Student Subpopulations on State and NAEP Assessments
Narrowing Achievement Gaps to Proficiency by Increasing Proficiency Rates
Percent of students scoring proficient and above on the state assessment, and percent proficient and above on NAEP

	STATE ASSESSMENT			NAEP		
Free & Reduced Lunch		**Actual 2010-11**	**2014-15**		**2010-11**	**2014-15**
Reading	Elementary	52.0%	58.9%	4th grade	19%	23%
	Middle	49.1%	66.3%	8th grade	20%	25%
	High	46.1%	51.1%			
Math	Elementary	52.1%	60.2%	4th grade	28%	33%
	Middle	35.6%	56.5%	8th grade	23%	28%
	High	16.8%	28.2%			
Minority		**2010-11**	**2014-15**		**2010-11**	**2014-15**
Reading	Elementary	54.9%	65.8%	4th grade	18%	23%
	Middle	53.0%	75.0%	8th grade	22%	26%
	High	50.2%	57.1%			
Math	Elementary	55.0%	66.1%	4th grade	24%	30%
	Middle	40.2%	65.5%	8th grade	19%	23%
	High	20.8%	36.8%			
English Language Learners		**2010-11**	**2014-15**		**2010-11**	**2014-15**
Reading	Elementary	43.5%	57.2%	4th grade	5%	10%
	Middle	41.9%	70.9%	8th grade	2%	10%
	High	37.7%	50.8%			
Math	Elementary	48.4%	63.1%	4th grade	12%	16%
	Middle	34.3%	62.2%	8th grade	3%	10%
	High	14.9%	26.3%			
Special education		**2010-11**	**2014-15**		**2010-11**	**2014-15**
Reading	Elementary	25.3%	32.3%	4th grade	10%	15%
	Middle	20.7%	26.1%	8th grade	5%	10%
	High	19.2%	25.8%			
Math	Elementary	26.1%	31.1%	4th grade	17%	22%
	Middle	12.1%	17.1%	8th grade	6%	10%
	High	5.3%	10.3%			

To support the student subpopulations listed in Chart 2, the state anticipates having members on the Content Collaboratives proposed in sub-criterion (B)(3) who have expertise in such areas as English-language learners, special education, and at-risk populations to ensure that the resources and content produced by the Content Collaboratives are accessible and relevant to all students. In addition, as a result of the educator evaluation work proposed in sub-criterion (D)(2), school and district leaders will have better data on the effectiveness of their educators, which will enable them to ensure that their most effective teachers are supporting the students who need to make the greatest gains. The STEM in Action work proposed in this application will prioritize funding for those programs that target traditionally under-served student populations.

The Race to the Top Program Office will be working across the projects proposed in this application to ensure that they are all driving toward college and career readiness. The STEM thread in this application plays an important role in both engaging students in relevant content and in connecting them and their teachers with real-life experiences outside the classroom that also help build the skills and aptitudes necessary for post-graduation success in all careers.

Charts 3, 4, and 5 below show the state's college and career readiness expectations.

Chart 3: High School Graduation Rates for All Students and by Student Subpopulations
2010-11 actuals and 2014-15 goals

	2010-11	2014-15
All students	73.9%	80.0%
Free and reduced lunch	62.2%	70.0%
American Indian or Alaska Native	52.2%	60.0%
Asian	81.7%	84.0%
Black or African American	64.6%	72.6%
Hispanic or Latino	60.1%	68.1%
White	81.1%	84.0%
Students with Disability	53.5%	61.0%
English Language Learners	52.8%	60.0%

Chart 4: College Enrollment Rates for All Students and by Student Subpopulations
Enrollment in Out-of-state and In-state Schools within 16 months of High School Graduation
2010-11 actuals and 2014-15 goals

College Enrollment	2010-2011	2014-2015
All Students	**68.7%**	**72.2%**
American Indian or Native Alaskan	50.3%	54.7%
Asian	77.7%	80.7%
Black or African American	68.1%	74.5%
Hispanic / Latino	49.0%	57.3%
White	74.1%	77.3%
Economically Disadvantaged	50.3%	60.1%
Not Economically Disadvantaged	73.0%	76.6%
Limited English	44.5%	55.7%
Not Limited English	71.0%	74.9%
Students with Disabilities	38.5%	41.0%
Students without Disabilities	70.9%	74.2%

Chart 5: College Persistence* Rates for In-State Students
2010-11 and 2014-15 goals*

College Persistence	2010-2011	2014-2015
All Students	**79.6%**	**82.5%**
American Indian or Native Alaskan	76.0%	79.0%
Asian	85.1%	87.1%
Black or African American	68.0%	71.0%
Hispanic / Latino	70.3%	73.3%
White	81.6%	83.6%
Economically Disadvantaged	70.2%	74.2%
Not Economically Disadvantaged	80.9%	83.0%
Limited English	73.7%	76.7%
Not Limited English	79.9%	82.7%
Students with Disabilities	63.3%	66.3%
Students without Disabilities	80.3%	82.3%

*College persistence is defined as the completion of one year's worth of credit within two years of initial in-state public enrollment within 16 months of graduation. The 2010-11 data reflects the graduates of 2006-07 who had 16 months to enroll and then two years to complete one year's worth of credit.

In conclusion, Colorado believes that the strategies proposed in this application will help accelerate and leverage efforts already underway in the state to raise student achievement for all students. With support from the Race to the Top Program Office, the state will regularly review progress toward these goals and can adjust strategies and activities as needed to drive improvement.

II. SUMMARY TABLE FOR PHASE 3 PLAN

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

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

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

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

III. NARRATIVE

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

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

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

Selection sub-criterion	**(A)(2)(i)(a)**	**Page references from State's Phase 2 application**	**33-37**

The power of Colorado's reform agenda lies in the integration of its component parts, in the intersection of high standards, meaningful assessments, outstanding teachers, and high-performing schools and districts all aimed at helping students succeed in an increasingly competitive workforce. To ensure connectivity of these parts, leverage and expand the state's capacity, and drive the work toward the desired student performance outcomes, Colorado proposes—as it did in Phase 2—to create a Race to the Top Program Office.

Pages 33-37 of the Phase 2 application describe an oversight structure appropriate for the size of the Phase 2 grant. The state's Phase 3 proposal still continues strong Race to the Top oversight and capacity-building with existing CDE staff and divisions, but scales the size of this new office to more appropriately match the size of the Phase 3 grant (please see Appendix A-6 for Colorado Department of Education organizational charts).

A Race to the Top Program Office will house 4.5 full-time equivalent staff dedicated to overall grant coordination, communications, information technology, and support for all Phase 3 projects, similar to but smaller than the structure described on page 36 of the Phase 2 application. This office will report to the CDE Chief of Staff and Strategy.

The new Race to the Top Office will include these staff:

- A supervisor will be accountable for the day-to-day work of the grant; ensure that all Race to the Top objectives are met among districts, staff, and consultants; work across the functions of the grant; and ensure a comprehensive and integrated approach to advance Colorado's reform agenda so student achievement is improved. The supervisor will monitor student performance outcomes and drive needed changes to support the state in reaching stated student performance goals.
- A project manager will provide project management and administrative support to ensure that milestones are achieved and will support the supervisor with general oversight and tracking of performance measures.
- An information technology specialist will manage the resource dissemination through SchoolView and appropriate external partners so that all tools and materials are accessible to maximize statewide impact.
- A communications coordinator will be responsible for communicating with and soliciting input from Colorado's districts and external partners about Race to the Top work.
- A half-time graphic/web support specialist will provide graphic design/web support for all materials created for Race to the Top and that support the state's reform initiatives.

For the major initiatives proposed in the Phase 2 application and continued in Phase 3—the Content Collaboratives, educator effectiveness initiatives, and STEM integration—dedicated staff described in later sections will reside in existing offices. Staff supporting the Content Collaboratives and STEM integration will be part of CDE's Content Collaboratives Office and report to the Deputy Commissioner; staff supporting implementation of Colorado's new educator evaluation system will be part of the Educator Effectiveness Unit, which also reports to the Deputy Commissioner.

All Race to the Top staff will be hired for the duration of the grant to assist CDE staff with the heavy, one-time implementation activities associated with the state's implementation of new standards, educator evaluation systems, and STEM initiatives. Hiring will take place by March 2012, with work plans to be completed by the end of May to guide the work over the course of the grant.

Table 1 below provides a high-level overview of the workplan for the RTTT management office.

Table 1: Building Statewide Capacity – Race to the Top Management

GOALS	ACTIVITIES	TIMELINES	RESPONSIBLE PARTIES
To ensure success of desired Race to the Top outcomes and to oversee all Race to the Top activities	Recruit and hire staff	By March 2012	Chief of Staff and Strategy
	Develop RTTT communications, and information management work plans	By May 2012	Chief of Staff and Strategy RTTT Supervisor
	Implement plans and oversee all activities, including data reporting to ensure yearly milestones are met and targets assessed	September 2012 - end of grant	Chief of Staff and Strategy RTTT Supervisor

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

The state selected these activities to ensure successful management and oversight of the state's Race to the Top work. The goal of this new office is to make sure that the grant's various projects—spread across CDE offices, external partners, school districts, and other constituents—are are executed comprehensively with a constant focus on student achievement. This singular focus is essential; no statewide effort to improve student learning can succeed without transparent management, rapid-response support, and thoughtful execution. Changing behavior and practice—realizing the potential of the state's reform agenda—requires deep support to districts and schools, support that moves beyond awareness-building and tool development to hands-on coaching and modeling. The Race to the Top Office staff members will help build the state's capacity to enable coherent, coordinated statewide implementation of the new standards, educator evaluation systems, and STEM initiatives.

PERFORMANCE MEASURES: Sub-criterion (A)(2)(i)(a)

Performance Measures *Applicants must develop and propose for the Department's approval performance measure(s) for any sub-criterion that did not include performance measures in the Phase 2 application. Please enter the proposed performance measure in the row in this table and provide annual targets in the columns provided.*	Actual Data: Baseline (Current school year or most recent)	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
General Grant Management Measures					
Percentage of LEAs reporting satisfaction with CDE grant communications	N/A	60%	75%	80%	90%
Percentage of LEAs reporting satisfaction with CDE grant administration	N/A	70%	80%	90%	90%
Change in Practice Measures					
Percentage of LEAs with educator evaluation systems that yield evaluation rating distributions that are correlated with student growth results	N/A	N/A	N/A	Baseline	40%

Selection sub-criterion	(B)(3)	Page references from State's Phase 2 application	67-79

In 2008, Colorado began implementing a comprehensive plan to align expectations, improve capacity, and increase student learning throughout the preschool through postsecondary education system. Guided by the Colorado Achievement Plan for Kids (CAP4K, enacted in S.B. 08-212), the state adopted common definitions of *postsecondary and workforce readiness*, and *school readiness* and then developed internationally benchmarked P-12 academic standards that map learning targets between the two readiness definitions for 10 content areas. Following a thorough review of the Common Core State Standards, the State Board of Education adopted the common standards in mathematics and English/language arts and re-issued the Colorado Academic Standards in December 2010 with the inclusion of the Common Core State Standards. CDE now is engaged in a four-stage transition process to help districts fully implement these new expectations in all content areas by 2013-14 (please see Appendix B-1 for an overview and timeline of the transition to Colorado's new standards).

Section (B)(3) of Colorado's Phase 2 application, beginning on page 67, describes the state's plan for supporting the move to new standards and assessments. A key component of this plan, and a focus of the requested Phase 3 funds, is the creation of Content Collaboratives to engage Colorado educators in the creation of instructional materials and classroom-level assessments aligned to the standards for use in classrooms and to support educator effectiveness. Colorado is currently working to launch these Collaboratives through start-up funds provided by the Colorado Legacy Foundation through a grant from the Bill & Melinda Gates Foundation. The funds requested in this application will allow Colorado to expand this work from a small cohort of three Collaboratives meeting for only six months to the eight Collaboratives that were conceptualized in the original Phase 2 application. As described on page 73 of the Phase 2 application, the Content Collaboratives will be responsible for identifying and developing engaging, rigorous, and relevant instructional materials, formative assessments, professional development strategies and other tools to meet the needs of educators in implementing the enhanced standards and assessments and informing educator effectiveness. By the end of the Phase 3 grant, the Collaboratives will have:

1. Created instructional tools and classroom-level assessments for use in instruction and educator evaluations, as appropriate;
2. Developed teaching expertise statewide that improves the use of high-quality instructional and assessment practice;
3. Increased instructional assessment leadership capacity in Colorado districts and schools;
4. Served as a sustainable professional learning community for Colorado educators; and

5. Facilitated collaborative resource development with Colorado educators.

(Note: The work of the Content Collaboratives also will inform the measures of student learning needed to monitor student growth for purposes of educator evaluation, an activity noted in Section (D)(2)(i) on page 106 of the state's Phase 2 application.)

Figure 2: Content Collaboratives

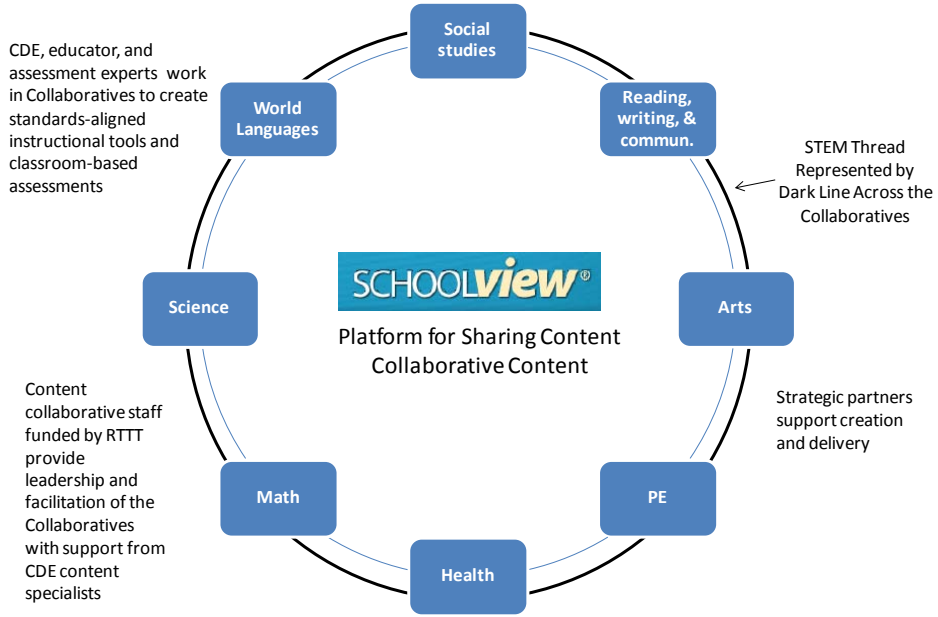


Figure 2 provides a visual overview of the structure of the Content Collaboratives. The descriptions on the following pages provide greater detail about the structure, meetings, and work of the Content Collaboratives.

Goal of the Collaboratives: By creating standards-aligned, classroom-level assessments and instructional tools, the Content Collaboratives will support teachers in teaching and monitoring progress toward student mastery of the new standards. The ultimate goal is to improve student achievement by providing rich and engaging content and meaningful classroom-level assessments that connect students to the content, engage them in their learning, and help them master the standards. The state views the resources created by the Content Collaboratives as a critical strategy to reach the state's student achievement goals.

Building the Collaboratives: Collectively, the Collaboratives cover the state's 10 academic content areas. Using start-up funds from the Colorado Legacy Foundation, Colorado is launching in January 2012 Collaboratives in three content areas: reading, writing and communicating; social studies; and the arts. With Phase 3 funding, the state will continue these three Collaboratives past the six months of current funding and establish Collaboratives for each of the remaining five areas: health, mathematics, physical education, science, and world languages. This organization maps with the Collaboratives proposed on page 73 of the Phase 2 application, with two exceptions in scope:

- The originally conceived STEM Collaborative will be divided into two separate math and science Collaboratives, and the originally conceived physical education/health Collaborative will be separated into two groups. In both cases, the goal is to ensure each content area gets adequate attention and resources. In addition, this approach better ensures STEM will be emphasized in all subjects.
- In order to ensure that all content areas are examining issues related to school readiness and postsecondary/workforce readiness, these areas now are embedded in each of the other content-area Collaboratives rather than stand-alone groups.

Staffing and Structure: As described on page 73 of the Phase 2 application, the Content Collaboratives will include curriculum, assessment, and professional development specialists from LEAs and Boards of Cooperative Educational Services (BOCES), early childhood education providers, and educator preparation program faculty from across the state. The Collaboratives will be balanced to reflect content experts in each of the grade spans: P-2, 3-5, 6-8 and high school. Additional membership will be selected for each team to ensure that instructional, assessment, English language learners and special education expertise are equally represented. Each Content Collaborative will have approximately 15-18 members, including members who can ensure that the materials and resources created meet the needs of all students, specifically traditionally underserved and at-risk student populations. The Collaboratives will reside within CDE's Division of Learning and Results, which will be responsible for monitoring and overseeing the Collaboratives' work, as described on page 77 of the Phase 2 application. CDE will hire three full-time equivalent staff members for the Collaboratives by March 2012:

- A supervisor to manage all of the Collaboratives' work, including meeting deadlines, creating quality work, ensuring coordination among the content areas, and facilitating one or more of the Collaboratives. This role was described on page 73 of Colorado's Phase 2 application with the previous title of Standards Implementation Director;
- A STEM coordinator to lead both the math and science Collaboratives, ensure STEM threads across the other Collaboratives, and link the Collaboratives with the Colorado STEM Network (which includes museums, non-profits, science partners, industry leaders, higher

education partners, etc.) and other STEM initiatives occurring across the state—ensuring the Collaboratives have access to and can leverage the content and dissemination vehicles provided by these networks and organizations. This role matches the intended role of the STEM Coordinating Council described on page 73 of the Phase 2 application, but has been scaled back to a coordinator staff position rather than a full Council, given the funds available; and

- A content specialist who will support the facilitation of one or more of the Content Collaboratives while having primary responsibility for designing professional development modules to accompany the resources created by the Content Collaboratives. The original Phase 2 budget on page 481 included five additional half-time content specialists. The supervisor, STEM coordinator, and this role will work together to support the staffing of the Content Collaboratives.

