

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



**Part II Application
The State of Arizona
December 13, 2011**

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- f) *Interagency Services Agreement (ISA) Between the Governor’s Office of Education Innovation and Arizona Department of Education #II-ISA-12-2366-01*

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.

Background

When the State of Arizona made the decision to apply for Race to the Top (RTTT) funds, the intention was to develop a statewide education reform plan that would serve as a roadmap to improve Arizona’s education system and ensure that students are well prepared for the 21st century. Broad stakeholder support would enable Arizona to move this plan forward regardless of whether or not the State received a Race to the Top grant. And even though Arizona was not awarded Phase 2 funds, the quality and soundness of the plan were evidenced by the fact that Arizona missed the funding cut by a mere five points.

Thus Governor Brewer charged the P–20 Coordinating Council (Council) with examining the Race to the Top Phase 2 proposal to determine how the major reform initiatives could be implemented. For several months, the Council’s Task Force chairs and selected members (P–20 Work Group) met to transition the Race to the Top proposal into a viable Arizona education reform plan and develop recommendations regarding the implementation of the plan, the governance structure to oversee it, funding implications and the benchmarks to be accomplished. The P–20 Work Group reconfirmed the vision, goals, and initiatives developed for the Phase 2 application and drafted a strategic plan for implementation.

Process

The P–20 Work Group began its work in fall of 2010. Guiding the work was an urgent need to prepare students to be leaders in a new economy that highly values advanced knowledge and skills, particularly in science, technology, engineering and mathematics (STEM). The four RTTT criteria — standards and assessments, data systems, great teachers and leaders, and support for low-achieving schools — were recognized as the four pillars of *Arizona’s Education Reform Plan* (Appendix A).

The Council further agreed to the following assumptions and guiding principles:

1. All four pillars are interdependent and collectively support the reform platform. None stands alone.
2. The plan requires all Arizona education institutions, P–20, to support and make needed changes to improve education.
3. Arizona education institutions will leverage Federal, State, local, and grant funds to achieve the education reform goals.

4. Each education sector — early childhood, K–12, and higher education — holds the vision collectively and individually owns part of the plan, determines implementation strategies, and shares public accountability reporting with the P–20 Coordinating Council.
5. The education reform plan will be assessed regularly and refined as needed taking into consideration progress on the performance measures which will ensure continuous improvement.

STEM Education

Simultaneously, Governor Jan Brewer asked Science Foundation Arizona (SFAz) to create an Arizona STEM Network that would unify and align resources around STEM education and more rapidly prepare students to meet the demands of college and 21st century careers. The purpose of the STEM Network is to provide access to effective STEM education opportunities for all Arizona students that prepare them for success in careers and life and bolster the economic strength of local communities and the State. The Network strategically leverages individual, disparate efforts around STEM education and moves them toward a common agenda that will accelerate improved student outcomes. This common agenda is tied directly to Common Core State Standards and Assessments.

Helios Education Foundation joined the effort, as did other education champions, including JPMorgan Chase, Intel Corporation, and Research Corporation for Science Advancement. The objective: Create a plan that captures the urgent need and ignites a sharper and more expansive attack. The *Arizona STEM Network Business Plan* (Appendix B), which draws upon input from across Arizona’s 15 counties, involving more than 800 participants from education, business, and government, is organized around four strategic platforms:

Platform 1, Knowledge capture and dissemination – create a means to communicate, measure, improve, use and reuse quality information, models and data. This platform aligns with RTTT selection criterion (C)(2).

Platform 2, Integrate STEM into schools

- A. Regional Education Centers – the Arizona STEM Network is an important piece in the development process of the Regional Education Centers. This item aligns fully with RTTT selection criterion (A)(2).
- B. STEM School Immersion Guide – this “how to” guide for integrating STEM using exemplary models represents a continuum of STEM immersion levels. Regional Education Center staff will assist LEAs and schools in using this guide. This item aligns with RTTT selection criterion (B)(3).
- C. Project Quality Initiative – three self-assessment tools that enable programs to be reviewed consistently; tools will be distributed to program directors across the state and results made available through the STEM Network. This item aligns with RTTT selection criterion (C)(2).

Platform 3, Strengthening teacher effectiveness. This platform aligns with RTTT selection criterion D.

- A. Teacher Pre-Service
- B. Teach for America Partnership for High-Quality Rural STEM Teachers and Leaders
- C. Engage Teachers and Students in STEM Learning and Career Exploration

Platform 4, Create meaningful business engagement opportunities

These strategic platforms focus on supporting the successful implementation of the state-adopted, internationally-benchmarked Common Core State Standards and forthcoming assessments. At the heart of both Common Core State Standards (CCSS) and STEM education is relevant context applied to academic content. To accomplish this integrated learning, Arizona’s Phase 3 activities will

1. Align the STEM immersion matrix and communication tools with the content of the Common Core State Standards to ensure that schools are not creating additional content “silos”, but rather implementing thoughtful, intentional, rigorous, and relevant academic content.
2. Develop the tools, trainers, and capacity at the Arizona Department of Education to deploy the integrated STEM/CCSS to Regional Education Centers
3. Develop the tools, trainers, and capacity to deploy the integrated STEM/CCSS at the Regional Education Centers through Arizona’s 15 County Superintendents – already designated as Education Service Agencies through Arizona statute.
4. Complete a major component of the data system to support LEA ability to monitor student and teacher outcome data.
5. Align LEA activities with the integrated STEM/CCSS curriculum and the state-wide roll-out of the data system.
6. Develop performance management capacity through online dashboards and report cards, to focus attention state-wide on educational outcomes and vertically integrate education reform activities.

How & Why the Activities Were Selected

The Governor’s Office of Education Innovation (GOEI) was created in February, 2011 as a direct result of the Race to the Top Phase 2 application process and subsequent recommendations from the P-20 Council. In the months since then GOEI’s mission has been to implement Arizona’s Education Reform Plan – renamed “Arizona Ready.” (www.arizonaready.com) In the fall of 2011, GOEI convened a Race to the Top Leadership Team to determine the best use of the funds for Race to the Top Phase 3. Team members engaged in a modified situation assessment process that included evaluating progress, eliminating completed activities, identifying gaps, targeting current needs, and agreeing upon priorities. This process revealed the following:

- (1) Regional education centers need additional support to facilitate the transition to college- and career-ready standards and assessments.
- (2) Roll out of the Common Core State Standards is an urgent priority for Arizona’s schools, and is well aligned with STEM activities already under development.
- (3) While data access and quality have improved, educators still need assistance understanding and acting upon the information.

Given these findings the State of Arizona will use Phase 3 Race to the Top funds strategically to ensure high quality STEM teaching and learning, especially in rural areas and Native American lands, by following the six point plan described above. This plan aligns to the following RTTT priority areas:

- Fully developing regional education centers to provide support and assistance to LEAs (A)(2);
- Supporting transitions to enhanced standards and high-quality assessments (B)(3); and
- Enhancing data quality, access, and utility to inform educational decision-making (C)(2).

Figure 1 summarizes Arizona’s Phase 3 Race to the Top Plan. The top/roof of the “house” graphic holds the overarching goal of ensuring that students are well prepared for college and careers. Below the overarching goal are three areas of emphasis — STEM education, rural outreach, and Native American needs — that are threaded across the plan. The four pillars supporting achievement of the goal are listed next with Phase 3 projects [(A)(2), (B)(3), (C)(2)] indicated within ovals. Activities in these three areas were selected specifically because they are essential for effective implementation of the rest of Arizona’s education reform plan. The two items surrounded by rectangles, while not funded by RTTT, will benefit from the project work described in this application and further plans in these areas. Finally, four critical implementation mechanisms — Arizona’s eLearning Platform IDEAL, Arizona’s LEA Tracker, Regional Education Centers, and the State of Arizona Counties Communications Network — are identified as the requisite foundation for the proposed work. By effectively completing the selected activities in areas (A)(2), (B)(3), and (C)(2) the State will be able to better provide support and assistance to participating LEAs, efficiently monitor LEA plan implementation, widely disseminate and replicate effective practices statewide, and intervene when necessary to achieve State goals.

