Race to the Top-Project 3B RFP Round 3 Letter of Intent (LOI)

Response ID:31 Data

1. Introduction

(Required)

As an initial screening, districts must individually or collaboratively submit letters of intent (LOIs). This will allow grant applicants the opportunity to first submit project proposals for feedback and possible revision, prior to writing their full proposals. Submitting an LOI is required. All applicants that submit an LOI will receive feedback regarding overall fit with the direction of the Investment Fund as well as potential areas of weakness in the proposed project.

Letters of Intent to apply must be completed no later than 5PM on April 10th, 2015. Feedback will be offered by April 22nd, 2015. Feedback will be provided to all individuals listed as contacts on the LOIs. LOIs will be posted on the RTT website.

To access a PDF version of this Letter of Intent form, please click the following link:Race to the Top P3B LOI Application

2. RTT Project 3B RFP Letter of Intent to Apply

1. Please select the district(s) that are submitting this letter of intent

Kent School District

2. Please list any involved partners.

3. Please use the table below to fill out contact information fr your district(s) including full names of contact person/people, title(s), email(s), telephone number(s), and name of lead applicants(s).

	Full Name	District	Title	Email	Telephone Number
Lead Applicant	Page Meyer	Kent	Director, Early Learning	page.meyer@kent.k12.wa.us	253-373-7118
Contact Person 1	Alice Humphres	Kent	Early Learning Coordinator	alice.humphres@kent.k12.wa.us	253-373-2422
Contact Person 2	Ann Minckler	Kent	Assistant Director Grants and Special Projects	ann.minckler@kent.k12.wa.us	253-373-7876
Contact Person 3					
Contact Person 4					
Contact Person 5					
Contact Person 6					

3. Summary of Proposal

4. Identify your strategies for moving your P-3 system forward and explain why these strategies were selected.

A 1998 study by the National Center for Early Development & Learning of nearly 3,600 kindergarten teachers nationwide indicated that 48 percent of children have moderate to serious problems transitioning to kindergarten. Teachers are most often concerned about children's skills in following directions, academics, and working independently. There seems to be a discrepancy between the expectations of teachers and the actual skills of kindergarten children. Through the Kent School District's Race to the Top, Project 3 work, we are striving to build a strong PK-3rd grade system assuring Kent kids are "Ready to Go!" before they walk through the kindergarten classroom door.

Kent's PreK-3rd Grade system goal is to build a framework to support PK-3 system alignment that will support student readiness skills, cultural competency, academic student achievement and parent engagement across the district and community. We have utilized the Kauerz framework to guide our work in these strategies:
• Governance: We have established cross-sector partnerships to collaboratively share the responsibilities of the work; (Internal/external stakeholders, collaboration, fostering teamwork, sustainability)
• Strategic Plans: Through work with our PK-3 Advisory Committee, we continually update our plans, build capacity and improve the outcomes for our students; (fostering teamwork, internal/external stakeholders, collaboration, developing effective leaders, sustainability)
• Visible Leadership: To show the value we place on this important work, we have hired a Director and Coordinator of Early Learning to lead the early childhood work in our district;
o We sent a cohort of four leaders to the P-3 Executive Leadership Institute at the University of Washington to build and sustain P-3 leadership in KSD (increasing leadership, developing effective leaders and sustainability)
o Will send another cohort next year consisting of a mixture of central office and building leadership (increasing leadership, developing effective leaders and sustainability)
• Foster Teamwork: Our PK-3 Advisory Committee is made up of teachers, administrators, district level leaders and outside partners to create partnerships and guide the PK-3 work that is being done in the district; (fostering teamwork, internal/external stakeholders, collaboration, developing effective leaders, sustainability)
• Instructional Leadership: District administrators, site administrators, teachers and a board member have all participated in professional development to better understand and support quality of PK-3 learning; (fostering teamwork, developing effective leaders, increasing leadership, sustainability)
• Focus on Instruction and Curricular: We continue to review and develop curriculum and instructional practices to improve the delivery of instruction to our early learners. Curriculum development for the summer transition to kindergarten was completed this school year. The early childhood teachers who will deliver the activities will participate in professional development that is