These staff members will be augmented by existing staff from CDE's Unit of Assessment, Research, and Evaluation and Unit of Teaching and Learning—specifically the state's formative assessment consultant and six content specialists—who will be responsible for supporting and guiding the work of the Content Collaboratives. In addition, the Race to the Top Office described in the previous section (particularly the information technology specialist) will lead the dissemination of tools and materials from the Content Collaboratives and make sure they are augmented with existing resources.

Meetings and work: The Content Collaboratives will convene multiple times over the course of the grant period, with a heavier meeting schedule in the first two years of the grant to ensure that LEAs will have access to a range of student learning measures and instructional tools in all grades and content areas as they ramp up their standards and educator evaluation implementation efforts. As described in Table 2, the first three Collaboratives will begin meeting in January 2012, while the remaining five will start meeting in June 2012.

The Collaboratives' primary products (instructional tools and assessments) will be disseminated beginning in the fall of 2012. Meanwhile, STEM will begin to be integrated in the content areas in March 2012, then enhanced by the start of STEM in Action-funded activities in October 2013. The peer review process of the Collaboratives' tools (described below) will be ongoing (with in-person meetings in the first two years followed by online review in the subsequent and ongoing years). The peer review process will ensure that the resources created by the Content Collaboratives meet high standards for quality and scope before release. By 2015, the Collaboratives will have transitioned to virtual content networks managed by CDE to ensure their sustainability after the end of the grant period.

Technical and peer review and vetting: To increase the quality, reliability, and appropriateness of the instructional materials and classroom-level assessments created and identified by the Content Collaboratives, CDE will engage an expert Technical Steering Committee and peer review teams to review the work products of the Content Collaboratives, as noted on page 74 of the Phase 2 application. Specifically, the Technical Steering Committee will develop a process to guide the development work that ensures technical adequacy of the developed instructional tools and assessments; review the tasks, frameworks, rubrics, protocols, and assessments that are developed; develop protocols for field testing; and make recommendations on analytical approaches to scoring. The Technical Steering Committee also will help establish the vetting and validation process that will be used by the peer review teams. The peer review teams will be responsible for reviewing all of the products created by the Content Collaboratives to ensure quality, appropriateness, and alignment with the standards. The peer review teams will include members who represent preschool through high school content experts in each content area, English language learners and special education experts, and local/national assessment and student growth experts.

Dissemination of Collaborative resources: As described on page 73 of the Phase 2 application, all of the resources created by the Content Collaboratives will be available at no cost to all LEAs through SchoolView, which serves as a one-stop provider and broker of information and resources from CDE's website. CDE plans to create professional development modules which will be accessible to educators statewide via SchoolView for use in implementing the tools developed by the Content Collaboratives. (As described in Section C of the state's Phase 2 proposal and in Appendix A-4, the SchoolView platform, launched in 2009, provides a unified source for publicly available school, LEA, and state performance information; gives secure access to confidential student-level data to authorized users; and equips educators with the data necessary to drive continuous improvement. SchoolView also is the state's online vehicle for encouraging educator collaboration and sharing tools.) CDE will work with external partners to publicize the materials and spread their availability.

LEA participation and statewide impact: As mentioned above, the instructional materials and classroom-level assessments developed by the Collaboratives will be available to all Colorado school systems. As LEAs begin working to implement the new standards and their educator evaluation systems, they have expressed that their greatest needs relate to aligned instructional materials and classroom-level assessments. A few leading districts are working to develop instructional tools and/or are attempting to develop common classroom-level assessments in all content areas on their own by convening teacher teams over the summer. This approach requires significant district resources; and the tools produced are not readily accessible statewide. The work of the Content Collaboratives minimizes the need for districts to invest their resources in designing

their own instructional tools and classroom-level assessments. In addition, by leveraging expertise from across the state, Colorado can increase the quality of tools and assessments available to districts. Districts can capitalize on the state's investment by accessing, augmenting, and adapting the tools and assessments as appropriate. LEAs participating in Phase 3 Race to the Top will be able to use their allocations, among other uses explained in this application, for professional development and implementation activities connected to the Collaboratives' work.

Sustaining the work: A key role of the Content Collaborative supervisor, STEM coordinator, and content specialist and the overarching responsibility of Collaborative members is to build statewide capacity in implementing and assessing the state's new Colorado Academic Standards to ensure student mastery. For example, the supervisor will be responsible for tapping existing networks (such as the professional content associations and networks in the state) and leveraging the skills of CDE's existing content and assessment specialists to build capacity and take on the ongoing work of the Collaboratives. These staff will work directly with the Race to the Top Office to coordinate these activities not only with other grant initiatives, but also with existing CDE efforts. As described above, SchoolView will be a broker for these tools so that teachers will be able to access them—and the state can update them—for years to come.

Conclusion: With the adoption of new college- and career-ready standards, both students and teachers will be challenged to meet these higher expectations. The state's priority is ensuring students can master the concepts and skills articulated in the Colorado Academic Standards by equipping teachers with standards-based instructional materials and classroom-level assessments to use in their classrooms. This is the work of the Content Collaboratives, as envisioned in Phase 2 and continued in Phase 3. The in-depth work of the Collaboratives and the dissemination of their tools will help Colorado reach its student learning goals by helping teachers change their classroom practice, better gauge their students' progress, and tailor instruction. Moreover, the presence of a STEM coordinator to ensure that STEM themes are interwoven throughout the Collaboratives' work—and to link the Collaboratives with the resources and materials of external STEM partners—will increase the quality and rigor of what students learn. Finally, Colorado believes that the Collaboratives are a dynamic way to build a professional learning community for the state's educators: A way to center the attention on actual student results while providing an entirely new and meaningful sense of responsibility to colleagues within their content area and between content areas.

Workplan: Table 2 below provides an overview of the workplan for the Content Collaboratives.

Table 2: Transition to New Standards and Assessments - Content Collaboratives

GOALS	ACTIVITIES	TIMELINES	RESPONSIBLE PARTIES
To create instructional materials and classroom-level assessments in all content areas To create a body of classroom-level assessments that can be used as multiple measures of student growth for the purposes of educator evaluation	Launch Collaboratives in three content areas (reading, writing & communicating; social studies; arts)	By January 2012	Assessment Unit Teaching and Learning Unit
	Recruit and hire staff to manage Collaboratives over grant period	By March 2012	Assessment Unit Teaching and Learning Unit
	Recruit and appoint members of remaining five Collaboratives	By June 2012	Content Collaborative Staff
	Conduct peer reviews of existing products in all content areas, identifying gaps and exemplars; develop workplans and strategies for state/LEAs to fill gaps where high-quality products are not available	January 2012 - October 2012 (3 collaboratives) June 2012 - March 2013 (5 collaboratives)	Content Collaboratives
	Complete technical and peer review of exemplar products	By fall 2012 (3 collaboratives) By June 2013 (5 collaboratives	Technical Steering Committee Peer Review Teams Assessment Unit

GOALS	ACTIVITIES	TIMELINES	RESPONSIBLE PARTIES
	Disseminate exemplar products via SchoolView and strategic partners	Ongoing, beginning fall 2012	Content Collaborative Staff RTTT Information Technology Specialist Assessment Unit Teaching and Learning Unit
	Build STEM integration plan & connect external STEM resources into the Collaboratives	March-December 2012	STEM Coordinator Content Collaboratives
	Design, evaluate, and refine products through continued Collaborative work, peer reviews, and expert assistance	October 2013-December 2015	Content Collaboratives Content Collaborative Staff RTTT Information Technology Specialist Assessment Unit Teaching and Learning Unit
	Continue to disseminate products and support professional development in use of products through SchoolView	October 2013-December 2015	Content Collaboratives Content Collaborative Staff Assessment Unit Teaching and Learning Unit
	Deepen STEM integration and connect resources to work developed through STEM in Action funded activities as well as through Colorado STEM Network member and other STEM partners in the state	October 2013-December 2015	Content Collaboratives STEM Coordinator Assessment Unit Teaching and Learning Unit

GOALS	ACTIVITIES	TIMELINES	RESPONSIBLE PARTIES
	Transition Content Collaboratives to virtual learning networks for long-term sustainability	By December 2015	Content Collaborative staff Assessment Unit Teaching and Learning Unit
	Build sustainability plan that leverages platforms created by the Shared Learning Collaborative and other efforts	By December 2015	Content Collaborative Staff Assessment Unit Teaching and Learning Unit

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

Colorado policymakers believe that clear and high expectations (embodied in the Colorado Academic Standards) and aligned assessments drive educational outcomes, while access to high-quality tools and instructional models drives the realization of those expectations. Adoption of new student learning standards aligned to expectations of college and career readiness was an important first step toward clarifying the expectation that all Colorado students receive a challenging education that prepares them for fulfilling, productive lives. The state is committed to high-quality implementation and capacity-building to fulfill its promise to students.

The highest-leverage way to help students master more rigorous content and skills is to engage educators in successfully adopting new standards and assessments into their classrooms, including ensuring that fair and valid classroom-based assessments exist for all content areas. Colorado chose the Content Collaboratives from its Phase 2 application and included them in Phase 3 because simply putting standards in the hands of teachers and expecting achievement to improve is not enough. Indeed, districts have told CDE that one of their biggest needs is multiple measures and formative assessments of student learning in the tested and non-tested content areas for both instructional and educator evaluation purposes; districts are hungry for high-quality tools to help them transition to teaching the new standards and to improve their educator evaluation systems. The Collaboratives will involve over 100 educators and content experts working together to produce these materials and resources for use across the state, with access for all through SchoolView. Moreover, Phase 3 funds will ensure that access to rigorous courses of study in STEM content is infused across content areas through coordination between and among the Content Collaboratives. Colorado believes that the work of the Content Collaboratives is one of the highest-leverage activities the state can undertake to fulfill its vision of graduating students ready for the worlds of work and postsecondary education.

PERFORMANCE MEASURES: Sub-criterion (B)(3)

Performance Measures *Applicants must develop and propose for the Department's approval performance measure(s) for any sub-criterion that did not include performance measures in the Phase 2 application. Please enter the proposed performance measure in the row in this table and provide annual targets in the columns provided.*	Actual Data: Baseline (Current school year or most recent)	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
Use & Process Measures					
Percentage of LEAs indicating they have used Content Collaboratives tools and materials in their LEA	N/A	N/A	40%	60%	75%
Percentage of Content Collaborative content areas with STEM-embedded resources/tools (aim is that by the end of the grant, STEM-themed resources will be available in all ten of the state's content areas)	N/A	N/A	50%	75%	100%
Change in Practice Measures Modeled in pilot districts for eventual roll out statewide					
Percentage of teachers in the educator effectiveness pilot districts reporting that the Content Collaborative assessment tools helped them better diagnose student needs	N/A	N/A	50%	70%	90%
Percentage of teachers in the educator effectiveness pilot districts reporting that they changed their practice to better meet student needs based on the results of the Content Collaborative assessments	N/A	N/A	40%	60%	80%
Improvement in teacher effectiveness ratings as measured on the state's model teacher evaluation rubric in the educator evaluation pilot districts (percentage of teachers in the pilots demonstrating improvement from the baseline year)	N/A	N/A	Baseline – first year rubric used by pilots	20%	30%
Improvement in teacher effectiveness ratings (percentage of teachers demonstrating improvement from the baseline year)	N/A	N/A	N/A	Baseline	10%
*Because the Content Collaboratives represent new work, there is no baseline data currently available.					

Selection sub-criterion	(D)(2)(ii), (iii)	Page references from State's Phase 2 application	104-108

At the heart of every great classroom is a great teacher whose content knowledge, desire to see students succeed, and willingness to improve practice can transform a student's life. That teacher is supported to reach his or her potential by an effective instructional leader who knows how to connect the needs of teachers to robust, effective, and aligned professional development. Colorado's recent changes to its educator evaluation system are intended to raise student achievement by ensuring that all students have an effective teacher in their classroom and effective leaders in their schools.

Colorado educators and policymakers view the state's new educator evaluation system as a critical lever to increasing student performance and meeting the performance goals outlined in this application. Through the state's recently adopted teacher and principal quality standards and emerging development of state model evaluation rubrics and tools, the state is creating a shared definition of what effective teaching and school and district leadership looks like in Colorado. The state is elevating expectations and accountability for all teachers and leaders by holding all educators accountable for student growth. School and district leaders will be able to use the results of the evaluation system to more quickly identify highly effective teachers to support and share their work and to pinpoint struggling teachers to provide them with needed assistance so that no student suffers as his or her teacher works to improve. School and district leaders will also be able to use the data to more effectively assign teachers, ensuring that all students, particularly those in greatest need of growth gains, are taught by effective and highly effective educators. In the same vein, data on school/district leader effectiveness can be used by decision makers to ensure that all schools and districts are led by effective and highly effective leaders. Knowing the effectiveness of leaders allows decision-makers to put in place the necessary priorities and systems to ensure that the neediest schools/districts are led by highly effective leaders and those schools led by leaders who are struggling have the additional resources and supports to improve.

Background: As described on page 105 of the Phase 2 application, Colorado's ambitious plans are guided by Senate Bill 10-191, which requires all teachers and principals to be evaluated annually in a way that is rigorous, transparent, and fair (please see Appendix D-1 for a summary of S.B. 10-191). The law's goals are to:

- Create a system to evaluate the effectiveness of licensed personnel in order to provide meaningful feedback to educators about their practice and thereby improve the quality of education in Colorado so that students are prepared for college and careers;
- Ensure that evaluation provides a basis for making decisions in hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status, and non-renewal of contract personnel;
- Ensure that at least 50 percent of an educator's evaluation is based on his/her impact on student growth;
- Build a statewide educator workforce that is effective at improving student achievement and preparing students for postsecondary education and the workforce; and
- Ensure alignment of education preparation programs.

The law creates a common statewide definition for what it means to be an "effective" teacher or principal and establishes an evaluation rating system of ineffective, partially effective, effective, or highly effective. Under the law, educators must demonstrate three consecutive years of effective ratings to earn non-probationary status. Once earned, educators must maintain ratings of effective or higher; educators receiving two consecutive ineffective ratings lose their non-probationary status. The law makes non-probationary status portable between employing school districts and prohibits the assignment of teachers without the mutual consent of both the teacher and the building principal (referred to as "mutual consent hiring"). In addition, the law established a phased implementation approach, with full implementation of the new evaluation system by all districts in 2013-14, and with 2014-15 serving as the first year that "ineffective" ratings on evaluations count toward losing non-probationary status.

Colorado has accomplished many of the building blocks necessary to revamp its educator evaluation system as described in its Phase 2 application, beginning on page 104. In 2010, the Governor appointed the 15-member State Council for Educator Effectiveness. The council had broad representation, including teachers, administrators, a parent, a student, local school board members, and others. After a year of studying and wrestling with the issues, the Council reached consensus in April 2011 on recommendations to the State Board of Education on how to implement the educator effectiveness system. CDE drafted rules based on the State Council for Educator Effectiveness recommendations, and then sought input on the draft from the public, districts, education associations, and other stakeholders. CDE listened and incorporated feedback through three formal public hearings before the State Board of Education, as well as many other public meetings and focus groups. The State Board of Education

adopted the rules, reflecting changes made as a result of that input, on November 9, 2011. The rules now go to the Colorado General Assembly for action by February 2012.

The State Board rules establish common requirements for all local educator evaluation systems, outline the purposes and expected outcomes for the pilot period when new systems are tested, and specify how CDE will monitor and evaluate implementation of the new evaluation system. They also include a statewide definition of effectiveness for teachers and principals (including specifying how to measure student academic growth) and new quality standards for how teachers and principals must demonstrate effectiveness. The standards include:

- For teachers, five professional practice standards that will inform 50 percent of the evaluation rating: mastery of content, establishing a learning environment, planning and delivering instruction, reflecting on practice, and demonstrating leadership. A sixth standard, which will inform the other 50 percent of the rating, requires evidence of gains in student academic growth.
- For principals, six professional practice standards that will inform 50 percent of the evaluation rating: strategic leadership, instructional leadership, school culture and equity leadership, human resource leadership, managerial leadership, and external development leadership. A seventh standard, which will inform the other 50 percent of the rating, requires evidence of gains in student academic growth.

By July 2013, the department will collect assurances from districts to ensure they have either adopted the state's model evaluation system, or are implementing a locally designed system that meets or exceeds the statutory and regulatory requirements for an evaluation system.

After Colorado did not win a Phase 2 Race to the Top award, the state embarked upon its educator evaluation policy changes by leveraging state and foundation funds to: support the work of the State Council on Educator Effectiveness; establish the structure and strategic direction for the creation of the CDE's Educator Effectiveness Unit; advance implementation of mutual consent hiring; and begin design and piloting of elements of the new educator evaluation system.

The Phase 3 award will enhance Colorado's ability to build on and strengthen this work as well as complete the development of the state's model educator evaluation system. Specifically, Phase 3 funds will be used to augment the state's Educator Effectiveness Unit to provide the much needed technical assistance, professional development, and model materials and tools to support districts across the state with implementing their educator evaluation systems (as referenced on pages 107-108 of the Phase 2 application).

Staffing and activities: The Phase 2 application envisioned 12 additional staff to build out CDE's Educator Effectiveness Unit. Because the Phase 3 award is smaller, those funds will enable Colorado to hire five new FTEs by March 2012 to support the educator evaluation work: an

evaluation design specialist, two field support specialists, a communications coordinator, and a project manager. They will join existing staff of three FTEs in CDE's Educator Effectiveness Unit. As noted on page 108 of the Phase 2 application, CDE plans to offer statewide support and technical assistance through the Educator Effectiveness Unit, especially through the two field support specialists who will provide hands-on support to districts in implementing their evaluation systems and through the evaluation specialist who will create model rubrics/tools that districts can adapt and use as they implement their evaluation systems.

The Unit will be responsible for leading the model evaluation design work and related technical assistance, including creating and piloting model teacher and principal rubrics and evaluator training, working with teachers and administrators in districts, conducting regional trainings across the state, and providing ongoing communication about this work to educators and the public. Colorado will make the model materials and related training resources available through SchoolView to enable statewide access to these resources and tools. Please see the accompanying workplan in Table 3 for more detail on the Unit activities.

LEA participation and statewide impact: Based on the high level of requests for support from districts and strong district participation in early statewide training sessions, Colorado anticipates that a large number of districts will access the state's technical assistance (both in the form of on-site support and in using the state's model rubrics/tools). Statewide impact will be facilitated through the use of SchoolView as a dissemination vehicle and through planned regional trainings aimed to touch all regions of the state. Through the state-developed scope of work, districts that participate in the Phase 3 application will be able to use their allocations for trainings, professional development, stipends, and other functions directly related to implementing their evaluation systems, as described on page 107 of the Phase 2 application.