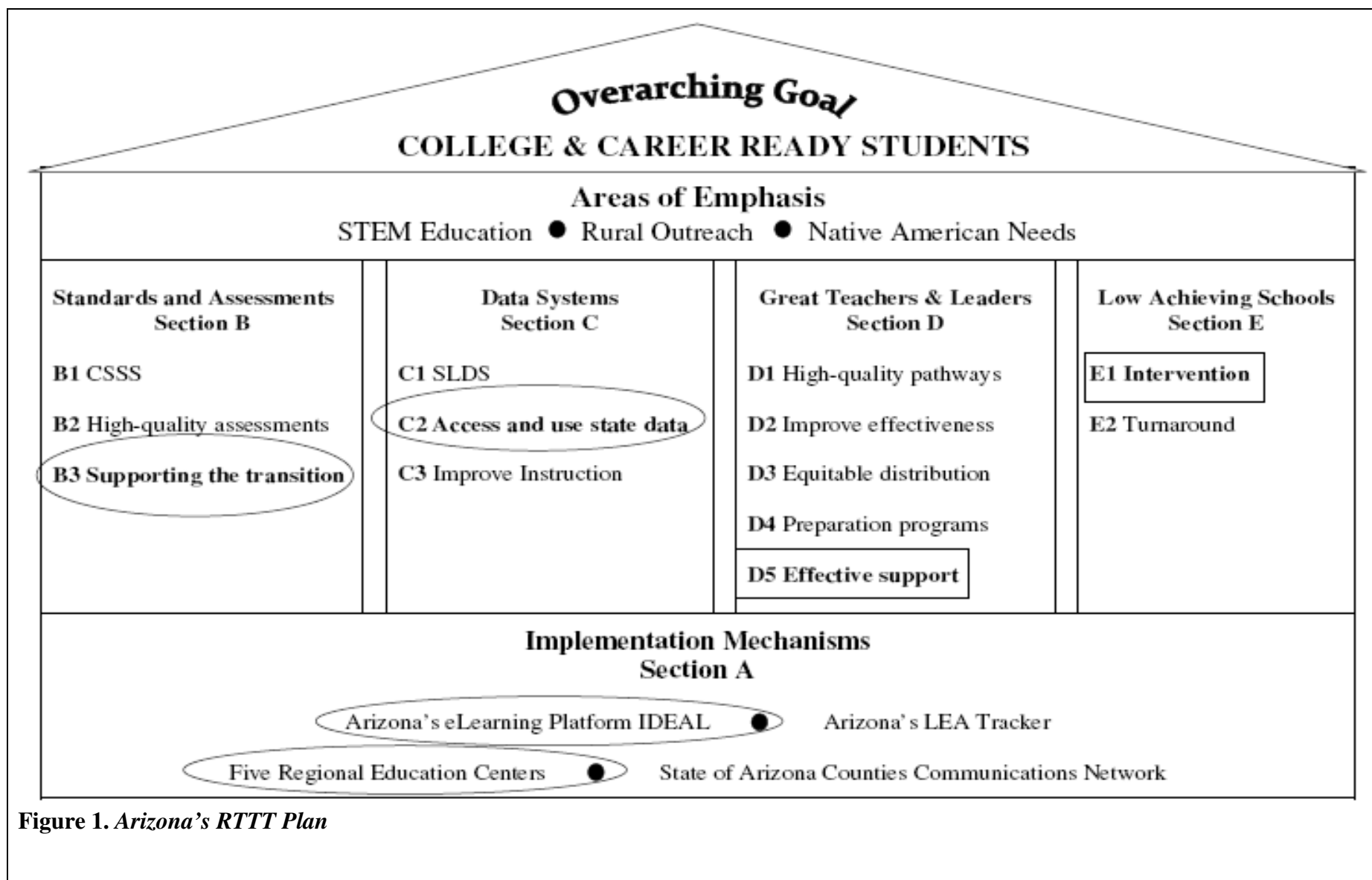


Figure 1. Arizona's RTTT Plan

The following table summarizes key activities, organized by the 4 RTTT core areas, which the State, Regional Education Centers and participating LEAs will support with RTTT funds. This table is included in an LEA communiqué and informative presentation and will be used to finalize Scope of Work plans for participating LEA receiving funding.

Table 1: Key Activities Supported by RTTT Funds

Core Areas	State	Regional Education Centers	LEAs
Standards & Assessments	<ul style="list-style-type: none"> ▪ Align and coordinate Common Core State Standards rollout with STEM education efforts throughout the state of Arizona ▪ Provide curricular products, tools and software applications in support of CCSS implementation ▪ Provide sample Common Core State Standards implementation models for LEA use 	<ul style="list-style-type: none"> ▪ Provide technical assistance on the use of curricular products, tools and software regionally to rural and/or remote areas ▪ Establish standards based, differentiated professional development based on unique regional needs 	<ul style="list-style-type: none"> ▪ Align curricula and instruction with new standards and assessments ▪ Participate in region based training for CCSS implementation and STEM integration ▪ Assist in building a cadre of CCSS experts as resources for implementation
Data Systems	<ul style="list-style-type: none"> ▪ Implement a common course numbering system, and provide a model process and technical support for LEAs to engage in course mapping and establishing the student-teacher-data link ▪ Create and enhance data dashboards at ADE and GOEI, and customize the ADE website to provide professional development, software applications and access to timely, accurate data for LEAs 	<ul style="list-style-type: none"> ▪ Assist LEAs with course mapping process and establishing the student-teacher-data link ▪ Offer coaching on how to access and use data to improve instruction ▪ Connect common course numbering system to the instructional needs of students 	<ul style="list-style-type: none"> ▪ Map courses to new numbering system and establish the student-teacher-data link ▪ Help teachers access and use data to improve instruction ▪ Assist teachers through professional development and technical assistance to integrate data with day to day instructional decisions
Great Teachers & Leaders	<ul style="list-style-type: none"> ▪ Provide CCSS-STEM professional development modules 	<ul style="list-style-type: none"> ▪ Deliver CCSS-STEM professional development 	<ul style="list-style-type: none"> ▪ Participate in CCSS-STEM professional development

	<ul style="list-style-type: none"> ▪ Partner with Science Foundation Arizona for regional trainings 	<ul style="list-style-type: none"> ▪ Integrate CCSS and STEM objectives in all regional training activities 	<ul style="list-style-type: none"> ▪ Participate in leadership training for the implementation of the CCSS
Low-Achieving Schools	<ul style="list-style-type: none"> ▪ Identify low-achieving schools ▪ Communicate available resources through regional training events ▪ Coordinate cross-unit agency efforts to support low achieving schools and LEAs 	<ul style="list-style-type: none"> ▪ Offer sustained coaching and technical assistance ▪ Provide models for low achieving schools for CCSS implementation 	<ul style="list-style-type: none"> ▪ Create plans for the use of data and CCSS to improve performance ▪ Seek relevant assistance through an examination of evidenced based school improvement tools

The State of Arizona will use its Phase 3 Race to the Top funds to implement key activities in the four core education reform areas described in ARRA and Arizona’s Education Reform Plan. Specifically RTTT funds will drive high-quality teaching and learning in science, technology, engineering, and mathematics (STEM) education — especially in rural areas and Native American lands. This will be accomplished by providing ongoing, relevant professional development and support to educators as they transition to enhanced standards and high-quality assessments. Services will be coordinated by the Arizona Department of Education (ADE) and delivered through Arizona’s five Regional Education Centers and GOEI in a dynamic shared partnership creating a statewide focus on education that can drive success.

Conclusion

Arizona has a high quality education reform plan and a business plan for its STEM Network. Both plans arose from common concerns and address urgent state needs. And both plans seek to achieve the shared goal of better preparing students for life beyond high school. Race to the Top Phase 3 funds will support three priority elements common to both plans and essential for realizing Arizona’s full education reform agenda. In summary, regional education centers are a key implementation mechanism for helping school and district personnel transition smoothly to enhanced standards and rigorous assessments, use data to continuously improve instruction, and ensure successful postsecondary outcomes for students.

