

BUDGET PART I: BUDGET SUMMARY NARRATIVE

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
	(a)	(b)	(c)	(d)	(e)
1. Personnel	\$223,529	\$234,705	\$246,440	\$258,762	\$963,436
2. Fringe Benefits (DOE rate 48%)	\$107,294	\$112,658	\$118,291	\$124,206	\$462,449
3. Travel	\$89,000	\$89,000	\$89,000	\$89,000	\$356,000
4. Equipment	\$82,000	\$0	\$20,000	\$0	\$102,000
5. Supplies	\$18,000	\$18,000	\$18,000	\$16,000	\$70,000
6. Contractual	\$7,489,795	\$7,489,795	\$6,231,395	\$5,221,395	\$26,432,380
7. Construction	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$8,009,617	\$7,944,158	\$6,723,126	\$5,709,363	\$28,386,265
10. Indirect Costs**	\$23,642	\$24,536	\$25,473	\$26,350	\$100,002
11. Funding for Involved LEAs	\$0	\$0	\$600,000	\$900,000	\$1,500,000
12. Supplemental Funding for Participating LEAs	\$3,528,582	\$3,528,582	\$2,352,388	\$2,352,388	\$11,761,940
13. Total Costs (lines 9-12)	\$11,561,842	\$11,497,276	\$9,700,988	\$8,988,101	\$41,748,207
14. Funding Subgranted to Participating LEA's (50% of Total Grant)	\$13,838,323	\$13,838,323	\$9,224,140	\$9,224,140	\$46,124,926
Total Budget	\$25,400,165	\$25,335,599	\$18,925,128	\$18,212,241	\$87,873,133

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

Overall Budget Structure:

NH’s RttT Grant Budget has been divided into seven grant projects aligned to the four assurance areas, with grant staff, both state agency full time equivalents and contracted consultants managing the overall grant to achieve the outcome of a transformed public education system in NH. Our expectations are that the four years will allow for capacity and systems to be built and put in place by the end of the 4 year grant cycle, and for tremendous growth to begin to be made.

The seven projects are:

- Lowest 5% Persistently Achieving Schools

- Standards and Assessment;
- Board Examination/Move on When Ready;
- High School Redesign;
- Leadership;
- Great Teachers and Leaders
- Science, technology, engineering and mathematics (STEM);

Four State Department full time equivalents are requested to oversee the administrative and fiscal functions of the grant:

- *Race to the Top Director*: The role for this position is to coordinate all RttT efforts, convene and coordinate with all vendors, external partners and in-state collaborators, oversee the fiscal management of the RttT initiative, and supervise SEA RttT personnel.
- *Administrative Assistant to the Race to the Top Director*: The primary function of this position is to provide project support to the RttT Director, including fiscal management of grants and contracts to providers and districts.
- *Race to the Top Auditor*: The role for this position will be to work in conjunction with the Office of Business Management to manage all fiscal matters with regard to the RttT.
- *Longitudinal Data System Administrator*: The charge of this position will be to oversee the expansion of the NH Data Warehouse to include longitudinal student data Pre-K to K-12 to Higher Education, as well as to capture Systems of Care information regarding individual students from such systems as Juvenile Justice, Child and Family Services, Mental Health, and Substance Abuse Prevention. Additionally, this administrative position will oversee the linking of student growth data contained in Performance Plus to the proposed NH Educator Evaluation model, a new component of the NH Educator Information System.

Resources for salary, benefits, equipment, travel, and supplies for these positions are found on lines 1 – 5 of the budget summary

Fiscal management of the grant will be coordinated with the department’s Office of Business Management. The RttT Director will report to the Commissioner and will be a member of the commissioner’s extended cabinet.