Conclusion: Colorado's vision of preparing students who are ready for the challenges of postsecondary education and the workforce can only be achieved with excellent teachers in every classroom and outstanding leaders in every school. For the first time, the state is investing in a thoughtful, transparent, and fair mechanism to identify those educators on a consistent basis from school to school and district to district, and to assist educators who are struggling. Phase 3 funds will provide the state with the resources needed to build and launch the model statewide educator evaluation system envisioned in the Phase 2 application. The classroom-level assessments developed through the Content Collaboratives (explained in the previous section as a way to create a body of assessments to measure student growth) will inform the educator evaluation design, thus ensuring that two key pieces of Colorado's education agenda—more rigorous academic standards and fair evaluations of educators—will be connected.

Table 3 below provides an overview of the workplan for the educator evaluation work.

Table 3: Evaluations of Education Effectiveness: Technical Assistance and Tools for LEAs

GOALS	ACTIVITIES	TIMELINES	RESPONSIBLE PARTIES
To support districts in implementing evaluation systems based on student growth through technical assistance, professional development, and exemplars	Hire staff	By March 2012	Educator Effectiveness Executive Director
	Conduct communication and awareness training across the state—about components of state model and LEA responsibilities	January 2012-end of grant	Educator Effectiveness Unit Communications Coordinator
	Develop and pilot model evaluation system tools for principals and teachers for use by interested LEAs (local evaluation systems must "meet or exceed" state model)	January 2012-May 2013	Educator Effectiveness Unit
	Adjust and finalize model evaluation system tools for principals and teachers	By May 2013	Educator Effectiveness Unit
	Develop educator effectiveness metrics and reporting tools	May-September 2012	Educator Effectiveness Unit
	Conduct model educator evaluator trainings	August 2012-May 2015	Educator Effectiveness Unit
	During the year leading up to full implementation, provide technical assistance to LEAs in implementing their evaluation systems and assist LEAs with using measures of student growth developed by the Content Collaboratives to support educator evaluations	September 2012-May 2013	Educator Effectiveness Unit
	Develop and pilot model evaluation system tools for other licensed personnel for use by interested LEAs (local evaluation systems must "meet or exceed" state model)	January 2013-May 2014	Educator Effectiveness Unit

GOALS	ACTIVITIES	TIMELINES	RESPONSIBLE PARTIES
	Adjust and finalize model evaluation system tools for other licensed personnel	By May 2014	Educator Effectiveness Unit
	Gather and report effectiveness ratings	By end of summer 2013	Educator Effectiveness Unit
	During first year of full statewide implementation, provide technical assistance to LEAs on implementing their teacher/principal evaluation systems	September 2013-May 2014	Educator Effectiveness Unit
	Populate SchoolView with models and exemplars	January 2012-December 2015	Educator Effectiveness Unit RTTT Information Technology Specialist
	Gather and report effectiveness ratings	By end of summer 2014	Educator Effectiveness Unit
	During second year of full implementation, provide technical assistance to LEAs on both other licensed personnel system and teacher/principal system. This might include additional support as negative consequences (loss of non-probationary status) begin to kick in for educators rated ineffective	September 2014-December 2015	Educator Effectiveness Unit
	Gather and report effectiveness ratings	By end of summer 2015	Educator Effectiveness Unit

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

Colorado selected the educator effectiveness work from its Phase 2 proposal because the research is clear: The quality of teaching is the most important school-based factor in raising student achievement (and effective principal leadership is a close second). The ability to identify, uplift, and develop excellent teaching and leading through a well-designed educator evaluation system is a key ingredient to reaching Colorado's student achievement goals. The evaluation system is designed to nurture many more effective and highly effective educators who individually and collectively will improve student learning. Diagnosing strengths and areas of growth will enable all educators to improve their practice. In addition, Colorado believes that improving educator effectiveness is not something to be imposed, but instead created with the state's teachers, principals, and school staff. Implementing the state's landmark educator effectiveness law will dramatically benefit from a strategic one-time investment. Done well, it is also the piece of Colorado's reform plan that can pay the most dividends for Colorado students so that they graduate college- and career-ready.

PERFORMANCE MEASURES: Sub-criterion (D)(2)(ii), (iii)

Performance Measures *Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section VI. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).*		Actual Data: Baseline (Current school year or most recent)	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
Criteria	**General goals to be provided at time of application:**	**Baseline data and annual targets**				
(D)(2)(i)	Percentage of participating LEAs that measure student growth	100%*	100%	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	16%*	16%	33%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	16%*	16%	33%	100%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	• Developing teachers and principals.	38%**	38%	50%	100%	100%
(D)(2)(iv)(b)	• Compensating teachers and principals.	18%**	18%	20%	25%	30%
(D)(2)(iv)(b)	• Promoting teachers and principals.	12%**	12%	50%	100%	100%
(D)(2)(iv)(b)	• Retaining effective teachers and principals.	N/A**	15%	50%	100%	100%
(D)(2)(iv)(c)	• Granting tenure and/or full certification (where applicable) to teachers and principals.	N/A**	15%	33%	100%	100%
(D)(2)(iv)(d)	• Removing ineffective tenured and untenured teachers and principals.	11%**	11%	33%	100%	100%

*The baseline data for (D)(2)(ii) are based on an original poll of participating districts conducted for the Phase 2 application. The updated measures assume this same baseline in SY 2011-12 and then project growth in future years based on the fact that all districts must fully adopt the state's new educator evaluation requirements in the 2013-14 school year.

**The baseline data for (D)(2)(iv)(a)-(d) are based on data collected for ARRA reporting (which is more current than the data that was used as baseline for the Phase 2 application). The state did not collect data on retention or granting tenure. Colorado does not anticipate any meaningful change in this data from the baseline year to the end of the SY 2011-12. The state anticipates polling participating LEAs on these questions as part of participating LEAs' annual reporting requirements related to the grant.

General data to be provided at time of application:	Based on Phase 2 Numbers
Total number of participating LEAs.	134
Total number of principals in participating LEAs.	2,605
Total number of teachers in participating LEAs.	47,407

The participating LEA information is taken directly from Colorado's Phase 2 application. These figures will be updated once final participation numbers are secured.

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

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

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

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

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

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

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

Colorado views the STEM thread in this application as an important lever in achieving its student's college and career readiness goals for all students. STEM activities can play a vital role in engaging students in relevant content, building problem-solving skills, and in connecting students with real-life experiences outside the classroom that help build the skills and aptitudes necessary for success after high school.

The competitive preference priority in Colorado's Phase 2 application synthesized the STEM activities proposed throughout the state's application. As noted earlier in this application, the Colorado Academic Standards have been designed so that all students master a rigorous course of study in math and science that ensures their P-12 experience prepares them for successful entry into the worlds of work and postsecondary education. Each academic content standard includes specific "21st century skills" that are needed to pursue advanced study and careers in STEM areas. In addition, Colorado's newly adopted Teacher Quality Standards explicitly require the effective use of technology in classrooms. Colorado proposes to build upon this strong foundation by ensuring that implementation of key education reform efforts continues to embed STEM across all content areas and supporting teachers in integrating STEM into their instruction.

Specifically, Colorado proposes using over $1 million in Phase 3 funding to focus on the following key activities highlighted on page 184 of the state's Phase 2 application:

1. Ensuring high-quality STEM themes, lessons, and content are integrated into the Collaboratives' new tools and available to all LEAs (detailed in Section (B)(3) of this Phase 3 application); and
2. Connecting educators to STEM resources within as well as outside their school and LEA boundaries.

These activities are congruent with the overall theme of Colorado's application—ensuring access to great content, supporting teachers in teaching that content well, and integrating disparate reform efforts.

Ensuring high-quality STEM content through the Content Collaboratives: Actions related to the first activity are outlined earlier in this application in the narrative for criterion (B)(3) and described on pages 73 and 74 of Colorado's Phase 2 application. As noted in the narrative, Colorado is creating eight Content Collaboratives to design instructional tools and classroom assessments to assist teachers in implementing the Colorado Academic Standards. Phase 3 funds will support a STEM coordinator hired by March 2012 both to lead the math and science Collaboratives and to ensure that STEM elements are woven throughout the other content areas (reading, writing, and communicating; social studies; the arts, physical education; health; and world languages). This way, the STEM disciplines become integrated throughout different instructional materials and resources, and not "added on" as a separate set of work. In addition, the new STEM coordinator will link the Collaboratives with the Colorado STEM Network (which includes museums, non-profits, science partners, industry leaders, higher education institutions, etc.) and other STEM initiatives occurring across the state so the Collaboratives have access to and can leverage the content and dissemination vehicles provided by these networks and organizations. The STEM coordinator will conduct a needs assessment by June 2012 to ensure that the activities that get integrated will be useful and sustained.

Connecting STEM teachers to resources outside of their school/district boundaries: Ensuring STEM connections within and across content areas is a key step, but what makes the content come alive is seeing STEM in action: connecting STEM content with how it is used and applied in the real world. Section (B)(3) of the state's Phase 2 application (pages 74-75) describes the creation of a STEM in Action program to connect educators and students to the everyday work of scientists, engineers, high-tech workers, and researchers in Colorado's labs, universities, museums, and companies through the development of STEM-related content such as videos, virtual field trips, video conferencing and other multimedia. Tapping into the relevant Content Collaboratives to match these STEM in Action segments to the Colorado Academic Standards will allow teachers to use these materials to extend their learning and that of their students simultaneously. Section (D)(5)(i) (pages 140-141) reiterates this work in the context of providing professional development in STEM for teachers statewide. Consistent with Phase 2, but for less funding, Colorado proposes providing $500,000 for the development of applied STEM content and related educator professional development by industry experts, museums, universities, research centers, and STEM-related community partners to be made available statewide via SchoolView, integrated into the work of the Content Collaboratives, and for blended learning opportunities. Priority will be given to STEM in Action proposals

that reach traditionally underserved populations and focus on reducing proficiency gaps for these student groups. The STEM Coordinator will be responsible for leading the STEM in Action work, which will begin in 2013. This timing allows the STEM in Action work to be informed by the STEM needs assessment conducted in 2012 and by the learnings generated from the first year of the Content Collaboratives. To ensure that STEM activities thrive beyond the life of the grant, the STEM coordinator will build a sustainability plan to be completed by June 2015, weaving together external STEM partners and school- and district-based STEM work.

LEA participation and statewide impact: All LEAs will be able to access the STEM resources and materials created by the Content Collaboratives and STEM in Action work through SchoolView. In addition, participating LEAs may use their funds to advance STEM activities in their districts and to support professional development in STEM.

Conclusion: Many STEM-themed activities occur on a daily basis across Colorado. To fundamentally change practice, however, Colorado needs a coherent and sustained effort. The state believes that embedding STEM throughout the Content Collaboratives and connecting educators to STEM resources outside their classroom has the potential to improve STEM education statewide. By anchoring this work to the Colorado Academic Standards, which all districts are required to implement, STEM becomes an integral part of ongoing standards implementation that benefits all students across the state and has built-in sustainability since the standards form the basis of instruction across Colorado. Indeed, the integration of STEM in all subjects not only increases student learning in the STEM disciplines, but reinforces problem-solving and communications skills needed to be college- and career-ready. By connecting this work to the dynamic career pathways of STEM as it is practiced in the field, the application, relevance, and excitement of STEM come alive for educators and students in a way that stimulates curiosity, encourages creativity, and generates ongoing demand for the continuous development of relevant, applied STEM content.

Table 4 below provides an overview of the workplan for the STEM activities.

Table 4: STEM Activities

GOALS	ACTIVITIES	TIMELINES	RESPONSIBLE PARTIES
To advance STEM education across the state To connect educators to STEM resources outside their classrooms	Hire STEM Coordinator, to support Content Collaboratives	By March 2012	Deputy Commissioner
	Conduct STEM asset and needs assessment and fine-tune STEM integration plans; begin integration of STEM content in Content Collaboratives	March-June 2012	STEM Coordinator
	Launch and support math and science Collaboratives, including process for identifying exemplar materials and consultation with expert review panel (described in Table 2 above)	June-December 2012	Content Collaboratives staff STEM Coordinator
	Integrate STEM content across the Content Collaboratives Leverage external STEM networks and partners	June 2012-December 2015	STEM Coordinator Content Collaborative Staff Content Collaboratives
	Launch STEM in Action	By October 2013	STEM Coordinator
	Monitor STEM in Action recipients	October 2013-December 2015	STEM Coordinator
	Build sustainability plan of STEM efforts through funded STEM in Action LEAs, external STEM networks, and adoption of statewide STEM framework developed and refined over the course of the grant	June-December 2015	STEM Coordinator Unit of Assessment Unit of Teaching and Learning Deputy Commissioner

PERFORMANCE MEASURES: STEM

Performance Measures *Applicants must develop and propose for the Department's approval performance measure(s) for any sub-criterion that did not include performance measures in the Phase 2 application. Please enter the proposed performance measure in the row in this table and provide annual targets in the columns provided.*	Actual Data: Baseline (Current school year or most recent)	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
Percentage of STEM in Action programs that achieve their number of students served goals	N/A	0	90%	90%	100%
Percentage of STEM in Action programs that achieve their stated student outcome goals	N/A	0	75%	80%	90%
Percentage of LEAs demonstrating gains in student performance based on state assessments in science	N/A	0%	55%	60%	70%
Percentage of LEAs demonstrating gains in student performance based on state assessments in math	N/A	0%	55%	60%	70%

V. RACE TO THE TOP PHASE 3 BUDGET

BUDGET SUMMARY TABLE

STATE NAME	Colorado				
TOTAL	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**total**
1. Personnel	$ 816,000.00	$ 1,014,900.00	$ 983,178.00	$ 1,002,841.56	$ 3,816,919.56
2. Fringe	$ 179,520.00	$ 223,278.00	$ 216,299.16	$ 220,625.14	$ 839,722.30
3. Travel	$ 420,730.00	$ 355,150.00	$ 244,670.00	$ 204,750.00	$ 1,225,300.00
4. Equip	$ 69,780.00	$ 14,850.00	$ 14,850.00	$ 14,850.00	$ 114,330.00
5. Supplies	$ 18,100.00	$ 17,800.00	$ 16,050.00	$ 13,250.00	$ 65,200.00
6. Contractual	$ 386,000.00	$ 593,000.00	$ 500,000.00	$ 400,000.00	$ 1,879,000.00
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ 122,784.20	$ 140,003.70	$ 150,479.00	$ 146,081.22	$ 559,348.12
9. Total Direct (1-8)	$ 2,012,914.20	$ 2,358,981.70	$ 2,125,526.16	$ 2,002,397.92	$ 8,499,819.98
10. Indirect	$ 101,184.00	$ 125,847.60	$ 121,914.07	$ 124,352.35	$ 473,298.03
11. Involved LEAs	$ -	$ -	$ -	$ -	$ -
12. Supplements to participating LEA	$ -	$ -	$ -	$ -	$ -
13. Total Costs (lines 9-12)	$ 2,114,098.20	$ 2,484,829.30	$ 2,247,440.23	$ 2,126,750.27	$ 8,973,118.00
14. Funding Subgranted to Participating LEA's (50% of Total Grant)	$8,973,118	$ -	$ -	$ -	$ 8,973,118.00
15. Total Budget (lines 13-14)	$ 11,087,216.20	$ 2,484,829.30	$ 2,247,440.23	$ 2,126,750.27	$ 17,946,236.00

BUDGET SUMMARY NARRATIVE

Colorado's Race to the Top Phase 3 budget of $17.9 million is focused on four major areas designed to advance the state's education reforms: 1) the leveraging and expansion of the state's capacity to support district implementation of the state's reforms through a Race to the Top office; 2) the implementation of the Colorado Academic Standards through the work of Content Collaboratives; 3) support for district implementation of the state's educator effectiveness law (S.B. 10-191); and 4) strategies for increasing access to STEM education across the state.

Given the more limited funds available to participating LEAs in Phase 3, Colorado has made an intentional and strategic decision to disperse the LEAs' share of Race to the Top funds to LEAs in year 1. This will allow participating LEAs to maximize the funds available to them in the most impactful manner. Expenses and funding allocations in the state's share of Race to the Top funds remain relatively consistent over the four-year grant timeframe to provide a concrete backbone to all grant efforts.

Specifically, the budget focuses the state share of funds on the development of Content Collaboratives (teams composed of educators and instructional and assessment experts in the state's content areas) to design instructional tools aligned to the standards and classroom-level assessments in the tested and non-tested content areas. Educators will be able to use the instructional tools and classroom-level assessments to inform instruction in the new standards and to provide multiple measures of student growth for the purposes of educator evaluation. In addition, Colorado will focus funds on the development of the state's model educator evaluation system (evaluation rubrics, weighting systems, training, and evaluation resources and tools) and on supporting districts with the implementation of S.B. 10-191.

Embedded throughout the budgets are funds that support the advancement of STEM education, including Content Collaboratives in math and science, a STEM Coordinator to embed STEM throughout tools created for all content areas, and focused efforts to connect teachers to STEM resources outside their classrooms through the creation of a STEM in Action program. The STEM Coordinator investment plus portions of the Content Specialist, Race to the Top Information Specialist and Communications Coordinator, and overall STEM in Action investment bring the total estimated STEM investment across all projects to over $1 million.

Finally, funds are allocated to help build the state's capacity to implement its reform initiatives through the creation of a Race to the Top Program Office.

Project # and Project Name	Brief Description	Four-Year Funding
1 Race to the Top Management	State-level capacity building to implement the State's Race to the Top plan and reform agenda	$1,958,214
2 Content Collaboratives	Creation of eight Content Collaboratives (that collectively represent all of the state's content areas) to design instructional materials and classroom-level assessments that educators can use to inform instruction and educator evaluation; includes a STEM Coordinator to ensure STEM content is connected and embedded across the content areas	$3,025,016
3 Educator Effectiveness	State-level capacity to provide regional trainings, technical assistance, and model evaluation tools to assist districts with implementing their educator evaluation systems	$3,489,887
4 STEM in Action	Creation of a STEM in Action program to to showcase the everyday work of scientists, engineers, high-tech workers, and researchers in Colorado's labs, universities, museums, and companies through the development of STEM-related content such as videos, virtual field trips, video conferencing and other multimedia	$500,000 (additional STEM activities are integrated into the budgets for above activities, as described in the application narrative)

PROJECT LEVEL BUDGET NARRATIVE: RACE TO THE TOP MANAGEMENT

Corresponds to sub-criterion (A)(2): Building strong statewide capacity to implement, scale up, and sustain proposed plans.