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

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

- (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; and,**
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;**

Third Grade: In mathematics, Arizona seeks to increase the percent of high school students meeting or exceeding State standards on its AIMS assessment from 68% to 94% in 2020, with an interim benchmark of 83% in 2014. In reading, it seeks to increase the percent of students meeting or exceeding State standards on the AIMS assessment from 76% to 93% in 2020, with an interim RTTT benchmark of 83% in 2014. These targets may need to be amended during the transition to the common assessment system – (B)(3).

Table 2: AIMS 3rd Grade Mathematics - % Meets or Exceeds

	Baseline		RTTT			Target
	2011	2012	2014	2016	2018	2020
All Students	68	79	83	87	90	94
African-American	55	75	80	84	89	94
Asian/Pacific Islander	84	87	89	90	92	94
Hispanic	60	73	78	83	89	94
Native American	46	67	74	81	87	94
White	79	87	89	90	92	94
Econ Disadvantaged	59	73	78	83	89	94
Special Ed	40	57	66	75	85	94
ELL	40	56	66	75	85	94
Migrant	52	71	77	82	88	94

Table 3: AIMS 3rd Grade Reading - % Meets or Exceeds

	Baseline		RTTT			Target
	2011	2012	2014	2016	2018	2020
All Students	76	79	83	86	90	93
African-American	70	74	79	84	88	93
Asian/Pacific Islander	88	86	88	90	91	93
Hispanic	68	72	78	83	88	93
Native American	56	67	74	80	87	93
White	86	86	88	90	91	93
Econ Disadvantaged	68	72	78	83	88	93
Special Ed	42	56	66	75	84	93
ELL	43	56	65	74	84	93
Migrant	58	70	76	82	87	93

Eighth Grade: In mathematics, Arizona seeks to increase, from 68% in 2011 to 85% in 2020, the percent of students achieving at or above basic on the National Assessment of Educational Progress (NAEP), with an interim benchmark of 76% in 2015. In reading, Arizona seeks to increase the percent of students achieving at or above basic on the NAEP assessment from 71% in 2011 to 85% in 2020, with an interim benchmark of 77% in 2015.

Table 4: NAEP 8th Grade Math

	Baseline		RTTT			Target
	2011	2013	2015	2017	2019	2021
All Students	68	73	76	79	82	85
Black	61	67	72	76	81	85
Asian/Pacific Islander	89	82	83	84	84	85
Hispanic	55	66	71	75	80	85
American Indian / Alaska Native	40	57	64	71	78	85
White	83	82	83	84	84	85
Free or Reduced Price Lunch Eligible	57	64	69	74	80	85

Table 5: NAEP 8th Grade Reading

	Baseline		RTTT			Target
	2011	2013	2015	2017	2019	2021
All Students	71	74	77	79	82	87
Black	58	67	72	76	81	87
Asian/Pacific Islander	81	87	87	87	87	87
Hispanic	63	66	71	76	80	87
American Indian / Alaska Native	50	63	69	74	80	87
White	82	82	83	84	84	87
Free or Reduced Price Lunch Eligible	61	65	70	75	80	87

Tenth Grade: In mathematics, Arizona seeks to increase the percent of high school students meeting or exceeding State standards on its AIMS assessment from 60% to 92% in 2020, with an interim benchmark of 81% in 2014. In reading, it seeks to increase the percent of students meeting or exceeding State standards on the AIMS assessment from 78% to 93% in 2020, with an interim RTTT benchmark of 84% in 2014. These targets may need to be amended during the transition to the common assessment system – (B)(3).

Table 6: AIMS High School Mathematics - % Meets or Exceeds

	Baseline		RTTT			Target
	2011	2012	2014	2016	2018	2020
All Students	60	77	81	85	88	92
African-American	48	69	75	80	86	92
Asian/Pacific Islander	82	88	89	90	91	92
Hispanic	49	70	76	81	87	92
Native American	38	63	71	78	85	92
White	72	85	87	88	90	92
Econ Disadvantaged	48	69	75	80	86	92
Special Ed	20	49	60	71	81	92
ELL	46	45	57	68	80	92
Migrant	39	65	72	79	85	92

Table 7: AIMS High School Reading - % Meets or Exceeds

	Baseline		RTTT			Target
	2011	2012	2014	2016	2018	2020
All Students	78	81	84	87	90	93
African-American	70	75	80	84	89	93
Asian/Pacific Islander	87	87	89	90	92	93
Hispanic	69	73	78	83	88	93
Native American	59	66	73	80	86	93
White	88	89	90	91	92	93
Econ Disadvantaged	69	72	77	82	88	93
Special Ed	37	52	63	73	83	93
ELL	65	42	55	67	80	93
Migrant	46	69	75	81	87	93

(c) Increasing high school graduation rates; and

High School Graduation: Arizona seeks to realize a high school graduation rate of 93% by 2020, with an interim RTTT benchmark of 82% by 2014. The 2010 baseline is 78%.

Table 8: High School Graduation Rate – 4-Year Graduation Rate %

	Baseline		RTTT			Target
	2010	2012	2014	2016	2018	2020
All Students	78	79	82	86	91	93
African-American	76	77	81	86	91	93
Asian/Pacific Islander	88	87	88	89	91	93
Hispanic	71	73	78	84	91	93
Native American	61	69	74	82	91	93
White	84	83	85	88	91	93
Econ Disadvantaged	73	73	77	84	91	93
Special Ed	66	61	68	79	91	93
ELL	43	61	68	79	91	93
Migrant	80	76	80	85	91	93

(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.

Postsecondary Enrollment, Success and Completion: Arizona seeks to realize the following outcomes for postsecondary success, as determined through its 2020 Vision plan for transforming higher education.

Table 9: 2020 Vision Postsecondary Targets

	Baseline		RTTT			Target
	2010	2012	2014	2016	2018	2020
Postsecondary Enrollment <i>(Percent of AZ recent high school graduates entering Arizona public universities)</i>	45	48	51	54	57	60
Freshman Retention Rate	78	81	82	83	85	86
Postsecondary Completion <i>(6-year graduation rate in Arizona public colleges and universities)</i>	56	59	61	62	64	65

II. SUMMARY TABLE FOR PHASE 3 PLAN

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

Elements of State Reform Plans	Performance Measure	Check the appropriate box
A. State Success Factors¹		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	<i>Must be proposed by Applicant</i>	X
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	<i>Must be proposed by Applicant</i>	
B. Standards and Assessments		
(B)(1) Developing and adopting common standards	<i>Must be proposed by Applicant</i>	
(B)(2) Developing and implementing common, high-quality assessments	<i>Must be proposed by Applicant</i>	
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	<i>Must be proposed by Applicant</i>	X
C. Data Systems to Support Instruction		
(C)(1) Fully implementing a statewide longitudinal data system	<i>Must be proposed by Applicant</i>	
(C)(2) Accessing and using State data	<i>Must be proposed by Applicant</i>	X
(C)(3) Using data to improve instruction:	<i>Must be proposed by Applicant</i>	
D. Great Teachers and Leaders		
(D)(1) Providing high-quality pathways for aspiring teachers and principals	<i>Must be proposed by Applicant</i>	
(D)(2) Improving teacher and principal effectiveness based on performance	From Phase 2 application	
(D)(3) Ensuring equitable distribution of effective teachers and principals	From Phase 2 application	
(D)(4) Improving the effectiveness of teacher and principal	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.

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

III. NARRATIVE

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

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

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

Selection sub-criterion	(A)(2)(i)(b)	Page references from State’s Phase 2 application	54-59
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Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plan the State has proposed, through such activities as identifying promising practices, evaluating these practices’ effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary.

The State of Arizona will use RTTT Phase 3 funds to provide additional resources to the five recently established regional education centers. These centers will provide support and technical assistance to LEAs in successfully implementing Arizona’s education reform plans. The RTTT grant will fund ADE specialists in English language arts, mathematics/science/STEM education, and data [see selection criterion (B)(3)]. Specialists will assist regional center staff in delivering standards-based professional development to assist LEAs in aligning curricula and instruction with new standards and assessments.

State actions addressing this sub-criterion:

- ADE brought IDEAL in-house and is working to improve its delivery capacity and functionality as a more robust eLearning platform.
- Five regional education centers were created through alliances among county superintendents in collaboration with the

Governor’s Office of Education Innovation, and with support from the SFSF discretionary funds.