Contractual services (line 6) for the grant are found on line 6. Key functions to ensure effective oversight and implementation of New Hampshire’s RttT strategies that will be contracted with outside vendors

include: Director of K-12 Assessment and High School Redesign, Director of Teacher and Leader Effectiveness, Director of STEM, and Coordinator of Early Learning. The reason for contracting these crucial positions is to connect them directly with both districts and the major technical assistance providers in each project area of their responsibility. They will be responsible to the RttT Administrator and be charged with accomplishing the major goals and objectives of their respective projects, including timelines, reports, and deliverables. They will also coordinate with the four assurance groups established in the Department, including Department specialists addressing the content area of the project. Particular coordination will be in place for the lowest achieving school districts, which will be overseen by the Director of the Division of Instruction and the Title I Office. This will assure integrated programming, resource management, and project deliverables between RttT, SIG and Title I programs. One additional support area to be contracted is for the Lead Researcher of the Study Group. The Study Group will be a formalized capacity that will play an intergral role with the various projects and with the Department overall in ensuring field work is based on evidence, in creating a research agenda to build a feedback system that will allow for the independent assessment of projects and feedback on what is working, in order to provide more useful information to the field. Beyond these on-going management consultants, two research and technical assistance contracts are anticipated (further specified on line 6 of 5% lowest achieving schools and teacher development, respectively), one for contracting with a highly respected national organization specializing in designing turnaround school models to review and evaluate New Hampshire conditions for turnaround at both the local and state level, including review of statutes, regulations, district, school, and community conditions that effect overall success in turnaround activities. This report will be presented to key decision makers at the state and local level to further NH's ability to apply Turnaround principles in NH's strongly local control environment. The second contractor will be responsible for facilitating the completion of the NH educator evaluation project, convening major stakeholders, e.g. school boards, educator unions, NHDOE staff, representatives from higher education.

Additionally, contractors have been vetted for provision of direct service, technical assistance, and research in the various projects, 5% lowest Achieving Schools (to provide external partners for each of the members of the Transformation consortium supporting the 10 Participating LEAs, Standards and Assessments , Board Exams and Move on When Ready, HS Redesign, Leadership, Great Teachers and Leaders, and STEM. Districts will engage with these contractors as they plan and implement their overall projects.

No Construction or Other costs are anticipated. (lines 7 and 8)

The indirect cost rate used for this project is 5.4% per year.

Funding for Involved LEAs (line 11) is planned for years 3 and 4 specifically for the following projects: Standards and Assessments, Board Exams and Move on When Ready, Leadership, and Great Teachers and Leaders Effectiveness, to create regional professional development opportunities regarding new standards and aligned assessments, the emerging Board Exam systems, and the State model for educator development and evaluation.

Supplemental Funding (line 12) is specified in the detail of the various projects and will be awarded to those districts with projects that exceed their Title I allotment and have state wide implications for accomplishing the state plan.

Funding for subgrants to participating districts is based on their Title I formula for both regular Title I and ARRA Title I Supplements for the last fiscal year factored to 50% of the total grant.

There are a number of additional revenue sources that the State will leverage in their biennial budget to enhance the transformation of NH Education. The State budgets \$985,000.00 for local education improvement. In addition, \$600,000 support special education programs, \$226,500 for career and technical education and 6 million to support the assessment work. All of these local funds allow the NHDOE to work with local districts to support the efforts to achieve the goals for student achievement.

With local monies the NH DOE has leveraged federal entitlements to address the multiple needs of school districts, personnel and students. During the past year, using the Title I School Improvement Grant, 20 schools were identified for funding to address leadership training in their district. This project is currently ongoing with preliminary reports of evidence of success. This grant enhanced the capability of districts with high poverty to exceed the expectation for leadership. We anticipate using the 2010 SIGs in a manner to focus on improvement in the eligible Title I schools and LEAs that agree to participate in the conditions of one of the four models, such as the 10 LEAs that have signed onto the MOU with NH in this RtttT grant application.

Using State awarded funds from the Title II grants, including the II D Educational Technology grant, the NH DOE has worked with districts across the state to provide training in RtI, Coaching, Assessment and 21st Century classrooms. Currently the Nellie Mae Education Foundation supports competency based assessment at the secondary level. This work is ongoing at the secondary level.

In anticipation of awards for the Investing in Innovation Fund (I3), TQE, TIF and the State Longitudinal Data Systems, the State has focused these funding sources with the four assurances as outlined in the Race to the Top Application. Teacher Certification funds will also support this initiative. The source of this funding is fees paid by educators for certification and recertification.