The Race to the Top Program Office will expand the state's capacity to oversee the implementation of the Race to the Top grant. The office is composed of 4.5 FTEs who will coordinate, communicate, manage, and monitor the projects which comprise the state's plan. The overall responsibility for implementation rests with the Chief of Staff and Strategy who will hire a Race to the Top supervisor to oversee and manage the day-to-day execution of the grant. Appendix A-6 provides detailed organizational charts of this new office and shows how it fits into CDE's existing structure. The office also will ensure that other federal, state, and local funding sources will be used to support and advance the activities in the Race to the Top grant.

Project Level Budget Table

State Name	Colorado				
Project Name:	Race to the Top Management - Associated with Sub-criterion (A)(2)(i)(a)				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	$ 264,000.00	$ 336,600.00	$ 343,332.00	$ 350,198.64	$ 1,294,130.64
2. Fringe Benefits	$ 58,080.00	$ 74,052.00	$ 75,533.04	$ 77,043.70	$ 284,708.74
3. Travel	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 40,000.00
4. Equip	$ 27,700.00	$ 5,250.00	$ 5,250.00	$ 5,250.00	$ 43,450.00
5. Supplies	$ 1,800.00	$ 2,250.00	$ 2,250.00	$ 2,250.00	$ 8,550.00
6. Contractual	$ -	$ -	$ -	$ -	$ -
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ 27,247.20	$ 32,787.20	$ 33,215.60	$ 33,652.57	$ 126,902.57
9. Total Direct (Lines 1-8)	$ 388,827.20	$ 460,939.20	$ 469,580.64	$ 478,394.91	$ 1,797,741.95
10. Indirect Costs	$ 32,736.00	$ 41,738.40	$ 42,573.17	$ 43,424.63	$ 160,472.20
11. Funding for Involved LEAs	$ -	$ -	$ -	$ -	$ -
12. Supplemental Funding for Participating LEAs	$ -	$ -	$ -	$ -	$ -
13. Total Costs (lines 9-12)	$ 421,563.20	$ 502,677.60	$ 512,153.81	$ 521,819.54	$ 1,958,214.15

1) Personnel

Personnel: The following requested personnel will be hired as employees of the project. ***Note: All salary calculations assume 80% salary in first year (hires in March) and 2% cost of living adjustments beginning in year 2.***	**% FTE**	**Base Salary**	**Total**
Supervisor (1): The Supervisor will ensure that all grant objectives are met, work across and connect the grant projects, and ensure a comprehensive and integrated approach to advance Colorado's reform agenda. The Supervisor will report to the Chief of Staff and Strategy and oversee Race to the Top Program Office staff.	100%	$85,000	$333,337
Project Manager (1): The Project Manager will provide project management and operational support to ensure that milestones are achieved and will support the supervisor with general oversight and tracking of performance measures. The Project Manager will report to the Race to the Top Supervisor.	100%	$55,000	$215,688
Information Technology Specialist (1): The Information Technology Specialist will manage resource dissemination of all products created through the grant projects through SchoolView and appropriate external partners. The Information Technology Specialist will report to the Race to the Top Supervisor.	100%	$80,000	$313,729
Communications Coordinator (1): The Communications Coordinator will be responsible for all communications related to the Race to the Top work. He/she will be communicating with and soliciting input from participating LEAs, external partners, and the general public. The Communications Coordinator will report to the Race to the Top Supervisor on a day-to-day basis, with final reporting to the Chief Communications Officer to ensure a consistency of messaging from and across CDE.	100%	$70,000	$274,513
Graphic Designer (.5): This individual will provide graphic design/web support for all materials created for Race to the Top and that support the state's reform initiatives. The Graphic Designer will report to the Race to the Top Supervisor on a day-to-day basis, with final reporting to the Chief Communications Officer to ensure consistency of look and feel regarding materials produced by CDE.	50%	$40,000	$156,864

2) Fringe Benefits
Includes: health, life, and dental insurance; short-term disability; FICA; the state's retirement plan (known as PERA); and worker's compensation.

Description	Applicable Salaries	Benefits rate	Total
Employee state benefits for personnel – calculated at 22% of base	$1,294,131	22%	284,708.74

3) Travel

Travel: *Travel expenses for the Race to the Top Office* *(Travel expenses include shared assumptions of $.50 mileage reimbursement, average miles per trip of 80 miles, $100 average hotel costs for overnight stays outside Denver, $60 per diem rate, trips involving flights at $1,000 total)*	**Travel expenses / staff member**	**# of staff**	**Total**
Assumes average yearly travel expenses per office member of $2,000/year for trips to meetings, trainings, conferences, and participating LEAs. Based on average of $2,000 travel expenses per member, and based on general travel expenses of offices of this size within CDE that have external-facing roles.	$2,000/member/year over 4 years	5	$40,000

4) Equipment

Equipment: *Consistent with SEA policy, non-capitalized equipment is defined as non-expendable, tangible personal property with a useful life of greater than one year, and a purchase price of less than $5,000.*	**Cost of Item**	**Item Description**	**Total**
Laptop Computers (5): Five laptop computers will be needed for the five new employees.	$2,800	Laptop computer	$14,000
Software: Special software to support communications and graphic artist capabilities estimated at $2,000.	$2,000	Specialized software	$2,000
Desktop phones (5): Five phones will be needed for the 5 new employees. 80% of annual cost in first year is applied, assuming new hires join in March.	$450	Desktop phones	$8,550

Mobile phones (3): Three mobile phones to support the Supervisor, Information Technology Specialist, and Communications Coordinator. 80% of annual cost in first year is applied, assuming new hires join in March.	$1,000	Mobile phones	$11,400
Office equipment/desk and chair (5): Desks and chairs for new employees.	$1,500	Desk/chair	$7,500

5) Supplies

Description/Rationale	Cost per employee	# of FTEs	Total
Office supplies: Estimated annual costs of basic office supplies including paper, pads, folders, pens, staplers, etc. 80% of costs estimated annual costs in first year have been assumed, based on new hires starting in March.	$500/year	4.5	$8,550

6) Contractual - None

7) Training Stipends - None

8) Other

Description/Rationale	Cost per employee	# of FTEs	Total
Rent at 201 E. Colfax: Cost of rent for Communications Coordinator and Graphic Designer at 201 E. Colfax. (Note: 201 E. Colfax is the main office for CDE. It is nearly at capacity, with the ability to accommodate only 2 spaces for the RTTT staff.) 80% of costs are applied in the first year based on new hires starting in March.	$2,300	2	$17,480
Rent at 1560 Broadway: Cost of rent for the Supervisor, Information Technology Specialist, and Project Manager at 1560 Broadway. (Note: CDE leases space at 1560 Broadway. Approximately half of its staff are housed there. There are additional spaces in that building that will accommodate the RTTT staff.) 80% of costs are applied in the first year based on new hires starting in March. In addition, an annual rent increase of 2% is applied to the rent at this building.	$7,000	3	$82,354

Copies: Cost of copies for general office use. Assumes that each employee expends approximately $1,000 in copies per year.	$1,000	5	$20,000
Postage: Assumes annual postage of $1,767 for general office mailing for all RTTT work.	$1,767 annual total office postage cost		$7,069

9) Total Direct Costs

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total direct costs (lines 1-8)	$388,827.20	$460,939.20	$469,580.64	$478,394.91	$1,797,741.95

10) Indirect Costs

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Indirect cost – 12.4% applicable direct costs	$32,736.00	$41,738.40	$42,573.17	$43,424.63	$160,472.20

11) Funding for Involved LEAs - None

12) Supplemental Funding for Participating LEAs - None

13) Total Costs

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total costs (lines 9-12)	$421,563.20	$502,677.60	$512,153.81	$521,819.54	$1,958,214.15

PROJECT LEVEL BUDGET NARRATIVE: CONTENT COLLABORATIVES

Corresponds to sub-criterion (B)(3): Supporting the transition to enhanced standards and high-quality assessments.

The purpose of this project is to help LEAs transition to the state's new content standards through the creation of Content Collaboratives (teams of educators with content and assessment expertise from across the state) that will develop instructional materials and classroom-level assessments to support educators in implementing Colorado's new academic standards and to inform educator effectiveness. Eight Content Collaboratives will be created and will consist of approximately 15-18 members each. They will meet multiple times over the four years of the project to accomplish their work. The project includes funds to ensure peer and expert review of the materials and assessments created by the Content Collaboratives. Funds are also included to support dissemination of the resources created by the Content Collaboratives through CDE's website, SchoolView.

Project funding also includes support to develop and embed STEM-related content across the Content Collaboratives through a STEM Coordinator.

Project Level Budget Table

State Name	Colorado				
Project Name:	Content Collaboratives - Associated with Sub-criterion (B)(3)				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	$ 208,000.00	$ 265,200.00	$ 270,504.00	$ 275,914.08	$ 1,019,618.08
2. Fringe Benefits	$ 45,760.00	$ 58,344.00	$ 59,510.88	$ 60,701.10	$ 224,315.98
3. Travel	$ 280,970.00	$ 215,390.00	$ 104,910.00	$ 104,910.00	$ 706,180.00
4. Equip	$ 16,380.00	$ 4,350.00	$ 4,350.00	$ 4,350.00	$ 29,430.00
5. Supplies	$ 5,400.00	$ 4,650.00	$ 2,900.00	$ 2,900.00	$ 15,850.00
6. Contractual	$ 286,000.00	$ 218,000.00	$ 150,000.00	$ 100,000.00	$ 754,000.00
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ 34,537.00	$ 38,516.50	$ 37,849.40	$ 38,286.37	$ 149,189.27
9. Total Direct (Lines 1-8)	$ 877,047.00	$ 804,450.50	$ 630,024.28	$ 587,061.55	$ 2,898,583.33
10. Indirect Costs	$ 25,792.00	$ 32,884.80	$ 33,542.50	$ 34,213.35	$ 126,432.64
11. Funding for Involved LEAs	$ -	$ -	$ -	$ -	$ -
12. Supplemental Funding for Participating LEAs	$ -	$ -	$ -	$ -	$ -
13. Total Costs (lines 9-12)	$ 902,839.00	$ 837,335.30	$ 663,566.78	$ 621,274.89	$ 3,025,015.97

1) Personnel

Personnel: The following requested personnel will be hired as employees of the project. ***Note: All salary calculations assume 80% salary in first year (hires in March) and 2% cost of living adjustments beginning in year 2.***	**% FTE**	**Base Salary**	**Total**
Content Collaborative Supervisor (1): The Content Collaborative Supervisor will manage all of the Collaboratives' work, including meeting deadlines, creating quality work, ensuring coordination among the content areas, and facilitating one or more of the Collaboratives. The Content Collaborative Supervisor will report to the CDE Deputy Commissioner.	100%	$90,000	$352,945
STEM Coordinator (1): The STEM Coordinator will lead both the two math and science Collaboratives, ensure STEM threads across the other Collaboratives, and link the Collaboratives with the Colorado STEM Network (which includes museums, non-profits, science partners, industry leaders, etc.) and other STEM initiatives occurring across the state—ensuring the Collaboratives have access to and can leverage the content and dissemination vehicles provided by these networks and organizations. The STEM Coordinator will report directly to the Content Collaborative Supervisor.	100%	$85,000	$333,337
Content Specialist (1): The Content Specialist will support the facilitation of one or more of the Content Collaboratives while having primary responsibility for designing professional development modules to accompany the resources created by the Content Collaboratives. The Content Specialist will report directly to the Content Collaborative Supervisor.	100%	$85,000	$333,337

2) Fringe Benefits

Includes: health, life, and dental insurance; short-term disability; FICA; the state's retirement plan (known as PERA); and worker's compensation.

Description	Applicable Salaries	Benefits rate	Total
Employee state benefits for personnel – calculated at 22% of base	$1,019,618.08	22%	244,315.98

3) Travel

Travel: ***Travel expenses include shared assumptions of $.50 mileage reimbursement, average miles per trip at 80 miles, $100 average hotel costs for content collaborative/peer review travel (which is outside Denver), $150 average hotel for Denver rate for Steering Committee , $60 per diem rate, venue costs when needed of $500, food at meetings at $50/person, trips involving flights at $1,000 total.***	**# Trips**	**$ per Trip**	**Total**
Staff Travel: Estimated CDE staff travel (15 staff members – 3 Content Collaborative staff plus CDE content and assessment staff) to Content Collaborative and peer review meetings and additional costs of extra trips anticipated by Content Collaborative staff (3 members) over the course of the four years. Costs include mileage, per diem, and hotel (with assumption that hotel is only needed for 50% of the trips). Please see the budget detail spreadsheets which contain detailed costs assumptions and calculations for these trips.	9 trips in year 1, 8 in year 2, and 5 in years 3 and 4	Range from $1,170 to $1,650/trip	$39,150
Technical Steering Committee Travel: Estimated costs of travel to Colorado for six Technical Steering Committee members from out of state at an estimated $1,000 for flight, mileage and related expenses and $150 for Denver area hotel for a total of $1,150 per trip per person. Four meetings are expected in year 1; two in year 2.	6 trips (4 in year 1, 2 in year 2)	$1,150/trip	$41,400
Peer Review Team Meetings: Estimated costs of travel for 50 members of the peer review teams to convene two times in year one and two times in year two. Meetings are expected to be two days in length. Costs include per diem, mileage, venue costs, meals, and hotel (for 50% of attendees). It is also assumed that 20% of attendees will need substitute teacher reimbursement. Please see the budget detail spreadsheets which contain the cost calculations for these trips.	2 trips per year in years 1 and 2	$20,200/peer review team meeting	$80,800
Content Collaborative Member Meetings: Estimated costs of 10 Content Collaboratives comprised of a total of 128 members meeting four times in year 1, three times in year 2, and two times in years 3 and 4. Costs include mileage, per diem, venue costs, meals, and hotel (for 50% of attendees). It is also assumed that 75% of the attendees will need substitute teacher reimbursement. Please see the budget detail spreadsheets which contain the cost assumptions and calculations for these trips.	4 trips in year 1, 3 trips in year 2, 2 trips in years 3 and 4	$49,530/content collaborative meeting	$544,830

4) Equipment

Equipment: *Consistent with SEA policy, non-capitalized equipment is defined as non-expendable, tangible personal property with a useful life of greater than one year, and a purchase price of less than $5,000.*	**Cost of Item**	**Item Description**	**Total**
Laptop Computers (3): Three laptop computers will be needed for the three new Content Collaborative staff members.	$2,800	Laptop computer	$8,400
Desktop phones (3): Three phones will be needed for the three new employees. 80% of annual cost in first year is applied, assuming new hires join in March.	$450	Desktop phones	$5,130
Mobile phones (3): Three mobile phones for the three new employees. 80% of annual cost in first year is applied, assuming new hires join in March.	$1,000	Mobile phones	$11,400
Office equipment/desk and chair (3): Desks and chairs for new employees.	$1,500	Desk/chair	$4,500

5) Supplies

Description/Rationale	**Cost per employee**	**# of FTEs**	**Total**
Office supplies: Estimated annual costs of basic office supplies including paper, pads, folders, pens, staplers, etc. 80% of costs estimated annual costs in first year have been assumed, based on new hires starting in March.	$500/year	3	$5,700
Meeting supplies: Assumes $700 in meeting supplies per content collaborative meeting (4 meetings in year 1, 3 in year 2, 2 in years 3 and 4), $350 in meeting supplies per peer review team (2 in years 1 & 2), and $175 in meeting supplies per technical review meeting (4 in year 1, 2 in year 2) - includes costs for binders to contain the meeting materials, flip charts, markers, writing pads, sticky-notes, etc.. Refer to the budget detail spreadsheet for specific calculations.	$4,200 yr 1 $3,150 yr 2 $1,400 yr 3 $1,400 yr 4		$10,150

6) Contractual

Contracts: The following section describes the anticipated contracts to support the Content Collaborative project. ***The State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.***	**Unit cost**	**Unit count**	**Total**
Technical Steering Committee member stipends: Stipends to members of the Technical Steering Committee. Members are assessment and content experts who will develop a process to ensure technical adequacy of the developed instructional tools and assessments; review the tasks, frameworks, rubrics, protocols, and assessments that are developed; develop protocols for field testing; and make recommendations on analytical approaches to scoring. Assume each member will receive a stipend of $1,500 per Steering Committee meeting attended. There will be four meetings in year one and two in year two.	$1,500/member per meeting at 6 meetings total	6 members	$54,000
Technical assessment expertise: Contract to external agency to serve as technical and implementation consultants to CDE, conduct research and validation per content area on available classroom-level assessments that can be used for growth calculations, and provide the framework, coordination, and facilitation of the Technical Steering Committee. Contracts are estimated at $150,000 in year one, $100,000 in year two, and $50,000 in year three. Year 1 assumptions are 80 contract days at $1,500/day for assessment expertise; travel for assessment experts at $15,000; and training sessions for staff at $15,000. For year 2 the assumptions are: 55 contract days at $1,500/day for assessment expertise; $10,000 for assessment expert travel; and $7500 for staff training. For year 3, the assumptions are: 28 contracted days at $1,500/day; travel for experts at $4,000; and $4,000 for staff training. Needs decline as CDE capacity increases.	$150,000 year 1, $100,000 year 2, $50,000 year 3		$300,000
Web-based data repository and dissemination: Contract to agency to provide the web-based, searchable repository and dissemination of Content Collaborative instructional materials and classroom-level assessments using the SchoolView platform. Estimated at $100,000 per year based on the following assumptions: contractor staff time of $80,000 for meta-tagging/indexing content ($30,000), training on use of tools ($5,000), content/resource management ($35,000), and infrastructure support ($10,000); and online infrastructure costs of $20,000 for software and licenses ($5,000), hosting service contract/help desk ($10,000), and storage space ($5,000).	$100,000/year	4 years	$400,000