focused on children's language/reading, math, social and emotional development and on differentiating instruction to those who attend; (fostering teamwork, collaboration, increasing leadership, developing effective leaders, sustainability)
• Assessments: Early childhood teachers are beginning to look at the WaKIDS data in different ways. They are also using tools such as iReady to gather formative and summative data to better understand students' progress; (data-driven decisions)
o Kent's Early Learning Director and Coordinator have been involved in a PSESD Race to the Top group analyzing comprehensive P-2 assessment systems because there are currently none in place in the Road Map school districts; (fostering teamwork, collaboration, increasing leadership, data-driven decisions)
• Culturally Inclusive: We continue to monitor our practices, the learning environment, and parent engagement activities to assure they reflect the community and its diversity; (fostering teamwork, internal/external stakeholders, collaboration)
• Promote Relationships: Focus is placed on the relationships between our partners, parents, instructional staff, and leadership; making sure that communication is two-way and relevant. At each level of partnerships, importance is placed on learning. (internal/external stakeholders, collaboration, fostering teamwork)
• Child-Based and School/Program-Based Data: As we move forward in this work we are learning more about the types of data we need to look at to better inform our work. Discussions have taken place that are helping us to not only focus on relevant data collections but training that leads to better understanding of the data is beginning to happen; (data-driven decisions, collaboration, fostering teamwork)
• Core Priority: Parent engagement is a key element of our work. We establish connections with parents through workshops and parent outreach activities such as Kindergarten Round-Up in the spring, Kindergarten Jump Start in August and WaKIDS Parent Connections meetings in September. The district's Director of Community and Family Engagement supports the PK-3 programs through her work with the Parent Academy for Student Achievement (PASA); (internal/external stakeholders, fostering teamwork, collaboration, sustainability)
• Two-Way Communication: We are in the early stages of working with principals and teachers throughout the district to help them understand the importance of two-way communication at the PK-3 level, and how to engage in those types of conversations; (developing effective leaders, increasing leadership, fostering teamwork)
• PreK-3rd Grade Pathways: We have engaged in discussions around this work regionally, particularly with other Race to the Top partners. At a district level we are just now beginning to look at feeder patterns to expand partnerships that will establish common transition processes across all schools. One example of this is the common kindergarten registration, which not only happens on the same day across the district, but also across the region. (fostering teamwork, collaboration, sustainability)

As we began our work this school year we focused on building systems to expand opportunities for student subgroups by developing a comprehensive plan that benefitted access for all students and their families while also decreasing racial inequities. This is done through collaborative partnerships with pre-school and day care providers in the community and through workshops that outline best practices including parent trainings for those who have children between the ages of three and five, using the READY! for Kindergarten program. Another important element of the work has been to refine Kent's Kindergarten Jump Start program, which is designed to help incoming kindergartners make the transition from home to school. Expanding our PK-3 leadership capacity and providing professional development for our staff are also important focuses of this work. These activities are targeted on building relationships between internal and external stakeholders that fosters teamwork and collaboration to build a high-quality PK-3 system that remains sustainable long after the grant ends.

Kindergarten Jump Start:
Summer enrichment and learning programs have been offered for many years at all Kent elementary schools in a decentralized approach. Race to the Top funds have allowed us to coalesce and systematize these summer offerings leveraging the collective knowledge and skills of our teaching staff and allowing us to provide students with high-quality transition and summer learning experiences. Three hundred and thirteen students from nine Race to the Top schools attended the program in August, 2014. While that program lacked structure and continuity between the buildings, we still saw good results with a 9% increase of the students demonstrating 6 of 6 domains in the characteristics of children entering kindergarten, between the 2013-14 and the 2014-15 school years.