- Directed by a county superintendent, each regional center provides resources, support, and professional development to the local education community with a focus on collaboration and alignment of resources. Foci include the four areas of the reform plan, STEM, and fiscal sustainability.
- GOEI funded, and each region hosted one or more, Regional Education Symposia to get local buy in and input on what each regional center should look like and do. ADE and SFAz have been attended each symposium to present the reform plan, the concept of Regional Education Centers, and to listen and learn about local needs. Next step is to finalize and share a “Summary of Findings” that includes stakeholder input by region.

See **Table 1, Key activities supported by RTTT funds**, which summarizes the activities, organized by the four core areas, that the State, regional education centers, and LEAs will support with RTTT funds.

Selection Criterion (A)(2)(i)(b) – Work Plan			
Goal: Provide Support and Assistance to LEAs to Implement RTTT Plans			
<i>Strategies</i>	<i>Activities</i>	<i>Responsible</i>	<i>Timeline</i>
Expand Web-based Tools (Arizona STEM Platform 1)	Develop and add resources to IDEAL (our eLearning platform)	ADE	1/2012-12/2015
	Add LEA RTTT plans to ALEAT system	ADE, LEAs	1/2012-12/2015
Establish Regional Education Centers for Innovation and Reform (Arizona STEM Platform 2)	Recruit, select and hire staff	Regional Education Centers	1/2012-6/2012
	Develop Center work plans that reflect priorities and local needs	Regional Education Centers	1/2012-6/2012
	Provide ongoing training to staff	ADE	1/2012-12/2015
	Develop and deliver training modules and resources	ADE, Regional Education Centers	1/2012-12/2015
	Provide ongoing on-site technical assistance and follow-up to LEAs and schools	Regional Education Centers	6/2012-12/2015

	Identify and share promising and emerging practices e.g., STEM	ADE, Regional Education Centers	1/2013-12/2015
	Form collaborative partnerships among centers and LEAs	Regional Education Centers	6/2012-12/2015
	Use evaluation data to identify and scale up effective models and practices	ADE, Regional Education Centers	6/2013–12/2015
	Evaluate center/staff effectiveness	ADE, Regional Education Centers	1/2013-12/2015

Performance Measures	Actual Data: Baseline (Current)	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
Measure 1: The number of LEA RTTT scope of work plans uploaded into the ALEAT system	0	100%	100%	100%	100%
Measure 2: Increase number of unique users of IDEAL from each participating LEA	3,056	3,820	4,775	5,969	7,461
Measure 3: Percentage of participating LEAs, within each region, participating in training and technical assistance through the Regional Education Centers	0	25%	50%	75%	100%

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.

Why Arizona selected these activities:
Regional education centers are a key implementation mechanism for helping school and district personnel transition smoothly to enhanced standards and rigorous assessments, use data to continuously improve instruction, and ensure successful postsecondary outcomes for students.

Arizona’s eLearning Platform provides an additional professional development delivery mechanism and will assist the ADE and the Regional Education Centers, in collaboration with ADE, in:

- Rolling out the new Common Core State Standards, Assessments, and Next Generation Science Standards
- Improving connectivity and communication among ADE and the regional education centers
- Augmenting the State's capacity to provide differentiated professional development and resources
- Providing rich resources in support of integrated STEM education
- Monitoring the fidelity of Arizona education reform implementation efforts

Why Arizona believes these activities will have the greatest impact on advancing its overall statewide reform plans:

To successfully implement the Arizona Education Reform Plan a regional approach is essential. The regional education centers are important delivery structures for locally accessible professional development and technical assistance on high priority statewide initiatives. Currently, a top priority for the regional education centers is to assist district staffs in transitioning to the Common Core Standards (B)(3).

How these activities will advance STEM education in Arizona:

The Arizona STEM Network plays an important role in developing the Regional Education Centers, in a shared partnership with the ADE, and ensuring that centers assist LEAs in integrating STEM education into schools (STEM Platform 2). Regional education centers will provide tailored professional development and ongoing technical assistance, resource materials, and instructional resources to facilitate LEA implementation of the Common Core State Standards, Assessments, and Next Generation Science Standards.

Selection sub-criterion	(B)(3)	Page references from State's Phase 2 application	93-104
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(B)(3): Supporting the transition to enhanced standards and high-quality Assessments

Arizona recognizes that effective transition towards implementing the Common Core State Standards (CCSS) is a critical, foundational element of the state's education reform plan- particularly given the identified urgent need to prepare students to be leaders in a new economy that highly values advanced knowledge and skills, particularly in science, technology, engineering and mathematics (STEM). Because of this, the State will align and coordinate CCSS rollout with STEM education and use RTTT Phase 3 funds to create and implement quality instructional support materials, develop and provide standards-based professional development, and ensure that CCSS are implemented with fidelity. See Table 1, Key activities supported by RTTT funds, which summarizes the activities, organized by the four core areas, that the State, regional education centers, and LEAs will support with RTTT funds.

State actions addressing this sub-criterion:

- ADE provides the standards and supporting resource materials online which include: alignment documents to prior standards, summary of changes, documents highlighting critical changes at each grade level, instructional shift information, introductory videos and a glossary of key terms.
- Additionally for ELA Standards: online introductory modules, research supporting key elements, text complexity and lexiles, text exemplars, sample performance tasks and samples of student writing.
- For Mathematics: standards by mathematical practice and grade level, and supporting resources.
- ADE developed six models of scaffolded standards implementation for LEAs extending from 2011 through 2015, providing options for LEAs as they determine their district's transition plan. Full implementation required by 2013-2014 school year.
- Standards Declaration Document identifying selected LEA transition plan to be submitted electronically to ADE on the ALEAT system.
- Timeline for support to LEAs, including professional development in Phases I, II, and III. **(Appendix C)**
 - Phase I capacity building PD focuses on building awareness and knowledge of the standards for both administrators and teachers. Training of Trainer ELA and Mathematics Institutes are developing a statewide cadre of experts capable of providing Phase I PD regionally.
 - Phase II targets in-depth study of content, rigor, text complexity, literacy integration, and mathematical practices and identifies a state-wide software-based tool to assist LEAs in implementing the new CCSS, through assisting teachers with CCSS/STEM integrated lesson planning.
 - Phase III PD includes content specific instructional strategies and connections to PARCC assessment expectations.

See **Table 1, Key activities supported by RTTT funds**, which summarizes the activities, organized by the four core areas, that the State, regional education centers, and LEAs will support with RTTT funds.

Selection Criterion (B)(3) – Work Plan			
Goal: Implement the Common Core Standards			
<i>Strategies</i>	<i>Activities</i>	<i>Responsible</i>	<i>Timeline</i>
Implement quality instructional support materials in order to build educator capacity (Arizona STEM Platform 2)	Create and make available initial support materials	ADE, Common Core Committee	1/2012-12/2012
	Add additional tools and resources to IDEAL	ADE, Common Core Committee, LEAs	1/2013-12/2015
	Use instructional resources	LEAs	6/2012-12/2015
Provide standards-based professional development in order to build educator capacity (Arizona STEM Platform 2)	Develop and deliver standards-based professional development sessions	ADE, Common Core Committee, Regional Education Centers	6/2012-12/2015
	Attend standards-based professional development sessions	LEAs	6/2012-12/2015
Ensure implementation of Common Core Standards with fidelity (Arizona STEM Platform 2)	Evaluate progress on implementation of Common Core Standards with fidelity	ADE, Regional Centers	Annually 2013-2015
	Implement Common Core Standards with fidelity	LEAs	1/2012-12/2015

See also **Appendix C: Arizona Department of Education’s Technical Timeline / Implementation Plan**

Performance Measures	Actual Data: Baseline (Current)	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
Measure 1: Increase number of unique users of IDEAL from each participating LEA	3,056	3,820	4,775	5,969	7,461
Measure 2: Percentage of participating LEAs attending standards-based professional development sessions	0	25%	50%	75%	100%
Measure 3: Percentage of participating LEAs submitting rigorous, scaffolded Local Implementation Plans	0	25%	50%	75%	100%
Measure 4: Percentage of participating LEAs applying the STEM School Immersion Guide	0	15	30	45	60%

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.