7) Training Stipends - None

8) Other

Description/Rationale	Cost	Unit	Total
Rent at 1560 Broadway: Cost of rent for the three Content Collaborative staff members. (Note: CDE leases space at 1560 Broadway. Approximately half of its staff are housed there. There are additional spaces in that building that will accommodate the RTTT staff.) 80% of costs are applied in the first year based on new hires starting in March. In addition, an annual rent increase of 2% is applied to the rent at this building.	$7,000	3 FTE	$82,354
Printing: Estimate general annual printing costs of $10,000 per year for information pieces and brochures to LEAs that inform and promote use of the Content Collaborative resources.	$10,000/year total costs	4 years	$40,000
Copies: Costs of copies for Content Collaborative, Peer Review Team, and Technical Steering Committee meetings over the duration of the grant. Assumes total copy costs of $4/per meeting attendee based on an estimate of 70 pages at $.05/page. Assumes 143 attendees for each Content Collaborative meeting at copy cost of $501/meeting for four meetings in year 1, three meetings in year 2, and two meetings in years 3 and 4. Assumes 65 attendees for each Peer Review Team meetings at copy costs of $228/meeting for two meetings in years 1 and 2. Assumes 20 attendees for each Technical Steering Committee meeting at copy costs of $70/meeting for four meetings in year 1 and two in year 2. Also includes estimated general office copy costs for the Content Collaborative staff at $5,000 per year (these assumptions are slightly higher than the general copy costs for the RTTT management staff, as the Content Collaboratives will be generating a significant amount of content over the duration of the grant).	$7,737 year 1 $7,097 year 2 $6,001 year 3 $6,001 year 4		$26,836

9) Total Direct Costs

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total direct costs (lines 1-8)	$877,047.00	$804,450.50	$630,024.28	$587,061.55	$2,898,583.33

10) Indirect Costs

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Indirect cost – 12.4% applicable direct costs	$25,792.00	$32,884.80	$33,542.50	$34,213.35	$126,432.64

11) Funding for Involved LEAs - None

12) Supplemental Funding for Participating LEAs - None

13) Total Costs

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total costs (lines 9-12)	$902,839.00	$837,335.30	$663,567.78	$621,275.89	$3,025,015.97

PROJECT LEVEL BUDGET NARRATIVE: EDUCATOR EFFECTIVENESS

Corresponds to sub-criterion (D)(2)(ii), (iii) - Improving teacher and principal effectiveness based on performance

The purpose of this project is to assist LEAs in implementing educator evaluation systems based on student growth (per the state's educator effectiveness law, S.B. 10-191). Full statewide implementation of the new educator evaluation system is required in 2013-14. This project budget reflects the need for resources to prepare for and support statewide implementation. Funds will expand the capacity of CDE's Educator Effectiveness Unit (see Appendix A-6 for the organization charts) to provide communication, training, and technical assistance to LEAs across the state. In addition, funds will be used to identify, design, and pilot model system components that LEAs may adopt, adapt, and use to evaluate their teachers, principals, and other licensed personnel. Funds are included to support web-based access to the resources and tools created by the Educator Effectiveness Unit.

Other federal and state funding sources to contribute to Colorado's educator effectiveness goals will be used to augment Race to the Top funds, where possible.

Project Level Budget Table

State Name	Colorado				
Project Name:	Educator Effectiveness - Associated with Sub-criterion (D)(2)(ii), (iii)				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	$ 344,000.00	$ 413,100.00	$ 369,342.00	$ 376,728.84	$ 1,503,170.84
2. Fringe Benefits	$ 75,680.00	$ 90,882.00	$ 81,255.24	$ 82,880.34	$ 330,697.58
3. Travel	$ 129,760.00	$ 129,760.00	$ 129,760.00	$ 89,840.00	$ 479,120.00
4. Equip	$ 25,700.00	$ 5,250.00	$ 5,250.00	$ 5,250.00	$ 41,450.00
5. Supplies	$ 10,900.00	$ 10,900.00	$ 10,900.00	$ 8,100.00	$ 40,800.00
6. Contractual	$ 100,000.00	$ 225,000.00	$ 150,000.00	$ 150,000.00	$ 625,000.00
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ 61,000.00	$ 68,700.00	$ 79,414.00	$ 74,142.28	$ 283,256.28
9. Total Direct (Lines 1-8)	$ 747,040.00	$ 943,592.00	$ 825,921.24	$ 786,941.46	$ 3,303,494.70
10. Indirect Costs	$ 42,656.00	$ 51,224.40	$ 45,798.41	$ 46,714.38	$ 186,393.18
11. Funding for Involved LEAs	$ -	$ -	$ -	$ -	$ -
12. Supplemental Funding for Participating LEAs	$ -	$ -	$ -	$ -	$ -
13. Total Costs (lines 9-12)	$ 789,696.00	$ 994,816.40	$ 871,719.65	$ 833,655.84	$ 3,489,887.89

1) Personnel

Personnel: The following requested personnel will be hired as employees of the project. ***Note: All salary calculations assume 80% salary in first year (hires in March) and 2% cost of living adjustments beginning in year 2.***	**% FTE**	**Base Salary**	**Total**
Field Support Specialists (2): The Field Support Specialists will deliver regional and statewide training on the state's new educator evaluation system and provide hands-on support to LEAs in implementing their evaluation systems. The Specialists will report to the Executive Director of the Educator Effectiveness Unit.	100%	$90,000	$705,889
Evaluation Design Specialist (1): The Evaluation Design Specialist will create state model evaluation rubrics, weighting systems for decision making, and evaluation frameworks for teachers, principals, and other licensed personnel that LEAs can adapt and use to implement their evaluation systems. The Specialist will report to the Executive Director of the Educator Effectiveness Unit.	100% years 1 & 2; 50% years 3 & 4	$100,000	$307,080
Communications Coordinator (1): The Communications Coordinator will facilitate all communications related to implementation of the state's educator evaluation system. This includes development of fact sheets, background materials, press releases, newsletters, web-copy, and collateral to support content generated and/or identified for distribution by the Educator Effectiveness Unit. The Coordinator will report on a day-to-day basis to the Executive Director of Educator Effectiveness Unit with final reporting to the Chief Communications Officer to ensure consistency of messaging across CDE.	100%	$70,000	$274,513
Project Manager (1): The Project Manager will maintain and monitor the project plan for the educator evaluation implementation work and provide administrative support to staff. He/she will be responsible for ensuring implementation efforts are on schedule and for coordinating the logistics related to all trainings. The Project Manager will report to the Executive Director of the Educator Effectiveness Unit.	100%	$55,000	$215,688

2) Fringe Benefits

Includes: health, life, and dental insurance; short-term disability; FICA; the state's retirement plan (known as PERA); and worker's compensation.

Description	Applicable Salaries	Benefits rate	Total
Employee state benefits for personnel – calculated at 22% of base	$1,503,170.84	22%	330,697.58

3) Travel

Travel: *Travel expenses include shared assumptions of $.50 mileage reimbursement, average miles per trip at 150 miles (mileage is greater than Content Collaboratives, as training will occur in all regions of the state multiple times throughout the year), $100 average hotel costs, $60 per diem rate, venue costs when needed of $500, food at meetings at $50/person.*	**# Trips**	**$ per Trip**	**Total**
Regional training: Estimated staff travel for training to eight regions of the state for four staff members (two field support specialists and two existing staff in the Educator Effectiveness Unit) with 24 regional trainings per year in first three years (three trainings to each of eight regions) and 16 trainings in final year (two trainings to each of eight regions). Costs include venue and food for estimated 75 participants per training. Total staff travel and venue cost per training is $4,990. Please see the budget detail spreadsheets, which contain detailed costs assumptions and calculations for these trips.	Regional training (24 trainings/year in years 1-3; 16 in year 4)	$4,990 per regional training	$439,120
Customized technical assistance: Staff travel for requested technical assistance and support to LEAs across the state. This travel is estimated at $10,000/year.	Technical assistance visits	$10,000 in technical assistance visits/year	$40,000

4) Equipment

Equipment: *Consistent with SEA policy, non-capitalized equipment is defined as non-expendable, tangible personal property with a useful life of greater than one year, and a purchase price of less than $5,000.*	**Cost of Item**	**Item Description**	**Total**
Laptop Computers (5): Five laptop computers will be needed for the five new Educator Effectiveness Unit staff.	$2,800	Laptop computer	$14,000
Desktop phones (5): Five phones will be needed for the five new employees. 80% of annual cost in first year is applied, assuming new hires join in March.	$450	Desktop phones	$8,550
Mobile phones (3): Mobile phones for the Field Support Specialists and Communications Coordinator. 80% of annual cost in first year is applied, assuming new hires join in March.	$1,000	Mobile phones	$11,400

Office equipment/desk and chair (5): Desks and chairs for five new employees.	$1,500	Desk/chair	$7,500

5) Supplies

Description/Rationale	Cost per employee	# of FTEs	Total
Office supplies: Estimated annual costs of basic office supplies including paper, pads, folders, pens, staplers, etc.	$500/year	5	$10,000
Training supplies: Assumes $350 in meeting supplies per regional training (includes costs for binders to contain the meeting materials, flip charts, markers, writing pads, sticky-notes, etc.). Refer to the budget detail spreadsheet for specific calculations.	$350/peer training	24 trainings in years 1-3; 16 in year 4	$30,800

6) Contractual

Contracts: ***The State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.***	Unit cost	Unit count	Total
Web-based data repository and dissemination: Contract to agency to provide web-based, searchable access through the SchoolView platform to the resources and models identified and created by the Educator Effectiveness Unit. Estimated at $50,000 per year based on the following assumptions: contractor staff time of $45,000 for meta-tagging/indexing content ($15,000), training on use of tools ($5,000), content/resource management ($20,000), and infrastructure support ($5,000); and online infrastructure costs of $5,000 for software and licenses ($1,000), hosting service contract/help desk ($3,000), and storage space ($1,000).	$50,000 per year	4 years	$200,000
Technical support for evaluation design and implementation: Contracts to agencies/consultants to assist with the technical design, validation, and evaluation of the state's model evaluation tools/rubrics and to support implementation in such areas as evaluator training, inter-rater reliability training, video capture of effective implementation, and expert assistance in creating tools for other licensed personnel. Year 1contracts are assumed to support design, validation, and testing of the evaluation system and are estimated to include approximately $30,000 in contracted expertise (20 days at $1,500/day), $15,000 in training (three trainings at $5,000/training), and $5,000 in travel expenses for contracted expertise. Year	$50,000 year 1; $175,000 year 2; $100,000 years 3 and 4		$425,000

2 contracts are assumed to support evaluator training, inter-rater reliability training, and video capture of best practice and are estimated to include approximately $60,000 in contracted expertise (40 days at $1,500/day), $20,000 in training (four trainings at $5,000/training), $5,000 in travel expenses for contractors, and $90,000 in video capture/production costs (based on assumption five videos 10-minutes in length at estimated per minute video production cost of $1,800). Contracts in years 3 and 4 will continue support with educator evaluator training, inter-rater reliability training, and video capture and are estimated to include approximately $21,000 in contracted expertise (14 days at $1,500/day), $20,000 in training (four trainings at $5,000/training), $5,000 in travel expenses for contractors, and $54,000 in video capture/production costs (based on assumption of three videos 10-minutes in length at estimated per minute video production cost of $1,800).			

7) Training Stipends - None

8) Other

Description/Rationale	Cost	Unit	Total
Rent at 1560 Broadway: Cost of rent for the five staff members. (Note: CDE leases space at 1560 Broadway. Approximately half of its staff are housed there. There are additional spaces in that building that will accommodate the RTTT staff.) 80% of costs are applied in the first year based on new hires starting in March. In addition, an annual rent increase of 2% is applied to the rent at this building.	$7,000	5 FTE	$137,256
Printing: Estimate general annual printing costs of $10,000 per year for first two years (as ramp up to full statewide implementation) and $20,000 per year for last two years (when full implementation is in place). Printing will be for information pieces and brochures for LEAs, parents, and community members to educate educators and the public on the new educator evaluation system.	$10,000/year in years 1 &2; $20,000/year in years 3&4		$60,000
Copies: Costs of copies for regional trainings. Assumes 200 copies per person at $.05 per copy for 75 attendees at $750 per meeting times 24 meetings in years 1-3 and 16 meetings in year 4. Also includes estimated general office copy costs for the educator evaluation staff at $5,000 per year.	$750/regional training; $5,000 per year for general office		$86,000

9) Total Direct Costs

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total direct costs (lines 1-8)	$747,040.00	$943,592.00	$825,921.24	$786,941.46	$3,303,494.70

10) Indirect Costs

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Indirect cost – 12.4% applicable direct costs	$42,656.00	$51,224.40	$45,798.41	$46,714.38	$186,393.18

11) Funding for Involved LEAs - None

12) Supplemental Funding for Participating LEAs - None

13) Total Costs

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total costs (lines 9-12)	$789,696.00	$994,816.40	$871,719.65	$833,655.84	$3,489,887.89

PROJECT LEVEL BUDGET NARRATIVE: STEM

Corresponds to STEM competitive preference priority

This project funds the creation of a STEM in Action program to showcase the everyday work of scientists, engineers, high-tech workers, and researchers in Colorado's labs, universities, museums, and companies through the development of STEM-related content such as videos, virtual field trips, video conferencing, and other multimedia. The goal is to bring STEM content alive to students across the state and to connect educators with STEM resources outside their classroom.

Tapping into the relevant Content Collaboratives to match these STEM in Action segments to the Colorado Academic Standards will allow teachers to use these materials to extend their learning and that of their students simultaneously. Colorado proposes providing $500,000 of funds for the development of applied STEM content and related educator professional development by industry experts, museums, universities, research centers and STEM-related community partners to be made available statewide via SchoolView, integrated into the work of the Content Collaboratives, and for blended learning opportunities. The STEM Coordinator will be responsible for leading the STEM in Action work, which will begin in 2013. This timing allows the STEM in Action work to be informed by the needs assessment conducted in 2012 and by the learnings generated from the first year of the Content Collaboratives. To ensure that STEM activities thrive beyond the life of the grant, the STEM coordinator will build a sustainability plan to be completed by June 2015, weaving together external STEM partners and school- and district-based STEM work.

This project builds on the STEM investments integrated into the Content Collaborative project and the resources of the overall Race to the Top Program Office. The STEM Coordinator investment plus portions of the Content Specialist, Race to the Top Information Technology Specialist and Communications Coordinator, and overall dissemination investment total over $550,000, bringing the total estimated STEM investment across all projects to over $1 million. In addition, other federal, state, and external sources of funding will be leveraged to promote and advance the activities of the STEM in Action program and the STEM themes throughout this application.

Project Level Budget Table

State Name	Colorado				
Project Name:	STEM: Associated with STEM Competitive Preference Priority				
	Yr 1	Yr 2	Yr 3	Yr 4	total
1. Personnel	$ -	$ -	$ -	$ -	$ -
2. Fringe Benefits	$ -	$ -	$ -	$ -	$ -
3. Travel	$ -	$ -	$ -	$ -	$ -
4. Equip	$ -	$ -	$ -	$ -	$ -
5. Supplies	$ -	$ -	$ -	$ -	$ -
6. Contractual	$ -	$ 150,000.00	$ 200,000.00	$ 150,000.00	$ 500,000.00
7. Training Stipends	$ -	$ -	$ -	$ -	$ -
8. Other	$ -	$ -	$ -	$ -	$ -
9. Total Direct (Lines 1-8)	$ -	$ 150,000.00	$ 200,000.00	$ 150,000.00	$ 500,000.00
10. Indirect Costs	$ -	$ -	$ -	$ -	$ -
11. Funding for Involved LEAs	$ -	$ -	$ -	$ -	$ -
12. Supplemental Funding for Participating LEAs	$ -	$ -	$ -	$ -	$ -
13. Total Costs (lines 9-12)	$ -	$ 150,000.00	$ 200,000.00	$ 150,000.00	$ 500,000.00

1) Personnel - None

2) Fringe Benefits - None

3) Travel - None

4) Equipment - None

5) Supplies - None

6) Contractual

Contracts: ***The State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.***	**Unit cost**	**Unit count**	**Total**
STEM in Action: Funding for the development of applied STEM content by industry experts, museums, universities, research centers and STEM-related community partners; content will be made available statewide via SchoolView, integrated into the work of the Content Collaboratives, and available for blended learning; incurred in years 2-4 . Contract amounts are estimated at $50,000 per contract, with an estimated three contracts awarded in year 2, four in year 3, and three in year 4 (it is possible that some contracts may be multi-year based on contract performance). Contract amounts are assumed to include funding for the following areas: curriculum development (estimated at $15,000 for personnel time and related development costs); training (estimated at $20,000 for multiple training sessions of staff and/or individual coaching with lead teachers/administrators); materials (estimated at $5,000 for printing of content, copies, and other related materials needed to support the curriculum); and program-specific costs (estimated at $10,000 for costs specific to the funded program that might include technology resources, video uplinks for live chats with scientists, costs associated with field experiences, etc.).	$150,000 in year 2; $200,000 in year 3; $150,000 in year 4		$500,000

7) Training Stipends - None

8) Other - None

9) Total Direct Costs

	Project Year 1	**Project Year 2**	**Project Year 3**	**Project Year 4**	**Total**
Total direct costs (lines 1-8)	$0	$150,000	$200,000	$150,000	$500,000

10) Indirect Costs

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Indirect cost – 12.4% applicable direct costs	$0	$0	$0	$0	$0

11) Funding for Involved LEAs - None

12) Supplemental Funding for Participating LEAs - None

13) Total Costs

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total costs (lines 9-12)	$0	$150,000	$200,000	$150,000	$500,000

BUDGET: INDIRECT COST INFORMATION

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

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

YES X
NO ○

If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: __7_/_1__/_11_____ To: _6__/_30__/_12_____

Approving Federal agency: _x__ED ___Other
(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.
3. If "No" is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
   (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
   (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

VI. SIGNATURE PAGE

Required Applicant Signatures:

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

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

Governor or Authorized Representative of the Governor (Printed Name):

John Hickenlooper. Governor
Signature of Governor or Authorized Representative of the Governor: Date: 12/12/11

Chief State School Officer (Printed Name):

Robert K. Hammond. Commissioner of Education
Signature of the Chief State School Officer: Date: 12.12.11

President of the State Board of Education (Printed Name):

Bob Schaffer
Signature of the President of the State Board of Education: Date: 12.6.11

Appendix A-1Summary of Colorado Reform Initiatives

Colorado Achievement Plan for Kids (CAP4K) (SB 08-212)