Building on the success and lessons learned from last year's work, we have taken the opportunity afforded by us through this grant to refine and extend the Kindergarten Jump Start experience by developing a curriculum around the WaKIDS framework that will provide even better opportunities for students making the transition into kindergarten. The new curriculum includes:
• Center-based instruction based on WaKIDS TS GOLD;
o Lesson plans are being developed and will be ready for teachers to review in late spring;

o Staff who teach summer Jump Start will agree to use the TS GOLD center-based curriculum with fidelity
• Opportunities for teachers to get a head start on gathering WaKIDS observational data on students

This new curriculum establishes a sustainable summer program that fosters team-$8building among early learning staff and leadership and provides opportunities to gather rich data around student skill development that will be used to determine kindergarten placements.

Kent's Director, Early Learning has also developed a Jump Start guide to accompany the new curriculum that outlines the program guidelines for administrators and teachers. An important element of this guide for the school administrators is the process for identifying and inviting children to participate in the Jump Start program. The guide outlines how to identify the targeted population to be sure that we are reaching those students and enrolling them in the Kindergarten Jump Start program. Kindergarten teachers and support staff will work with the children for three days in August, just before school starts. Prior to the program, the Jump Start staff will receive a one-day training on program goals and teaching strategies as they relate to the WaKIDS domains. The curriculum design will allow us to collect more impactful data around the Jump Start experience for these children. The standard curriculum and implementation of the activities across the schools should provide more consistency and provide additional opportunities to gather more reliable data on the program and process. These new practices are fostering teamwork and collaboration between schools, building leadership skills in our early learning teachers, providing more opportunities for us to use data to make decisions and helping us to build a sustainable program.

Jump Start Parent Engagement
A parent meeting is scheduled for the first morning of Jump Start week. The purpose of this time is to begin building strong relationships by learning about family needs, their questions and concerns. This will happen through a two-way communication forum. These meetings will be led by the principal and one additional staff member such as teacher, coach, counselor, social worker or behavior interventionist. Interpreters will be available for each schools top languages. Topics for this meeting will include:

¬ The purpose of the Family Connections: It is important that parents meet with their child's teacher of record for the parent connections meeting.
¬ To learn about family needs, questions and concerns through two-way communication
¬ To provide parent education on topics such as:
o PBIS
o KELSO's Choices
o Playground rules and expectation
o Second Step
o Common Core States Standards for kindergarteners
o Conferences
o Report cards
o Communicating with the teacher
o Getting involved
o KSD kindergarten curriculum
o Supporting children at home
o Attendance
o The health room

These parent meetings will serve as an introduction for parents to the school and will be an important opportunity to build relationships and foster collaboration between home and school.

In this proposal we will request approximately $34,000 to continue refining our Jump Start program as we begin to roll it out to other elementary schools in our district. These dollars will be used to implement and sustain Jump Start at nine, high-needs elementary schools during the summer of 2016. The funds will support:
• Time for adjusting the Jump Start curriculum based on the summer 2015 implementation,
• 18 teachers at 9 schools who will teach the program
• 36 paras at 9 schools who will support the teachers and provide day care during parent workshop

• 9 interpreters, one at each school
• 9 additional teachers (1 at each school) who will spend one day offering a workshop for parents
• 9 classified staff (1 at each school) who will provide the clerical support needed to enroll, identify and track students in our student
information system

Non-RTTT schools will fund their programs using district funds, and the grant will continue to fund the Jump Start program at the high-needs schools, where fine-tuning and data collection will be a focus.

Ready for Kindergarten!:
Developed in 2002 the Ready for Kindergarten! Program is a model for school readiness that offers age-appropriate trainings, targets and tools for parents and caregivers of children birth to five years that ensure children success in school and throughout life. Kent School District offered Ready! for Kindergarten programs at three high-needs schools during the 2014-2015 school year. Sixty families with three and four-year-old children participated in the program which was offered in both English and Spanish to parents across the district. This three and four-year-old cohort was purposely selected, so we could track the children's progress over consecutive years as they prepare to transition into kindergarten.
Since the classes are currently in session, we don't have exit data. But we believe that the program has been successful because there has been excellent attendance at each of the sites and we have received requests from other interested parents, and schools to offer the programs at addition buildings next year. We will collect data from parents in May when sessions end.