Why Arizona selected these activities:

Arizona recognizes the effective transition towards implementing the new Common Core State Standards (CCSS) as a critical, foundational element of the state’s education reform plan – particularly given the identified urgent need to prepare students to be leaders in a new economy that highly values advanced knowledge and skills, particularly in science, technology, engineering and mathematics (STEM).

Why Arizona believes these activities will have the greatest impact on advancing its overall statewide reform plans:

Because the State recognizes standards-based education is critical for the success of students, full and successful implementation of the CCSS is a foundational element of the State’s education reform plan. Therefore, the ADE, in partnership with Regional Education Centers will support LEAs in: aligning curriculum to state standards, building educator capacity through developing a system of support (to include professional development and technical assistance), identifying and developing evidence based instructional strategies, and implementing the CCSS successfully and with fidelity. Each of these elements are critical to ensuring that each Arizona student has an opportunity to learn, grow and graduate college and career ready.

How these activities will advance STEM education in Arizona:

Arizona's plan and activities for supporting the transition to the CCSS are strongly focused on STEM, and are aligned with the *Arizona STEM Network Business Plan* (Appendix B), particularly:

Platform 2, Integrate STEM into schools

- B. STEM School Immersion Guide – a “how to” guide for integrating STEM using exemplary models that represent a continuum of STEM immersion levels. Regional Education Center staff will assist LEAs and schools in using this guide. This item aligns with RTTT selection criterion (B)(3).

Selection sub-criterion	(C)(2)	Page references from State's Phase 2 application	
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(C)(2): Accessing and Using State Data

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.

The State of Arizona will use its RTTT grant to enhance data quality, access, and utility to better inform educational decision-making. Funds will be used to implement a common course numbering system, and provide a model process and technical support for LEAs to engage in course mapping and establishing the student-teacher-data link. RTTT funds will also be used to enhance data dashboards, and customize the ADE website to provide professional development, software applications, and access to timely, accurate data for LEAs.

State actions addressing this sub-criterion:

- The Arizona Education Data Governance Commission (DGC) was created by Laws 2010, Ch. 334, §1, which added Arizona Revised Statutes §15-249.01, establishing the Commission, outlining its membership, and charging it with certain responsibilities.
- ADE, in cooperation with the DGC, is developing the Arizona Education Learning and Accountability System (AELAS) to compile, collect, and maintain data for students attending Arizona public schools and postsecondary institutions.
- To support ADE's efforts, the Educational Learning and Accountability Fund was established to provide funding for a statewide educational technology system. The Arizona State Legislature supported the fund with \$5.0M from basic state aid and imposed a \$6 fee for full-time students attending public postsecondary institutions in Arizona (bringing total funds to \$6.2M).
- The DGC held its first meeting on August 19, 2011, to provide recommendations and guidance on new state and federal data system requirements to the ADE. In developing the DGC's annual report, special consideration has been given to current data fixes underway, longitudinal goals and future challenges.
- Per the Governor's Office request, interim statistic data reports were created and posted onto ADE website (October 22, 2011) while a new dashboard to visualize five specific use cases (user computer screens designed to access aggregate district/school reporting) is developed and implemented by Spring 2012. These dashboards will visualize specific data currently in the data warehouse in a user-friendly format.
- The use of data at the state and county level for performance management is also critical to align Arizona's educational

vision and progress toward meeting goals. RTTT funds will be used to ensure the vertical integration of reform activities through GOEI, in partnership with ADE, through additional data visualization tools specifically for use in state-wide performance management at the P-20 Council (now called the Arizona Ready Education Council).

See **Table 1, Key activities supported by RTTT funds**, which summarizes the activities, organized by the four core areas, that the State, regional education centers, and LEAs will support with RTTT funds.

Selection Criterion (C)(2) – Work Plan			
Goal 1: Enhance data quality, access and utility			
<i>Strategies</i>	<i>Activities</i>	<i>Responsible</i>	<i>Timeline</i>
Improve existing systems (HB2733) (Arizona STEM Platform 1)	Establish common course numbering system	ADE, AZ EDGC	1/2012–12/2015
	Develop process for, and provide support to, LEA to complete the course mapping process	ADE, Regional Education Centers, LEAs	1/2012–12/2015
	Develop process for, and provide support to, LEA to complete the student-teacher-data link process	ADE, Regional Education Centers, LEAs	1/2012–12/2015
Goal 2: Inform educational decision making (Arizona STEM Platform 1)			
<i>Strategies</i>	<i>Activities</i>	<i>Responsible</i>	<i>Timeline</i>
Visualize and report timely, accurate data to inform data-driven decision making	Customize dashboards and tools for a range of stakeholders	ADE IT, AZ EDGC, GOEI	1/2012–1/2013
	Enhance AEDW portal based upon stakeholder feedback	ADE IT, Regional Education Centers	1/2012–1/2013

	Publish reports from State data stores	ADE, GOEI	1/2013–12/2015
Provide professional development focused on using data to drive continuous improvement	Hold statewide, regional, and local continuous improvement seminars	ADE, Regional Education Centers	6/2012–12/2015

Performance Measures (See page 118)	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
Measure 1: Course Mapping (Percentage of LEAs that have completed the Course Mapping Process)	0	100%	100%	100%	100%
Measure 2: Student-Teacher-Data Link (Percentage of LEAs that have completed the Student-Teacher-Data Link)	0	100%	100%	100%	100%
Measure 3: Dashboard Portal Hits	0	300,000	600,000	1,000,000	1,500,000
Measure 4: Percentage of Participating LEAs Attending Regional Seminars	0	25%	50%	75%	100%

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.

Why Arizona selected these activities:

The State has dramatically improved access to high quality data prompting educators to request assistance in understanding and acting upon the information. A precursor to providing this assistance is better tracking of student and teacher performance over time. To accomplish this objective the State must have the ability to “map” which students are in which courses, and the teachers providing instruction. The State used federal monies to establish a successful proof of concept program in the Osborn School District; however, rolling out such a system more broadly requires additional dollars. As AELAS is intended to be a system that is all inclusive including

student longitudinal data services, the Data Governance Commission will lend support to this project and approximately \$200,000. RTTT funds will enable the full rollout of the student/course/teacher connection to each school across the state.

Why Arizona believes these activities will have the greatest impact on advancing its overall statewide reform plans:

Arizona strongly believes in engaging in data-driven decision-making to support student, teacher and school accountability, reform and improvement efforts. Educators, policymakers, and other stakeholders need access to timely and accurate data that links students, teachers and courses within Arizona schools. Through connecting all LEAs to Arizona’s statewide longitudinal data system through the course mapping and student-teacher-data link process, the State will have an unprecedented opportunity to collect, visualize and analyze data. This work provides a powerful tool to assist with accountability efforts, support ongoing research and analysis regarding program effectiveness, and evaluate the State’s ongoing efforts to implement its ambitious education reform plan.

How these activities will advance STEM education in Arizona:

The Arizona Department of Education and Science Foundation Arizona will have access to data to improve STEM education through analyzing current student to access STEM education opportunities, the quality and rigor of those offerings, and student performance. ADE and SFAz will use these data to target resources and support the expansion of STEM education as indicated in the *Arizona STEM Network Business Plan*. These data also allow for critical analysis regarding the effectiveness of program models on positively impacting student learning and growth, and on preparing students to graduate college and career ready (STEM Platforms 1 and 2).