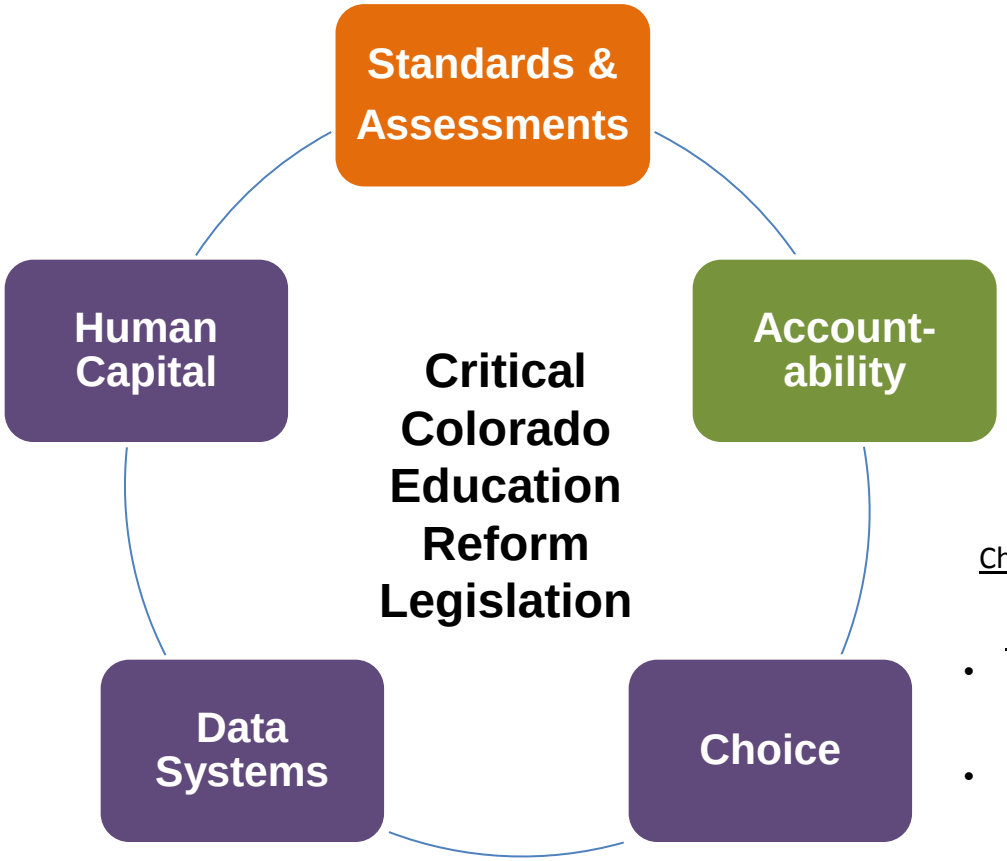
- Clearer, fewer, higher **academic standards**
- Shared definition of **postsecondary and workforce readiness**
- A commitment to build new aligned **assessments** statewide (members of both assessment consortia)

Great Teachers and Leaders (SB 10-191)

- Performance evaluations of every teacher and principal **based 50% upon student academic growth**
- Tenure earned and retained only with **demonstrated effectiveness**
- Effectiveness informs hiring, firing, placement, and layoffs
- Statewide ban on forced placement and LIFO

Education Accountability Act (SB 09-163)

Holds all schools accountable to measures of growth and raw achievement levels with robust interventions for low performing schools



Educator Prep Accountability Bill (SB 10-036)

- Teacher and principal prep programs held accountable for academic growth of students taught by their graduates

SchoolView

- Districts, teachers and parents will all have access to performance data

Educator Identifier Bill (HB 09-1065)

- Creates an educator ID system to map educators to prep programs and gather data

Charter School Act (SB 93-183) and Innovation Act (SB 08-130)

- No limits on the number of charter schools, multiple authorizers and appeals options
- Innovation Schools Act: any school gains full autonomy from district and union rules with 51% vote of teachers

Appendix A-2: Overview of Partnership Initiatives

Colorado has engaged in several partnerships with foundations and partner organizations to advance its reform agenda.

Rose Community Foundation, Colorado Legacy Foundation, and The New Teacher Project Grant: In May 2010, the Colorado Department of Education (CDE), Colorado Legacy Foundation, and The New Teacher Project embarked on a two-year project funded by the Rose Community Foundation and The New Teacher Project to develop a statewide strategy to support and increase the effectiveness of educators across Colorado.

Key components of the project included the:

- Identification of a comprehensive set of state policies that directly support the preparation, recruitment, and retention of effective educators;
- Creation of online resources to assist districts in increasing the preparation, recruitment, retention, and support of effective educators;
- Publication and dissemination of promising practices; and
- Recognition of Colorado's most effective educators.

Through this project, CDE has developed a strategic direction for improving educator effectiveness, which includes a vision, mission, beliefs and values, statewide goals and measures, focus areas, and critical tasks. CDE has also aligned its staff and activities to create an Office of Educator Effectiveness within the department and to formalize a cross-unit leadership group to carry out the department's strategic direction. Finally, the new team was able to provide support for the State Council for Educator Effectiveness, to draft new educator evaluation system rules for the State Board, and to develop initial plans for the pilot of the state's model educator evaluation system.

Bill & Melinda Gates Foundation Momentum Grant: In November 2009, the Colorado Legacy Foundation (CLF) received a $1.75 million, 12 month grant from the Bill & Melinda Gates Foundation to maintain momentum for critical elements of the state's reform agenda. Recognizing the strong policy foundation and initial implementation efforts of the state, and the risk to those posed by not receiving funding from Race to the Top Phase 2, the Foundation invested in a number of short-term activities designed to ensure that progress continued as the state developed plans for long-term sustainability. Using those funds, CLF was able to support the staffing of the State Council for Educator Effectiveness, as well as work with a handful of local school districts to implement some of the most challenging elements of S.B. 10-191, such as mutual consent hiring practices.

Integration project: In June 2010, the Colorado Legacy Foundation was awarded a $9.7 million three-year investment by the Bill & Melinda Gates Foundation to significantly improve the number and rate of students who graduate from Colorado high schools ready for college and careers. The purpose of the Colorado Integration Project is to implement recent legislation regarding academic content standards, aligned assessments, and principal and teacher evaluations in a select group of school districts – or Integration Districts – in a thoughtful and collaborative way. These early adopter districts in turn provide proof points and learnings that will be shared statewide and leveraged to inform statewide strategy and expectations. The Integration grant also involves building capacity at the state and local level. At the state level, the Colorado Department of Education received a sub-grant from the Colorado Legacy Foundation of approximately $975,000 to bolster its capacity to implement new standards and educator evaluation systems. In addition, these funds are supporting the initial launch of content collaboratives in a few content areas to develop measures of student learning in tested and non-tested subjects for use in educator evaluation systems.

Appendix A-3: Shared Learning Collaborative Fact Sheet

Introduction

This fact sheet provides an overview of the Shared Learning Collaborative (SLC), an effort to provide teachers with the education resources and tools needed to meet the widely-adopted Common Core State Standards. The SLC will build an open-source technology system and foster a vibrant community of developers to deliver instructional content and tools, with the goal of helping teachers create rich, engaging and personalized student learning experiences.

Audience

The SLC has the potential to impact participants in all aspects of education and improve students' fundamental learning experience. Teachers, principals, and state and local education administrators; content providers; and, above all, students and their families will see benefits from this effort.

Overview

More than 40 states have adopted the Common Core State Standards, which were developed in collaboration with teachers, school administrators and industry and academic experts, to provide a clear and consistent education framework to prepare students for college and the workforce. Educators will soon be responsible for ensuring that all students are prepared to meet these new higher expectations, and many states are looking for ways to give their teachers better support to ensure their success.

The SLC is an alliance formed by the Council of Chief State School Officers (CCSSO), the Bill & Melinda Gates Foundation and Carnegie Corporation of New York in collaboration with nine states. The SLC is working with the states and teachers to create a system that will enable them to collaborate and make it easier for application developers and content publishers of all sizes to provide teachers and students with an array of affordable, high-quality choices of curriculum, digital content, and tools aligned to the Common Core State Standards. This is being done in a framework that integrates smoothly with states' existing education tools and data management systems.

The new system has the potential to fundamentally reshape the way teachers and students engage in the classroom. It will function in some ways like an electronic marketplace, enabling existing and new education product vendors and developers to deliver high-quality and highly-customizable classroom resources, courses, applications and information to teachers and students. The system will also be designed to help teachers track students' progress and diagnose their learning needs, with the ultimate goal of customizing learning plans for each student.

Nine states have joined in this effort and will pilot the implementation of the system: Colorado, Illinois, North Carolina, New York and Massachusetts will adopt the program in Phase 1; Louisiana, Georgia, Kentucky and Delaware will adopt in Phase 2. These states all share a deep commitment to improving student learning by supporting teachers as they incorporate the Common Core State Standards into their

classroom instruction. The goal is to complete implementation of the system for the initial nine states by 2013, and ultimately to make the system available to all states and districts.

Frequently Asked Questions

Who will benefit from the system the SLC is building?
Above all, students and their families will benefit from the new system, which will enable teachers to more easily and effectively meet students' learning needs. The system will give teachers access to the support, resources, information and tools they need to meet the challenges of helping students achieve the Common Core State Standards.

Who is involved?
The initiative is a state-led effort. CCSSO is coordinating the multi-state consortium and ensuring the system meets the needs of states and reflects their input. Through interactions over the last several months, a group of states emerged that were interested in working together to pilot the new system. Initially, Colorado, Delaware, Georgia, Illinois, Kentucky, Louisiana, Massachusetts, New York and North Carolina are participating in this collaborative effort that will eventually be available to all states. The Bill & Melinda Gates Foundation and Carnegie Corporation of New York are providing funding.

Why is this needed?
Today, limited data and a dearth of analytical tools make it difficult for teachers to find, share and build on what works for individual students. When the information does exist, it is stored in a variety of sources and formats, many of them proprietary and not compatible with other platforms and systems. This makes it difficult for teachers to create a complete picture of students' learning and to quickly identify gaps in their students' mastery of concepts and skills.
When fully developed, one core function of the system will be its ability to support the educational equivalent of a GPS navigation system, with "learning maps" for each student. These maps will be able to plot the knowledge and skills students have already mastered and recommend routes to their next learning destination, based on the Common Core and other state-based education standards and requirements. To support each student's individual learning needs, the SLC will enable a vibrant and competitive library of high-quality resources, such as teacher-delivered lessons, self-paced online courses, educational games, video lectures, online tutoring, simulations, and group projects.

Who will own the system?
All the software developed to create the infrastructure will be custom-built and the intellectual property will be owned by a nonprofit that will steward it over time. During the development, Carnegie Corporation is leading a process to determine the best way to design the long-term governance and management through interactions with stakeholders in the field. To create a level playing field for large and small players, the software to make this possible will be open-source and available on an open license to any school district, state, or content developer that access it.

Who is paying for the system?
The Gates Foundation and Carnegie Corporation are funding up to $100 million for the initial development of the SLC system pilot, which will be made available to participating states at no charge. States may bear some costs to integrate their existing data systems with the SLC system; states will choose their own partners to perform this work.

Who will build the system?
There are several components of the system, and they will be created by multiple contractors working in close collaboration with states and teachers. The vendor selected to develop the custom software for the open source infrastructure is Wireless Generation. Other vendors will be selected for long-term hosting and maintenance, development of a few core applications, and other key areas. All vendors developing parts of the infrastructure will operate under work-for-hire contracts, with no ongoing intellectual property rights – the infrastructure will be non-proprietary and available on an open license to any organization.

Who will provide content for the system and what will it cost?
The system is designed to enable an open marketplace, akin to an "app store." Application developers and content publishers of all sizes will be encouraged to create resources aligned to the Common Core State Standards and make them available through the system, and many in the industry are already enthusiastic to participate. A wide-array of content choices will be available, including many free and some premium (paid) offerings. The system will also connect to existing content repositories and application stores with high quality resources. Suppliers that make tools and content available through the system will retain their existing intellectual property rights, whether they have free or premium offerings.

What student data will be available through system, and how will you manage privacy and security?
The SLC system will build on the success of CEDS by adopting classroom level data standards as implemented in Ed-Fi – a vendor-neutral, universally available data standard that permits interoperation among student data systems for grade K-12. The system will be based on a cloud computing approach, and applications will aggregate data to help create complete pictures of students' learning. Our goal is for teachers, school administrators and, over time, parents to have access to timely, customized information about each student's learning experience, knowledge, and skills, as well as possible approaches to help boost progress. Designing protections for student privacy will be addressed throughout the development of the system, and data access and usage models will be designed to support compliance with the Family Educational Rights and Privacy Act (FERPA) and other privacy laws.

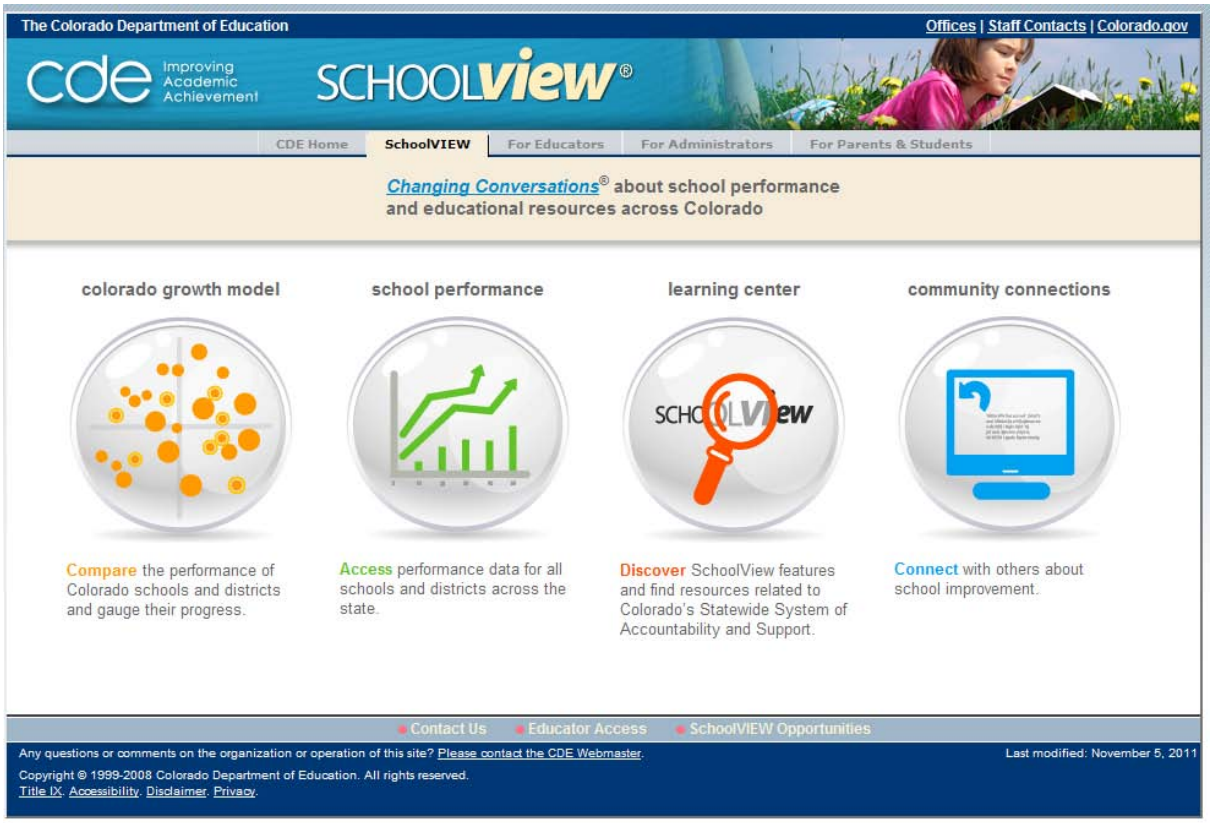
For more information or to get involved, please contact:

Katie Ford
Waggener Edstrom
425-638-7828
slcteam@waggeneredstrom.com

Updated August 29, 2011

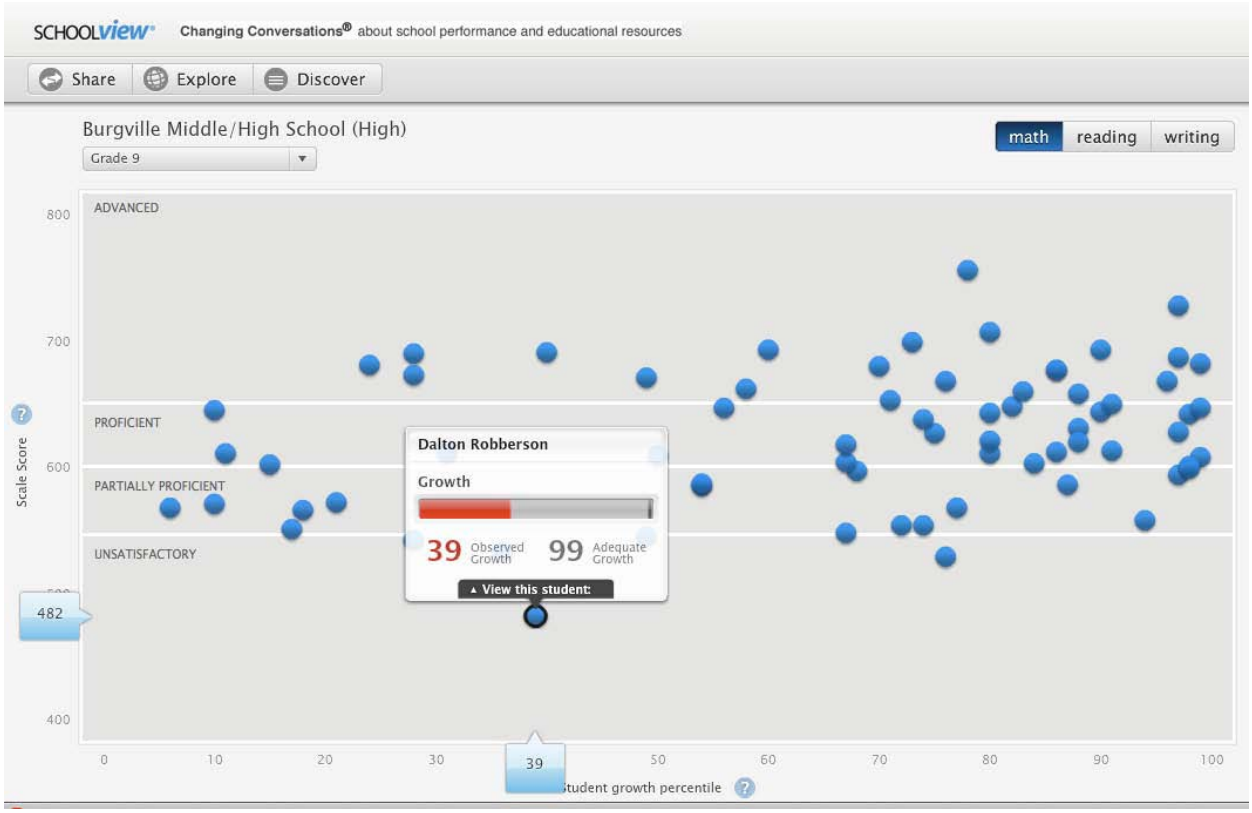
Appendix A-4: Overview of SchoolView

Colorado's approach to education data is to report all available data in a way that makes the information transparent, understandable, accessible, and, above all, useful. Usefulness is an important standard because improvement is the objective, not just exploration or understanding. In order to do this, Colorado created and registered a national trademark for a website (www.schoolview.org) where public users can access the most important education-related state data in a quick and easy fashion.