PERFORMANCE MEASURES

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

Self-Developed sub-criterion performance measure

Sub-criterion: (A)(2)(i)(b)					
Performance Measures	Actual Data: Baseline (Current	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
Measure 1: The number of LEA RTTT scope of work plans uploaded into the ALEAT system	0	100%	100%	100%	100%
Measure 2: Increase number of unique users of IDEAL from each participating LEA	3,056	3,820	4,775	5,969	7,461
Measure 3: Percentage of participating LEAs, within each region, participating in training and technical assistance through the Regional Education Centers	0	25%	50%	75%	100%

Self-Developed sub-criterion performance measure

Sub-criterion: **(B)(3)**

Performance Measures	Actual Data: Baseline (Current)	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
Measure 1: Increase number of unique users of IDEAL from each participating LEA	3,056	3,820	4,775	5,969	7,461
Measure 2: Percentage of participating LEAs attending standards-based professional development sessions	0	25%	50%	75%	100%
Measure 3: Percentage of participating LEAs submitting rigorous, scaffolded Local Implementation Plans	0	25%	50%	75%	100%
Measure 4: Percentage of participating LEAs applying the STEM School Immersion Guide	0	15	30	45	60%

Self-Developed sub-criterion performance measure

Sub-criterion: (C)(2)

Performance Measures (See page 118)	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
Measure 1: Course Mapping (Percentage of LEAs that have completed the Course Mapping Process)	0	100%	100%	100%	100%
Measure 2: Student-Teacher-Data Link (Percentage of LEAs that have completed the Student-Teacher-Data Link)	0	100%	100%	100%	100%
Measure 3: Dashboard Portal Hits	0	300,000	600,000	1,000,000	1,500,000
Measure 4: Percentage of Participating LEAs Attending Regional Seminars	0	25%	50%	75%	100%

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.

The State of Arizona will allocate the majority, approximately 75 percent, of its RTTT award to advance STEM education for all students. The overarching goal of Arizona's Race to the Top Plan is to ensure that students are well prepared for college and 21st century careers. To achieve this goal LEAs must provide assurances that all activities supported by RTTT funds will emphasize high quality STEM teaching and learning through the successful implementation of the state-adopted, internationally-benchmarked Common Core State Standards and Assessments (B)(3). Professional development, curricular resources, and support provided through the five regional education centers (A)(2) will focus on integrating STEM learning in schools by bringing together teams of educators to build content knowledge and develop appropriate instructional strategies (D)(5). Additionally, the common course numbering system and course mapping activities proposed under selection criterion (C)(2) will enable the State to collect and monitor STEM participation data further advancing STEM education albeit indirectly.

V. RACE TO THE TOP PHASE 3 BUDGET

BUDGET SUMMARY

Budget Summary Table: Attached to this Application Package is the Budget Summary Table in Excel format (titled Race to the Top Phase 3 Budget).

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

STEM

The State of Arizona will allocate the majority, approximately **75 percent**, of its RTTT award to advance STEM education for all students – through activities in which STEM has been infused based on the Phase 3 plan. Please see Section IV, as well as the State Plan Overview and Sub-Criterion Narratives for each project for additional detail.

Overview of Projects Included in the RTTT Phase 3 Budget

Arizona has proposed the following projects directly aligned to the sub-criteria from Phase 2 now identified for the Phase 3 plan:

- (A)(2)(i)(b) – Regional Education Centers;
- (B)(3) – Supporting the Transition to Enhanced Standards and High-Quality Assessments; and,
- (C)(2) – Data Systems
- Governor’s Office of Education Innovation – Cooperative ISA with the ADE in Support of RTTT Phase 3 Projects

Additionally, the State has proposed a project budget for the overall RTTT Phase 3 direction and coordination of all projects, to include leadership and oversight of the LEA allocation and scope of work process.

General budget summaries for each year, and for all budget periods, are listed below. Detailed budget information for each project may be found in the Project Budget Narrative section.

During the LEA scope of work revision and approval process, the ADE will provide technical assistance and support for participating LEAs regarding how best to leverage other existing Federal, State and local funds to augment their RTTT Phase 3 allocation amount to achieve their plan’s goals.

Note on Indirect Costs

The accompanying Budget Summary and Project Budget Summary Tables in Excel format only calculate indirect costs based on personnel costs alone. The ADE’s indirect cost rate agreement provides for calculating indirect costs against all direct costs – save for only the first \$25,000 of each contracted service. This more inclusive approach for calculating indirect costs has been applied to each project budget described in general summary below, and in more detail in the Project Budget Narrative Section.

Sub-Criterion (A)(2)(i)(b) - Regional Education Centers				
	Year 1	Year 2	Year 3	Year 4
Total Direct Costs	625,000.00	617,302.50	623,261.58	634,435.92
Total Indirect Costs	89,375.00	88,274.26	89,126.41	90,724.34
Total Direct Costs All Budget Periods	\$ 2,500,000.00			
Total Indirect Costs All Budget Periods	\$ 357,500.00			
Total All Costs All Budget Periods	\$ 2,857,500.00			

Sub-Criterion (B)(3) - Supporting the Transition to Enhanced Standards and High-Quality Assessments				
	Year 1	Year 2	Year 3	Year 4
Total Direct Costs + Training Stipends	721,100.00	708,253.00	726,130.59	744,516.41
Total Indirect Costs	92,392.30	101,280.18	103,836.67	106,465.85
Total Direct Costs All Budget Periods	\$ 3,000,000.00			
Total Indirect Costs All Budget Periods	\$ 403,975.00			
Total All Costs All Budget Periods	\$ 3,403,975.00			

Sub-Criterion (C)(2) - Data Systems				
	Year 1	Year 2	Year 3	Year 4
Total Direct Costs	2,180,660.00	319,340.00		
Total Indirect Costs	58,009.38	45,665.62		
Total Direct Costs All Budget Periods \$ 2,500,000.00				
Total Indirect Costs All Budget Periods \$ 103,675.00				
Total All Costs All Budget Periods \$ 2,603,675.00				

Governor's Office of Education Innovation (GOEI) - Cooperative ISA with ADE in Support of RTTT Phase 3 Projects				
	Year 1	Year 2	Year 3	Year 4
Total Direct Costs	331,800.00	346,804.00	348,958.12	339,821.95
Total Indirect Costs	32,289.40	33,004.97	33,313.01	34,008.54
Total Direct Costs All Budget Periods \$ 1,367,384.07				
Total Indirect Costs All Budget Periods \$ 132,615.92				
Total All Costs All Budget Periods \$ 1,500,000.00				

Arizona Department of Education - Administrative Oversight and LEA Coordination				
	Year 1	Year 2	Year 3	Year 4
Total Direct Costs	462,957.50	469,185.23	479,749.78	491,105.75
Total Indirect Costs	66,202.92	67,093.49	68,604.22	70,228.12
Total Direct Costs All Budget Periods	\$ 1,902,998.25			
Total Indirect Costs All Budget Periods	\$ 272,128.75			
Total All Costs All Budget Periods	\$ 2,175,127.00			
TOTAL ALL PROJECT BUDGETS – ALL YEARS				
	Direct Costs		Indirect Costs	
Sub-Criterion (A)(2)(i)(b)	\$2,500,000.00		\$357,500.00	
Sub-Criterion (B)(3)	\$3,000,000.00		\$403,975.00	
Sub-Criterion (C)(2)	\$2,500,000.00		\$103,675.00	
Governor's Office of Education Innovation (GOEI)	\$1,367,384.07		\$132,615.92	
Arizona Department of Education - Administrative Oversight	\$1,902,998.25		\$272,128.75	
TOTAL	\$11,270,382.33		\$1,269,894.67	
TOTAL ALL PROJECT BUDGETS	\$12,540,277			
11) Funding for Involved LEAs				
50% of Arizona's total RTTT Phase 3 award will be allocated to LEAs that have signed MOUs to participate in implementing the State's RTTT plan. The total amount to allocate to eligible participating LEAs, based on Arizona's total award of \$25,080,554 is \$12,540,722. The State will define specific elements of its plans intended for implementation by participating LEAs, that could include specifying required portions of Arizona's RTTT plan that participating LEAs must implement.				
	Year 1	Year 2	Year 3	Year 4
Total LEA Allocations	3,135,069.25	3,135,069.25	3,135,069.25	3,135,069.25
Total LEA Allocations All Budget Periods	\$12,540,277			
TOTAL (ALL PROJECT BUDGETS and LEA FUNDING)	\$25,080,554			