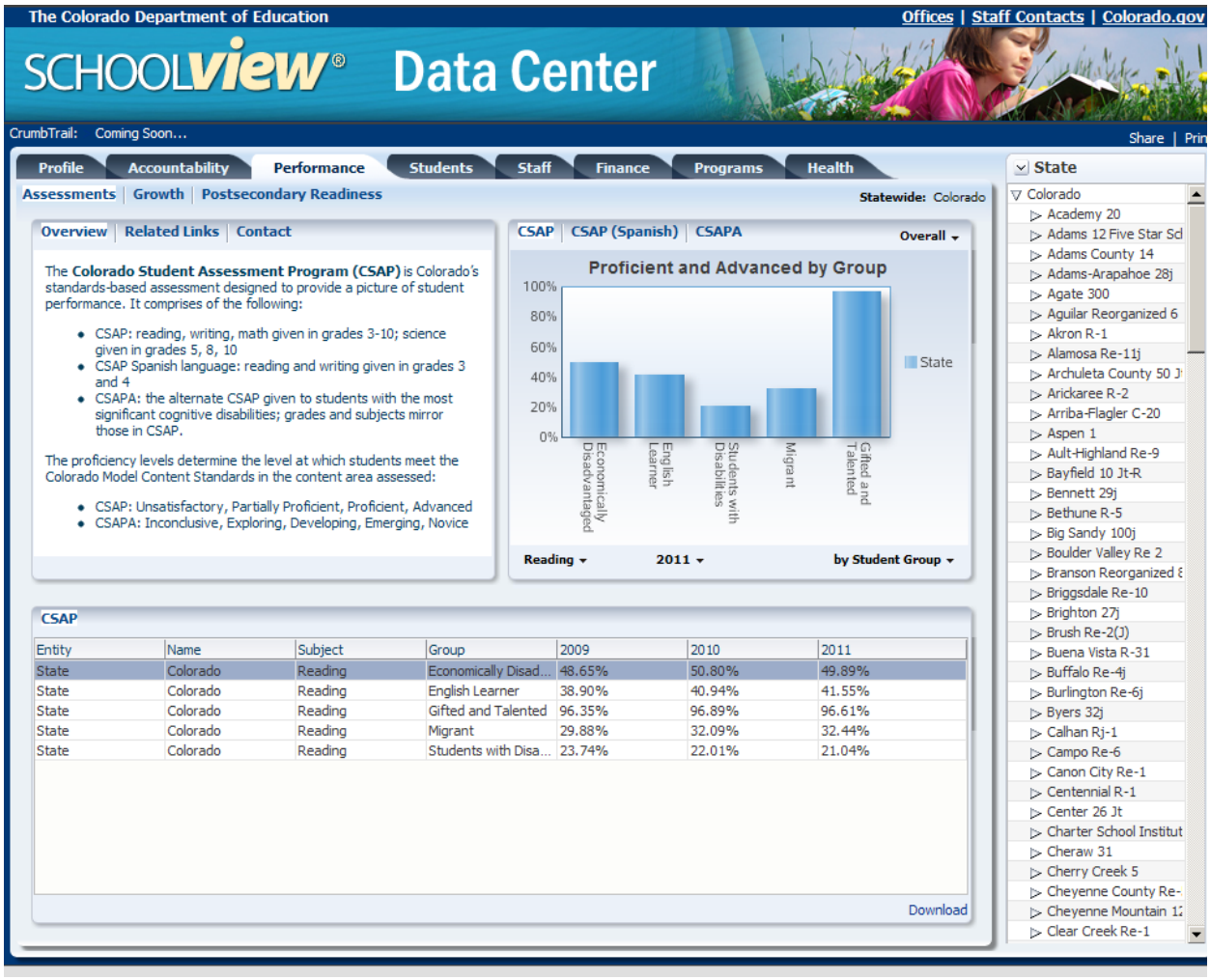
SchoolView houses the award-winning Colorado Growth Model application, as well as a suite of other tools that puts all the information at a user's fingertips (School Performance, Learning Center and Community Connections). Colorado has been at the forefront of the effort to use a growth model and a particular set of visual displays to generate understanding and interest around its student growth and achievement calculations. CDE provides both in-person and online professional development so that school and district educators can develop understanding of the data and their underlying meaning.

This public reporting is only a part of all that SchoolView makes available. Through the Student-Level Data Access in the Colorado Growth Model, school and district users with authenticated access to student-level data can get other insights into their data through a variety of private reports. Through the Colorado Growth Model, a user can drill down into a school's public data to reveal the patterns of student growth and achievement, such as in this visual display of all 9th graders' math scores, with those of a particular student highlighted. Another click would enable this user to drill down into the student's years of math data, so that the growth model comes alive with a longitudinal portrait of individual achievement and growth. These displays and accompanying downloadable and printable pdf reports can become the center of a fruitful conversation about the different scenarios for a student's college- and career readiness between the student him/herself, a parent and a teacher.



SchoolView is not only about growth data, however. Through a thoughtful and transparent presentation of all available education-related data in SchoolView, the state aims to engage stakeholders and facilitate a purposeful and effective use of those data at all levels of the system. In the School Performance section of SchoolView, users can access all school and district School and District Performance Frameworks, as well as the specific Unified Improvement Plan. Colorado includes the most important indicators in the Performance Frameworks. However, different stakeholders have different interests. All available data should be accessible to the public. In Colorado, stakeholders have access to the information they most value for accountability and they are able to analyze this data and cite public reports. This kind of online data reporting is an integral part of the system Colorado has constructed. All groups of stakeholders can see public data relevant to their areas of interest. In order for the public to make meaning of the data, it must be readily accessible and interpretable. With SchoolView, all data are publically available and can be disaggregated in myriad, user-specified ways, giving on-demand public data reporting with eight years of consistently comparable data.

As of 2010, in response to annual public reporting requirements in the Education Accountability Act, SchoolView also houses the SchoolView Data Center application, pictured below. The Data Center serves as the primary application through which the public can access information about Colorado's public education system at the state, district and school levels. It provides easy access to data on federal and state accountability results, academic performance, and student and school demographics.



Through the transparency of the Performance Frameworks, Unified Improvement Plans and data accessible in SchoolView, Colorado has created a system where the performance of the state, districts and schools is the basis and focus for the education work in the state.

Appendix A-5 Organizations Engaged in Constituent Feedback Process

The following organizations were convened to provide input on the concepts of Colorado's application in early November and were given the opportunity to provide feedback, through a survey tool, on the final draft of the application.

Centennial High School
College in Colorado
Colorado Association of Boards of Cooperative Educational Services
Colorado Association of School Boards
Colorado Association of School Executives
Colorado Education Association
Colorado Legacy Foundation
Colorado Succeeds
Democrats for Education Reform
Denver Chamber of Commerce
Department of Higher Education
Douglas County Schools
EagleNet
e-Net Colorado
Get Smart Schools
Grand Junction STEM Center
Museum of Nature and Science
Northglenn School District (Adams 12)
Padres Unidos
Public Education and Business Coalition
Space Foundation
Stand for Children
Thompson Valley School District
UC Colorado Springs

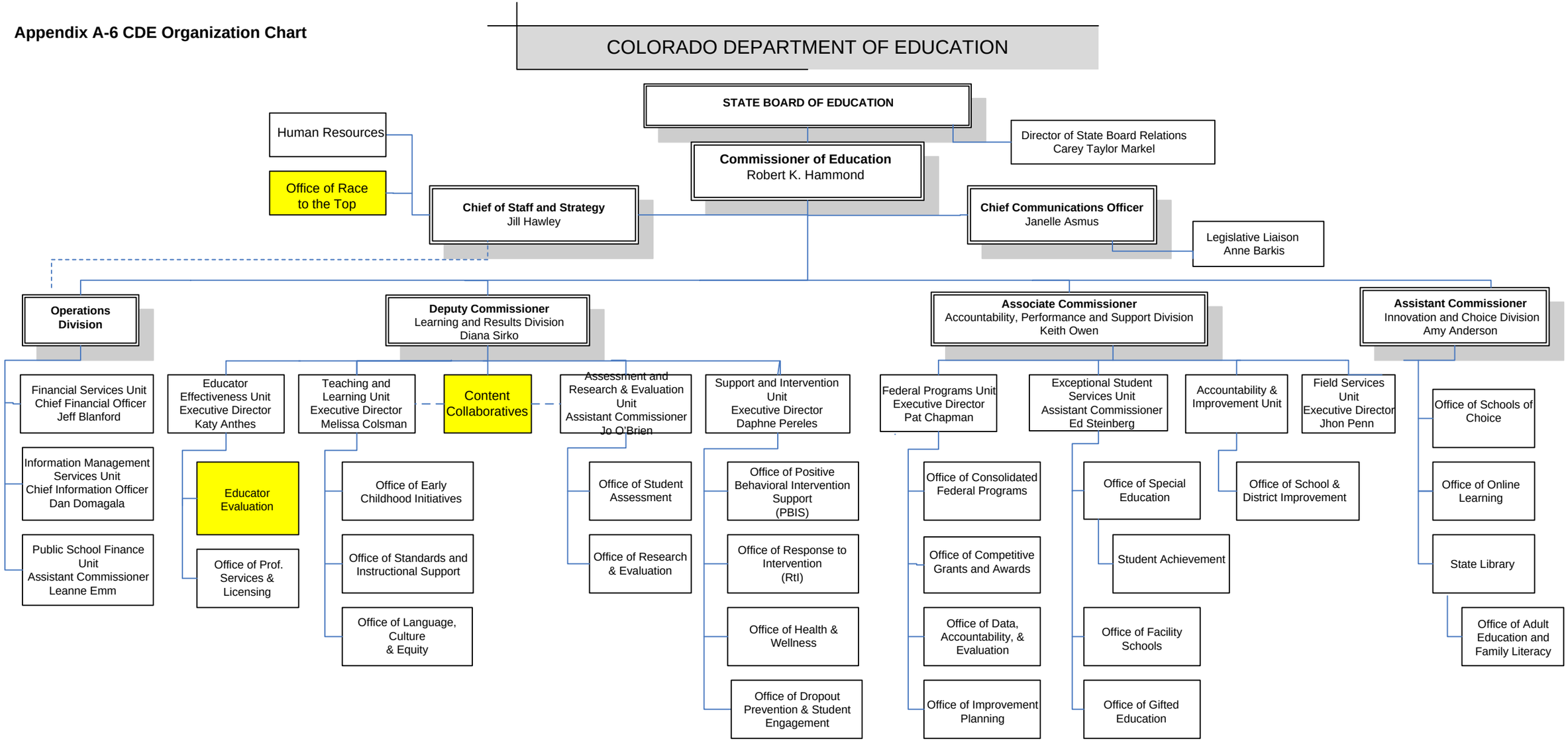
Appendix A-6: Colorado Department of Education Organizational Charts

The following pages provide the organizational charts for the Colorado Department of Education. The shaded boxes (in yellow) represent the added capacity proposed in the Phase 3 application.

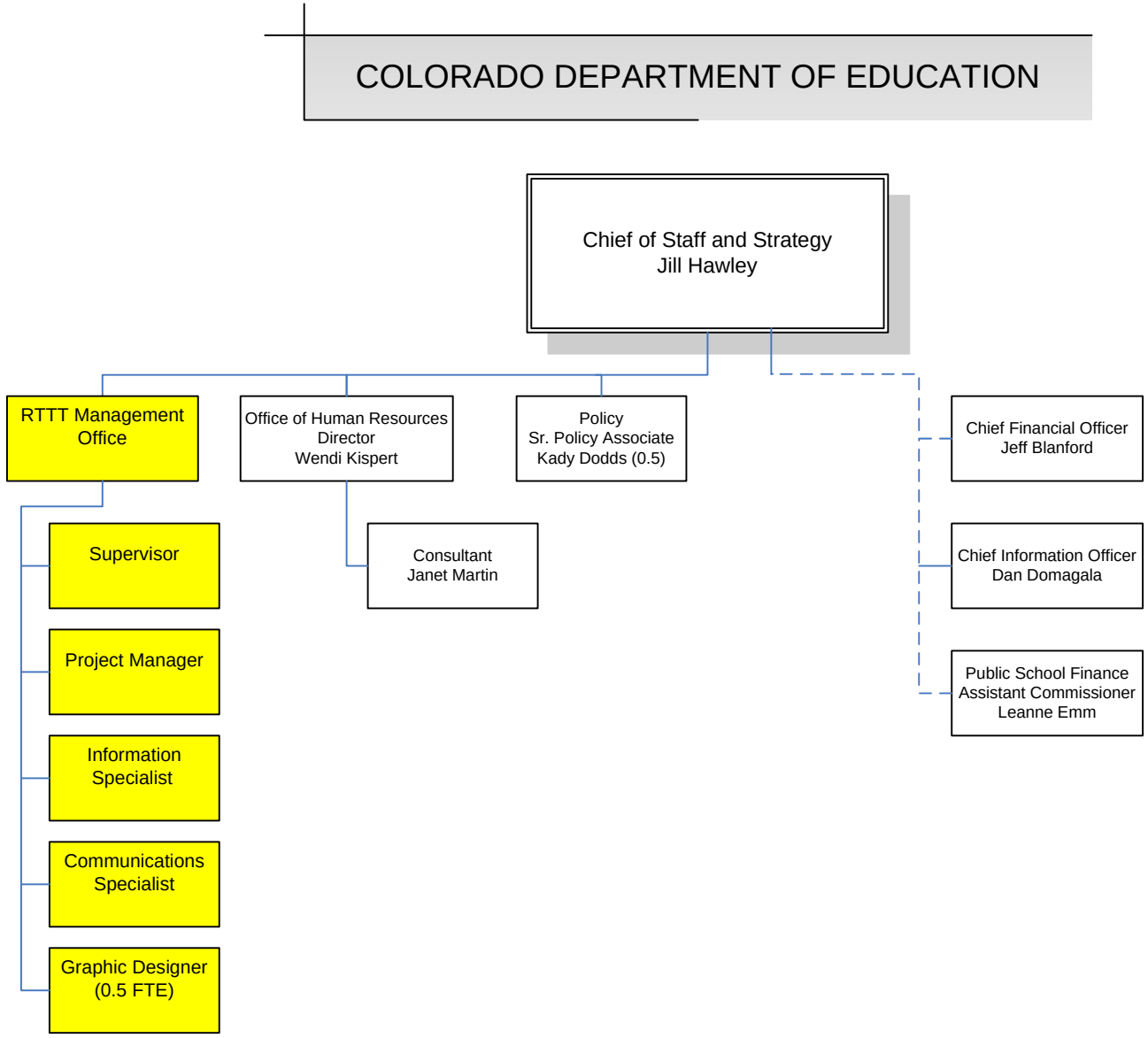
Since the submission of the Phase 2 application, CDE has experienced a reorganization. As a result, the organizational charts that follow differ from the one presented on page 35 of the Phase 2 application. Former Deputy Commissioner, Robert Hammond, was named Commissioner in May 2011. He reorganized the department into four major divisions: 1) operations; 2) learning and results; 3) accountability, performance, and support; and 4) innovation and choice. The Commissioner selected and hired a new leadership team comprised of the Chief of Staff and Strategy, Chief Communications Officer, Deputy Commissioner, Associate Commissioner, and Assistant Commissioner of Innovation and Choice. The leadership team is responsible for the divisions and for overall strategic management of the organization.

As envisioned in the Phase 2 application, the staff members hired through the RTTT funds will add capacity to existing offices within CDE which will provide the leadership for the RTTT work. The Chief of Staff and Strategy will oversee the Race to the Top Program Office. The Executive Directors of the Teaching and Learning Unit (which houses CDE's content specialists) and the Assessment, Research, and Evaluation Unit (which houses CDE's assessment specialists) will be responsible for the daily leadership of the Content Collaboratives under the direct supervision of the Deputy Commissioner for Learning and Results. The Content Collaboratives team is depicted in the organizational chart between these two units with dotted lines to show the connection of instructional content and assessment that will occur through the work of the collaboratives. The Executive Director of Educator Effectiveness will oversee the Educator Evaluation team which will expand the Educator Effectiveness Unit's ability to support districts in implementing new educator evaluation systems.