PROJECT LEVEL BUDGET

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

Sub-Criterion (A)(2)(i)(b) - Regional Education Centers				
<u>Project-Level Budget Narrative:</u> Provide a budget narrative that accompanies the Project-Level Budget Table and backup detail associated with each budget category in the Project-Level Budget.				
1) Personnel	Year 1	Year 2	Year 3	Year 4
Regional Education Center Coordinators (5FTEs @ \$65,000)	325,000.00	334,750.00	344,792.50	355,136.28
One coordinator will be hired to staff and provide leadership for each Regional Education Center located in each of five regions across the State. Conduct and coordinate extensive onsite professional development and technical assistance for all participating LEAs within their region. Collaborate closely with ADE content literacy experts in ELA, Math, Science and STEM integration.				
NOTE: Salaries are adjusted to reflect an annual 3% raise Total Personnel	325,000.00	334,750.00	344,792.50	355,136.28
2) Fringe Benefits	Year 1	Year 2	Year 3	Year 4
ERE fringe benefits are calculated at 39% per FTE	126,750.00	130,552.50	134,469.08	138,503.15
Total Fringe Benefits	126,750.00	130,552.50	134,469.08	138,503.15
3) Travel	Year 1	Year 2	Year 3	Year 4
In State travel	75,000.00	72,000.00	70,000.00	70,000.00
In State travel support for all Regional Education Center Coordinators to conduct and coordinate extensive onsite professional development and technical assistance for all participating LEAs within their region.				
Total Travel	75,000.00	72,000.00	70,000.00	70,000.00

8) Other	Year 1	Year 2	Year 3	Year 4
Other – Project Operating Expenses	98,250.00	80,000.00	74,000.00	70,796.50
Project operating expenses to support the operations of all Regional Education Centers, to include: electronic and print outreach and marketing, professional development, training and technical assistance materials and resources, printing, postage, facilities / meeting space, and other office expenses, supplies and equipment.				
Total Other	98,250.00	80,000.00	74,000.00	70,796.50

10) Indirect Costs	Year 1	Year 2	Year 3	Year 4
ADE Indirect Costs Rate: 14.3%	89,375.00	88,274.26	89,126.41	90,724.34
Note: Indirect costs are applied to all project direct costs – however, indirect costs are also only applied to the first \$25,000 of each contracted service, and is not taken against assistance funds (subgrants to LEAs)				
Total Indirect Costs	89,375.00	88,274.26	89,126.41	90,724.34

Total Direct Costs for All Budget Periods	\$ 2,500,000.00
Total Indirect Costs for All Budget Periods	\$ 357,500.00
Total All Costs for All Budget Periods	\$ 2,857,500.00

Sub-Criterion (B)(3) - Supporting the Transition to Enhanced Standards and High-Quality Assessments

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

1) Personnel	Year 1	Year 2	Year 3	Year 4
ELA Director (1 FTE @ \$65,000)	65,000.00	66,950.00	68,958.50	71,027.26
ADE ELA content literacy expert. Provide extensive onsite technical assistance, professional development and CCSS materials and resources development through 5 Regional Education Centers and onsite at participating LEAs. Develop and deliver standards-based professional development, develop and deliver quality instructional support materials in order to build educator capacity, Evaluate progress on implementation of Common Core Standards with fidelity.				
Math / Science (STEM) Director (1 FTE @ \$65,000)	65,000.00	66,950.00	68,958.50	71,027.26
ADE Math / Science (STEM) content literacy expert. Provide extensive onsite technical assistance, professional development and CCSS materials and resources development through 5 Regional Education Centers and onsite at participating LEAs. Develop and deliver standards-based professional development, develop and deliver quality instructional support materials in order to build educator capacity, Evaluate progress on implementation of Common Core Standards with fidelity.				
Data / Assessment Coach (1 FTE @ \$55,000)	0	51,000.00	52,530.00	54,105.90
ADE Data / Assessment Coach. Design and deliver professional development, and provide technical assistance on the use of potential software-based tools and resources to support the implementation of the CCSS. Assist in facilitating LEA collaborative data and assessment dialogues, and professional development focused on developing technical and pedagogical skills on identifying and analyzing relevant data (to include formative assessment data) to				

improve the quality of instruction.				
Regional Education Center Content Specialists (5 FTEs @ \$52,000)	260,000.00	267,800.00	275,834.00	284,109.02
ADE regional content literacy specialists in ELA, Math, Science and STEM integration.				
NOTE: Salaries are adjusted to reflect an annual 3% raise Total Personnel	445,000.00	458,350.00	472,100.50	486,263.52
2) Fringe Benefits	Year 1	Year 2	Year 3	Year 4
ERE fringe benefits are calculated at 39% per FTE	152,100.00	176,553.00	181,849.59	187,305.08
Total Fringe Benefits	152,100.00	176,553.00	181,849.59	187,305.08
3) Travel	Year 1	Year 2	Year 3	Year 4
In State travel	20,000.00	20,000.00	20,000.00	20,000.00
In state travel support for project personnel to provide extensive onsite technical assistance, professional development and CCSS materials and resources development through 5 Regional Education Centers and onsite at participating LEAs.				
Total Travel	20,000.00	20,000.00	20,000.00	20,000.00
6) Contractual	Year 1	Year 2	Year 3	Year 4
Contractual	100,000.00	0.00	0.00	0.00
Development or purchase of a software-based tool to assist LEAs in implementing the new CCSS, through assisting teachers with CCSS/STEM integrated lesson planning.				
Total Training Stipends	75,000.00	72,000.00	70,000.00	70,000.00
7) Training Stipends	Year 1	Year 2	Year 3	Year 4
Training Stipends (125 work days @ \$200 per day)	75,000.00	72,000.00	70,000.00	70,000.00
Stipends for K-12 ELA, Science and Math content literacy teacher work teams.				
Total Training Stipends	75,000.00	72,000.00	70,000.00	70,000.00

8) Other	Year 1	Year 2	Year 3	Year 4
Other – FTE Operating Expenses (\$4,500 per 1.0 FTE)	36,000.00	36,000.00	36,000.00	36,000.00
Rent for FTEs @ \$1600 each Telephone for FTEs @ 1500 each Copier use for FTEs @ \$250 each Risk Management for FTEs @\$210 each MIS charge for FTEs @ \$925 each Employee recognition program for FTEs @ \$15 each				
Other – Project Operating Expenses	23,000.00	23,000.00	22,000.00	20,941.90
Project operating expenses to support the operations of all Regional Education Centers, to include: electronic and print outreach and marketing, professional development, training and technical assistance materials and resources, outside professional development from national experts, materials (books, resources, access to online resources), development of common core state standards curriculum resources, monitoring, printing, postage, facilities / meeting space, and other office expenses, supplies and equipment.				
Total Other	59,000.00	59,000.00	58,000.00	56,941.90
10) Indirect Costs	Year 1	Year 2	Year 3	Year 4
ADE Indirect Costs Rate: 14.3%	92,392.30	101,280.18	103,836.67	106,465.85
Note: Indirect costs are applied to all project direct costs – however, indirect costs are also only applied to the first \$25,000 of each contracted service, and is not taken against assistance funds (subgrants to LEAs)				
Total Indirect Costs	92,392.30	101,280.18	103,836.67	106,465.85
Total Direct Costs for All Budget Periods	\$ 3,000,000.00			
Total Indirect Costs for All Budget Periods	\$ 403,975.00			
Total All Costs for All Budget Periods	\$ 3,403,975.00			

Sub-Criterion (C)(2) - Data Systems

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

1) Personnel	Year 1	Year 2	Year 3	Year 4
IT Personnel (2FTEs @ \$100,000)	200,000.00	206,000.00		
IT personnel for development and program management leadership in support of the course mapping and student-teacher-data link processes. Develop guidelines, resources, training materials and modules, and provide professional development to participating LEAs in support of the course mapping and student-teacher-data link processes.				
NOTE: Salaries are adjusted to reflect an annual 3% raise Total Personnel	200,000.00	206,000.00		
2) Fringe Benefits	Year 1	Year 2	Year 3	Year 4
ERE fringe benefits are calculated at 39% per FTE	78,000.00	80,340.00		
Total Fringe Benefits	78,000.00	80,340.00		
3) Travel	Year 1	Year 2	Year 3	Year 4
In State travel	50,000.00	10,000.00		
In state travel support for extensive onsite technical assistance and training support for participating LEAs to provide critical support for LEAs to complete the course mapping and student-teacher-data link processes.				
Total Travel	50,000.00	10,000.00		