Appendix A-6 CDE Organization Chart



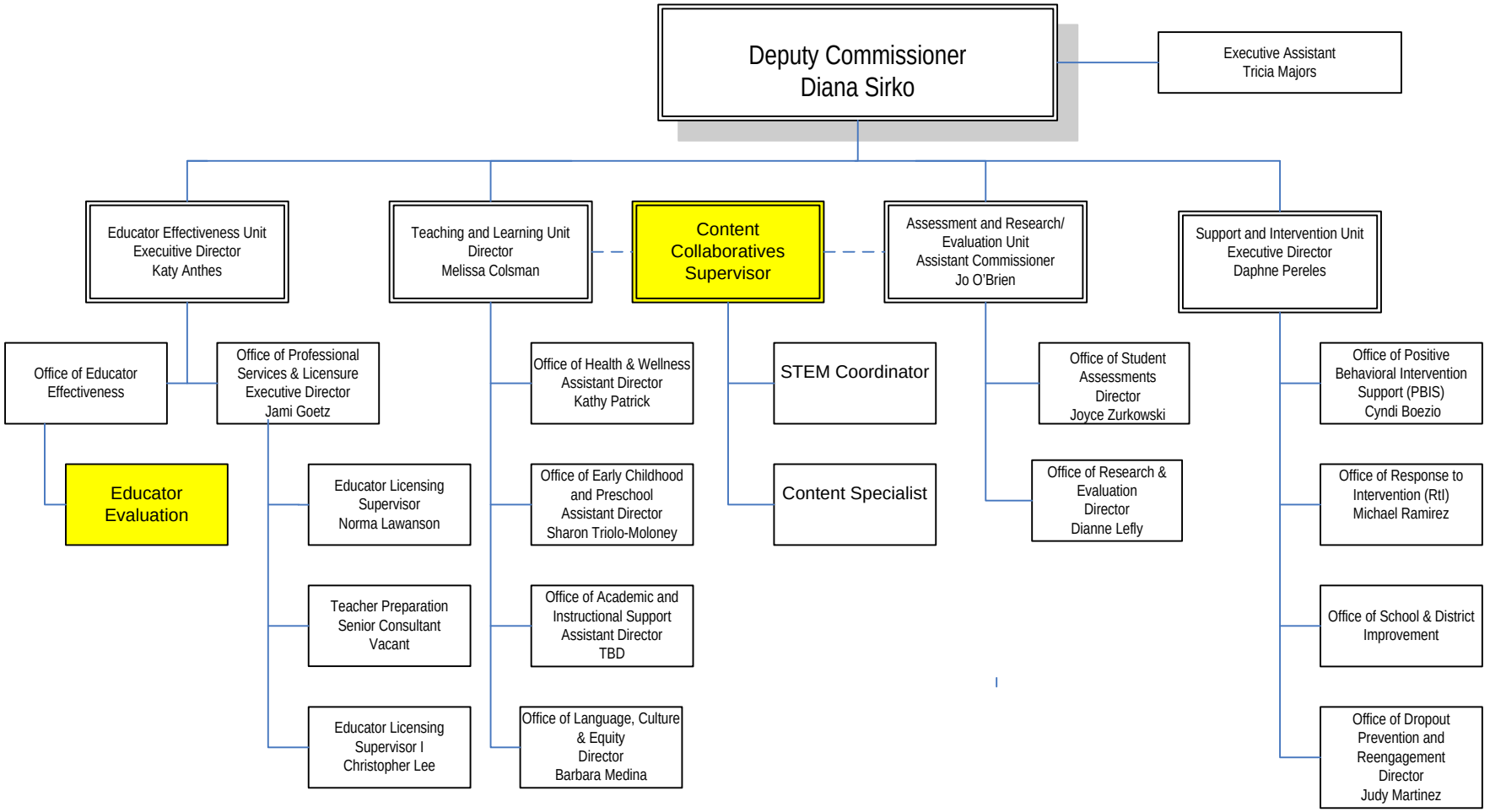
Appendix A-6
Chief of Staff & Strategy



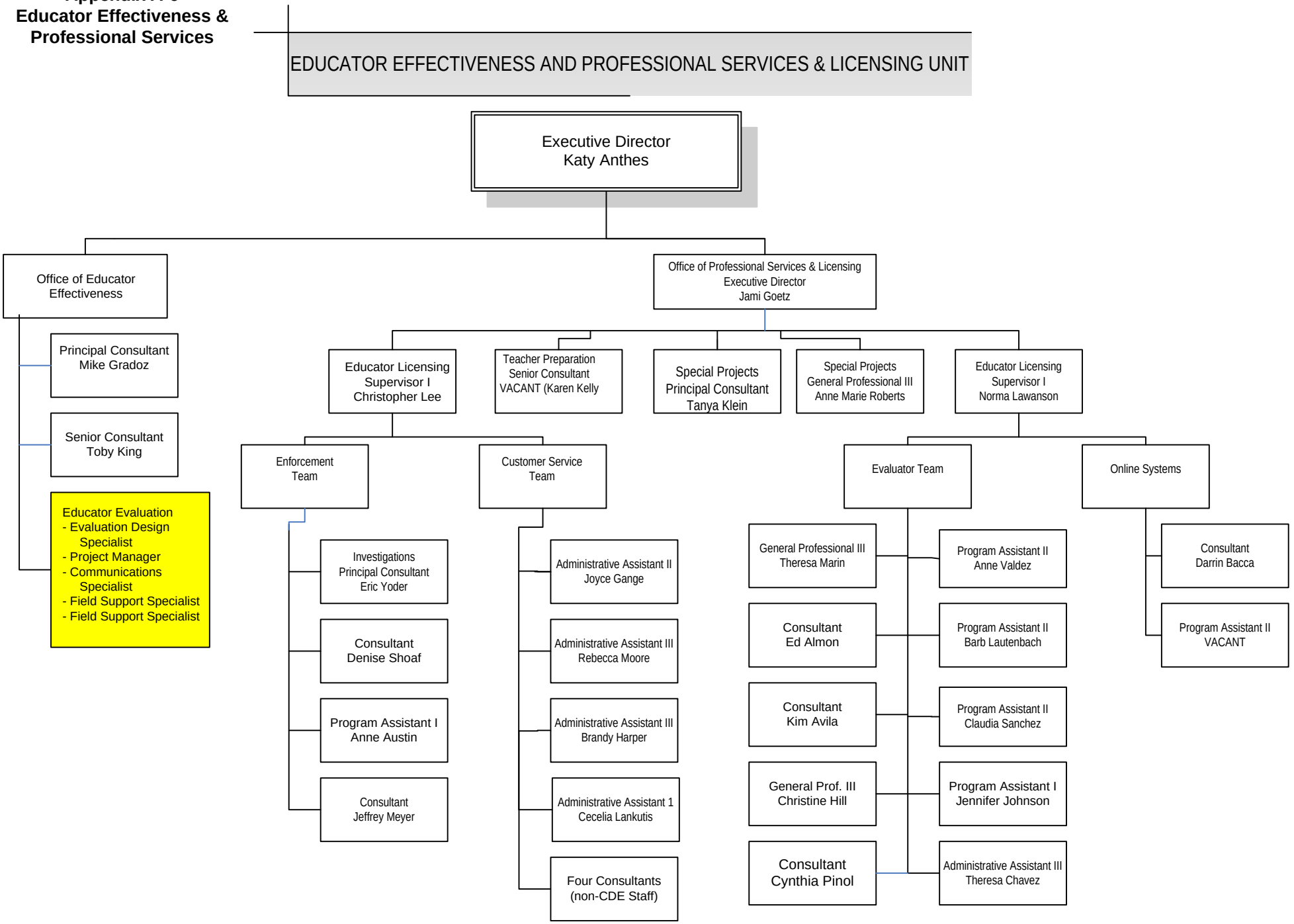
November 30, 2011

Appendix A-6 Deputy Commissioner

LEARNING AND RESULTS DIVISION



Appendix A-6
Educator Effectiveness & Professional Services

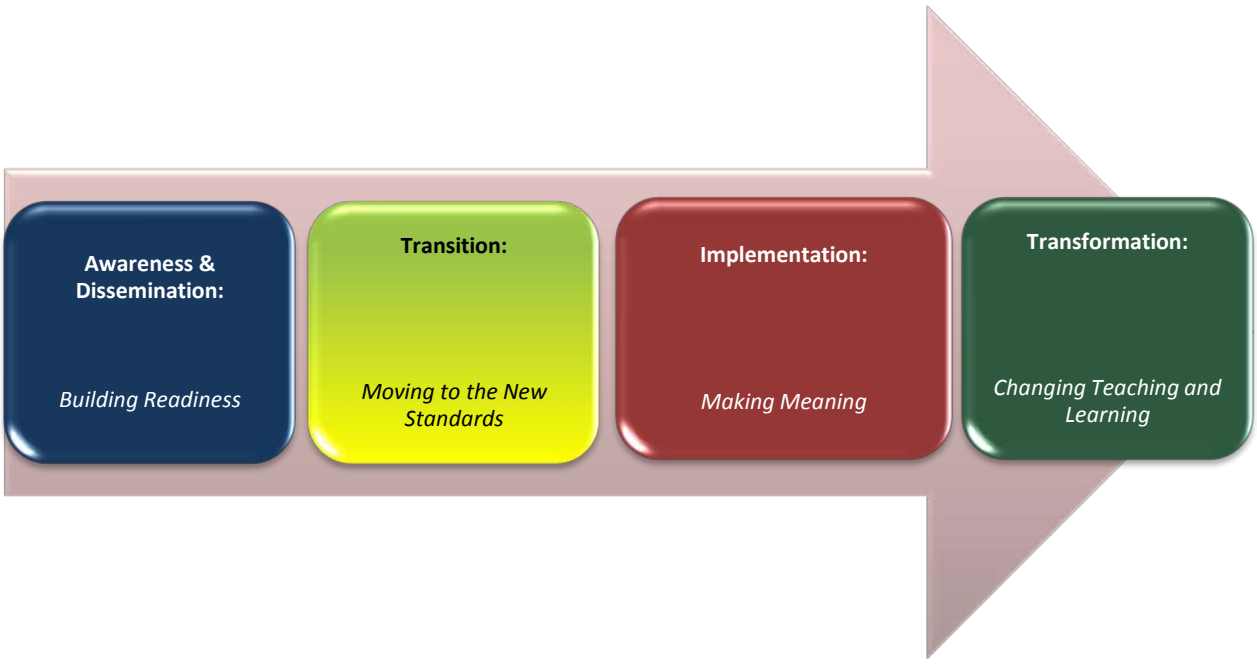


Appendix B-1: Summary of Transition to Colorado Academic Standards

In 2009, CDE initiated a year-long process of revising academic standards in all ten content areas (the arts, comprehensive health and physical education, mathematics, reading and writing, science, social studies, and world languages) and English language proficiency. Following this year-long standards revision process, the Colorado State Board of Education adopted the Colorado Academic Standards (CAS) in December 2009, creating Colorado's first fully aligned preschool-through-high school academic expectations. The standards were developed by a broad spectrum of Coloradans representing Pre-K and K-12, higher education, English learners, students with disabilities and business, and utilized the best national and international exemplars. Seven hundred and eighty-six people applied to fill 255 unpaid roles on content subcommittees. Selection was made by Colorado stakeholders in a name-blind process using the merits of both the application and resumes. National experts also provided advice and continuity editing, structural technique and research feedback on the drafts and public recommendations. Official public hearings also followed at each relevant State Board of Education meeting.

With the creation of the Common Core State Standards (CCSS), the state cross-walked its standards with the CCSS; and the State Board officially adopted the CCSS for Colorado.

In the transition to new standards, the department has planned carefully a multi-year transition process that includes four phases: (1) awareness (school year 2010-11); (2) transition (school years 2011-13); (3) full implementation (school year 2013-14); and (4) transformation - an ongoing process of continuous improvement in teaching and learning. Awareness involves communication about the CAS; transition involves planning for required changes; implementation involves instituting the necessary changes; and transformation represents the intended outcome of implementing college- and career-ready standards.



Awareness (2010-11)

- Regional Awareness Trainings were held in twelve cities across the state during the summer of 2010. The focus of the trainings was on the standards revision process, design features of the CAS and CELP, and increased rigor and thinking skills required by the new standards.
- Comprehensive awareness outreach was conducted throughout Colorado 2010 through presentations at BOCES and regional superintendent meetings and at all professional educator conferences (e.g., Colorado Association for School Executives, Colorado Association of School Boards, Colorado Education Association, Colorado Staff Development Council, Colorado Council for Teachers of Mathematics, Colorado Council International R[86]g Association, Colorado Science Teachers Association, Colorado Geographic Alliance, Colorado Council for Economic Education, Colorado Center for Law and Democracy, Colorado Arts Educator Association, Colorado Music Educators Association, and the Colorado Charter School Institute).
- Regional principal awareness training was conducted in the fall of 2010 in partnership with the Tointon Principal Institute at the University of Northern Colorado.
- Monthly online office hours were offered throughout 2010. These live and archived webinars were designed to inform Colorado educators about the development and design features of the CAS and CELP. Archived webinars can be found at http://www.cde.state.co.us/cdeassess/UAS/Online_Office_Hours.html#2010.

Transition (2011-12): Leadership Transition Planning Focus

- Regional Transition Trainings were held in five cities across the state as a part of the CDE Summer Symposium 2011. The training was focused on transition resources and planning for school and district leaders.
- Monthly Online Office Hours held. Webinars designed to keep district and school leaders informed of tools and resources to assist with standards implementation.
- An online Standards Implementation Toolkit was launched in June 2011 to support district and school leaders in leading standards awareness and transition.
- A series of ten training sessions for the Colorado English Language Proficiency (CELP) Standards to support English language learner mastery of the CAS was conducted in the fall of 2011. The training included CDE staff from the Language, Culture, and Equity office and the CDE content specialist team.

Transition (2012-13): Professional Development Focus.

- During the 2012-13 CDE plans to continue outreach for the transition phase to the new standards which will include an intensive professional development focus for administrators and educators on the content of the CAS and supported by the CELP.
- English Language Learners: CDE staff includes content specialists in mathematics, literacy, science, social studies, comprehensive health and physical education, and the arts. Additionally, CDE has expertise in English language learners in the office of Language, Culture, and Equity. Together, these teams have been trained in the WIDA standards which Colorado has adopted as its English language proficiency standards. In addition to co-planning and co-presenting during the CELP training sessions in the fall of 2011, plans to integrate WIDA training into content area administrator and teacher professional development is underway.
- CDE will be basing educator and administrator professional development on a revised version of the Colorado Standards Based Teaching and Learning Guide, currently under revision. The first edition can be found at http://www.cde.state.co.us/Communications/download/PDF/StandardsBasedTeachingLearningCyclepdf.pdf. The guide is being updated to reflect the rigor of the new standards as well as to support educators and administrators in using instructional materials aligned with those standards, and use

data on multiple measures of student performance (e.g., data from formative, benchmark, and summative assessments) within the context of the standards-based teaching and learning cycle. Rubrics for supporting the standards-based teaching and learning cycle at the classroom, school, and district level are also being revised. Together, these materials will form the foundation of department support to Colorado educators, administrators, and district leaders in for leading instructional transformation.

- Colorado is a pilot state, along with Delaware, Kentucky, Louisiana, Massachusetts, New York, and North Carolina, for the Shared Learning Collaborative (SLC), a project of the Council of Chief State School Officers (CCSSO), the Bill and Melinda Gates Foundation, and the Carnegie Corporation. The SLI, when fully developed, will provide teachers with instructional and assessment tools and content to differentiate instructional approaches based on individual students' needs in order to meet the Common Core State Standards.

Appendix D-2: Senate Bill 10-191 Fact Sheet

Purpose of S.B. 10-191

Ensure that evaluations:
- Serve as a basis for the improvement of instruction
- Enhance the implementation of programs of curriculum
- Serve as a measurement of the professional growth and development of licensed personnel
- Evaluate the level of educator performance based in significant part on the impact they have on student growth
- Provide a basis for making decisions in the areas of hiring, compensation, promotion, assignment, professional development, earning and retaining non-probationary status, and nonrenewal of contract

Key Components of the Law

Effectiveness Definitions & Quality Standards
- Establishes a process for developing statewide definitions and quality standards for what it means to be an effective teacher or principal

Focus on Outcomes & Demonstrated Effectiveness
- Ensures that at least 50% of the evaluation of teacher and principal effectiveness is based on the academic growth of his/her students;
- Changes non-probationary status from one that is earned based upon years of service to one that is earned based upon three consecutive years of demonstrated effectiveness; and
- Provides that non-probationary status may be lost based upon consecutive years of ineffectiveness.

Evaluation Components
- Ensures annual review of all teachers and principals
- Requires use of multiple fair, transparent, timely, rigorous, and valid measures
- Provides development plans for all teachers and principals tied to needs identified through the evaluation process

Portability Across Districts
- Makes non-probationary status "portable"

Mutual Consent
- Ensures all placements of teachers are by the mutual consent of the teacher and receiving school

Hiring, Placement, and Excessing
- Provides guidance on hiring, placement, and excessing decisions

Implementation Milestones

Rulemaking:
- April 2011: The State Council on Educator Effectiveness makes recommendations to the State Board of Education to inform rulemaking.
- November 2011: The State Board adopts rules.
- February 2012: The General Assembly reviews and acts on the rules.

CDE and District Activities

2011-12:

- CDE will develop a model evaluation system (including evaluation rubrics, measurements, and training, and other resources) and pilot the principal evaluation system with selected districts across the state.
- CDE will work with districts and BOCES to assist with implementation of the state performance evaluation systems that are based on quality standards.
- CDE will make available a resource bank that identifies rubrics, research, processes, tools and policies that a district or BOCES may use to develop their evaluation system.

2012-13:

- New performance evaluation system based on quality standards will be piloted by selected districts across the state on both the teachers and principal evaluation system as recommended by State Council.

2013-14:

- New performance evaluation system based on quality standards will be implemented statewide in the manner recommended by the State Council.
- Teachers and Principals will be evaluated based on quality standards.
- Demonstrated effectiveness or ineffectiveness will ***begin*** to be considered in the acquisition of probationary or non-probationary status.

2014-15:

- New performance evaluation system based on quality standards will be finalized statewide.
- Demonstrated effectiveness or ineffectiveness will be considered in the acquisition or loss of probationary or non-probationary status.

District Pilot Sites

Pilot site 1:	Pilot site 2:	Pilot site 3:
Moffat	Jefferson County	Wray
South Routt		
Pilot site 4:	**Pilot site 5**	**Pilot site 7**
Kiowa	Valley RE-1	Platte Canyon
Crowley		
Miami-Yoder	**Pilot site 6**	
Custer	St. Vrain	
Pilot site 8	**Partner districts (that will map their system against the state's):**	
Salida	Harrison 2	
Del Norte	Brighton	
Mountain Valley	Denver Public Schools	
Center	Eagle County Public Schools	

In addition, the following districts will pilot the state's evaluation system through their participation in the Colorado Legacy Foundation's integration district work: Centennial School District, San Juan BOCES (nine school districts in the Southwest corner of the state), and Thompson School District.