6) Contractual	Year 1	Year 2	Year 3	Year 4
Contracted Professional IT Services	1,800,000.00	0.00		
Purchased professional IT services to include, but not limited to, IT development, quality assurance, and business analysis in support of the course mapping and student-teacher-data link processes.				
Total Contractual	1,800,000.00	0.00		
8) Other	Year 1	Year 2	Year 3	Year 4
Other – FTE Operating Expenses (\$4,500 per 1.0 FTE)	9,000.00	9,000.00		
Rent for FTEs @ \$1600 each Telephone for FTEs @ 1500 each Copier use for FTEs @ \$250 each Risk Management for FTEs @\$210 each MIS charge for FTEs @ \$925 each Employee recognition program for FTEs @ \$15 each				
Other – Project Operating Expenses	43,660.00	14,000.00		
Project operating expenses to support the data systems project, to include: electronic and print outreach, professional development, training and technical assistance materials and resources, printing, postage, facilities / meeting space, and other office expenses, supplies and equipment.				
Total Other	52,660.00	23,000.00		
10) Indirect Costs	Year 1	Year 2	Year 3	Year 4
ADE Indirect Costs Rate: 14.3%	58,009.38	45,665.62		
Note: Indirect costs are applied to all project direct costs – however, indirect costs are also only applied to the first \$25,000 of each contracted service, and is not taken against assistance funds (subgrants to LEAs)				
Total Indirect Costs	58,009.38	45,665.62		

Total Direct Costs for All Budget Periods	\$ 2,500,000.00
Total Indirect Costs for All Budget Periods	\$ 103,675.00
Total All Costs for All Budget Periods	\$ 2,603,675.00

Governor's Office of Education Innovation (GOEI) - Cooperative ISA with ADE in Support of RTTT Phase 3 Projects

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

1) Personnel	Year 1	Year 2	Year 3	Year 4
GOEI Personnel (2FTEs @ \$60,000)	120,000.00	123,600.00	127,308.00	131,127.24
Personnel from the Governor’s Office of Education Innovation (GOEI) to provide data retrieval and analysis for the development of data dashboards for the AZ READY Council State Report Card to be delivered through each of the 5 Regional Education Centers in collaboration with ADE.				
NOTE: Salaries are adjusted to reflect an annual 3% raise Total Personnel	120,000.00	123,600.00	127,308.00	131,127.24
2) Fringe Benefits	Year 1	Year 2	Year 3	Year 4
ERE fringe benefits are calculated at 39% per FTE	46,800.00	48,204.00	49,650.12	51,139.62
Total Fringe Benefits	46,800.00	48,204.00	49,650.12	51,139.62
3) Travel	Year 1	Year 2	Year 3	Year 4
In State travel	8,000.00	8,000.00	8,000.00	8,000.00
In state travel support for the vertical alignment of state-wide goals and reform efforts among and between ADE and the Regional Centers				
Total Travel	8,000.00	8,000.00	8,000.00	8,000.00

6) Contractual	Year 1	Year 2	Year 3	Year 4
Contracted Professional Services	131,000.00	141,000.00	141,000.00	127,000.00
Purchased professional services to include, but not limited to, IT services to help in developing data dashboards for the AZ READY Council State Report Card, the development of a performance management process that monitors and communicates state-wide outcome data and supports implementation adjustment based on that data; and, the processes and procedures to be followed in using these resources.				
Total Contractual	131,000.00	141,000.00	141,000.00	127,000.00
8) Other	Year 1	Year 2	Year 3	Year 4
Other – Project Operating Expenses	26,000.00	26,000.00	23,000.00	22,555.09
Project operating expenses to support the operations of GOEI RTTT personnel, to include: electronic and print outreach and marketing, professional development, training and technical assistance materials and resources, printing, postage, facilities / meeting space, and other office expenses, supplies and equipment.				
Total Other	26,000.00	26,000.00	23,000.00	22,555.09
10) Indirect Costs	Year 1	Year 2	Year 3	Year 4
ADE Indirect Costs Rate: 14.3%	32,289.40	33,004.97	33,313.01	34,008.54
Note: Indirect costs are applied to all project direct costs – however, indirect costs are also only applied to the first \$25,000 of each contracted service, and is not taken against assistance funds (subgrants to LEAs)				
Total Indirect Costs	32,289.40	33,004.97	33,313.01	34,008.54

Total Direct Costs for All Budget Periods	\$ 1,367,384.07
Total Indirect Costs for All Budget Periods	\$ 132,615.92
Total All Costs for All Budget Periods	\$ 1,500,000.00

Arizona Department of Education - Administrative Oversight and LEA Coordination

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

1) Personnel	Year 1	Year 2	Year 3	Year 4
Associate Superintendents (5 @ \$5,000 - .05 FTE each)	25,000.00	25,750.00	26,522.50	27,318.18
Leadership and oversight for all RTTT activities and projects, as aligned with functional area.				
RTTT Project Director (1 FTE @ \$80,000)	80,000.00	82,400.00	84,872.00	87,418.16
Overall project direction, coordination, monitoring and support to ensure all projects proceed according to the RTTT Phase 3 implementation plan. Provide leadership for the LEA scope of work revision process, funds allocation, and ensure ongoing fiscal compliance.				
RTTT Specialists (2.35 FTEs @ \$55,000)	129,250	133,127.50	137,121.33	141,234.96
Provide support for coordinating RTTT projects, and support for the LEA scope of work revision and funds allocation process, to include ensuring ongoing programmatic and fiscal monitoring and support of all participating LEA scopes of work.				
Administrative Assistant (1 FTE @ \$35,000)	35,000.00	36,050.00	37,131.50	38,245.45
Provide general administrative support for RTTT related staff.				
NOTE: Salaries are adjusted to reflect an annual 3% raise Total Personnel	269,250.00	277,327.50	285,647.33	294,216.74
2) Fringe Benefits	Year 1	Year 2	Year 3	Year 4
ERE fringe benefits are calculated at 39% per FTE	105,007.50	108,157.73	111,402.46	114,744.53
Total Fringe Benefits	105,007.50	108,157.73	111,402.46	114,744.53

3) Travel	Year 1	Year 2	Year 3	Year 4
In State travel	30,000.00	25,000.00	25,000.00	25,000.00
In state travel support for project personnel to provide extensive onsite technical assistance, professional development, monitoring and support to participating LEAs and Regional Education Centers				
Total Travel	30,000.00	25,000.00	25,000.00	25,000.00
8) Other	Year 1	Year 2	Year 3	Year 4
Other – FTE Operating Expenses (\$4,500 per 1.0 FTE for 4.6 FTEs)	20,700.00	20,700.00	20,700.00	20,700.00
Rent for FTEs @ \$1600 each				
Telephone for FTEs @1500 each				
Copier use for FTEs @ \$250 each				
Risk Management for FTEs @\$210 each				
MIS charge for FTEs @ \$925 each				
Employee recognition program for FTEs @ \$15 each				
Other – Project Operating Expenses	38,000	38,000	37,000	36,444.47
Project operating expenses to support the operations of all Regional Education Centers, to include: electronic and print outreach and marketing, professional development, training and technical assistance materials and resources, outside professional development from national experts, materials (books, resources, access to online resources), development of common core state standards curriculum resources, monitoring, printing, postage, facilities / meeting space, and other office expenses, supplies and equipment.				
Total Other	58,700.00	58,700.00	57,700.00	57,144.47

10) Indirect Costs	Year 1	Year 2	Year 3	Year 4
ADE Indirect Costs Rate: 14.3%	66,202.92	67,093.49	68,604.22	70,228.12
Note: Indirect costs are applied to all project direct costs – however, indirect costs are also only applied to the first \$25,000 of each contracted service, and is not taken against assistance funds (subgrants to LEAs)				
Total Indirect Costs	66,202.92	67,093.49	68,604.22	70,228.12
Total Direct Costs for All Budget Periods	\$ 1,902,998.25			
Total Indirect Costs for All Budget Periods	\$ 272,128.75			
Total All Costs for All Budget Periods	\$ 2,175,127.00			

BUDGET: INDIRECT COST INFORMATION

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

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

YES

NO

If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 7 / 1 / 2011 To: 6 / 30 / 2012

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

Directions for this form:

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