Because of the high demand, we are proposing that we continue to offer the Ready-K! program at the two schools where it was offered this year and expand the program to two additional high-needs schools; with at least one of the classes being offered in Spanish (and open to the entire district). We are also planning to leverage funds from our Deep Dive 1 work with Pine Tree and Millennium Elementary Schools and the Birch Creek Housing Authority to offer three additional classes at those sites. We also plan to expand the program by offering adding cohorts for four and five-year olds.

While offering the Ready-K! program within our schools is providing us an opportunity to support families that already have a connection to the school, we believe that we can do more. This next year we plan to reach-out to area pre-school/day care providers who also serve families within our district to invite them in to receive Ready-K! training so they can offer these services within their facilities. We believe that by collaborating with these external stakeholders, we can foster relationships and build a sustainable program that will better support students and their families as they transition into our kindergarten classrooms.

We are requesting approximately $64,000 for this work. These funds will be used for:
• 5 teachers to be trained and teach the program
• 5 paras to be trained and assist the teachers
• 10 classified staff to provide childcare during the parent workshops
• Purchasing Ready! for Kindergarten materials in English and Spanish for each of the programs (3-4 year olds, and 4-5 year olds)
• Time and materials for training local pre-school/day care providers

The work that we will be able to do with these monies will not only allow us to build important, collaborative relationships with internal and external stakeholders, but also support training that will allow us to sustain the programs in future years.

P-3 Advisory:
The P-3 Advisory Committee was developed to guide the work of the district as it develops P-3 resources and opportunities for students and families. Members of the team are comprised of Kent School District staff: teachers (preschool and elementary), principals, and administrators from the central office. The Advisory Committee also has community-based organization representatives from organizations such as Children's Home Society, Kent Youth and Family, Open Doors, and others. The City of Kent is also an invited guest at these meetings. The Advisory Committee meets monthly with scheduled agendas that have centered on the framework for planning, implementing and evaluating Prek-3 Grade approaches. A focus of the work over the past year has been looking at how KSD supports kindergarten readiness.

The information that has been shared in these meetings has helped guide our work as we plan and implement our programs. The collaboration between the district and community members has been invaluable. Each partner has worked together to broadcast the importance of this PK-3 work throughout the community. As we move forward, we are enthusiastic about strengthening our existing partnerships and bringing more partners together as we continue to work. We also look forward to leveraging the strengths our partners bring to the table as we look for ways to sustain our work and reach our goal of strengthening the home to school transition.

There is no financial component to this work from Project 3B, however there has been funding to pay for the extra time committee members spend meeting from Project 3A. The district and our external partners have also contributed additional funds to support Advisory Committee member's time towards the work. This shows the importance the partners are placing on this work and speaks to the commitment and willingness to sustain the work, even without external financial support.

Leadership:
Leadership is particularly crucial in PreK-3rd settings, to guide alignment of the standards, curriculum, instructional strategies, and assessment both vertically (across grades) and horizontally (between classrooms) and ensure effective instruction across all Pre-K through 3rd grade classrooms. Only consistent, high-quality learning experiences will ensure that all children reach grade-level standards by 3rd grade (Mead, 2011). Recognizing this, in the summer of 2014, Kent hired a Director, Early Childhood and an Early Childhood Coordinator to lead this work in our district. The district's commitment to increasing leadership will ensure that P-3 remains a district priority. While the district supports the Director's position, approximately $74,000 is also being requested to support 60% of the Coordinator, Early Learning position who will oversee this work. Working with the Director, the Coordinator will:
• Refine the district goals for a district-wide PK-3 program
• Collect and analyze data around Jump Start and Ready! for Kindergarten
• Create plans for expanding Ready! K throughout the district
• Identify additional early learning providers to grow partnerships and articulate the district's goals and programs
• Provide leadership to early childhood staff throughout the district, community, and region
• Articulate the importance of PK-3 education to district leaders, the community and the region
• Promote educational opportunities around PK-3 education to district staff and leaders as well as the extended day providers in our community
• Develop a plan for sustainability and expansion of programs district-wide

Certificate in P-3 Educational Leadership:
Currently, one board member, our Director Early Learning and our Early Learning Coordinator are enrolled in the University of Washington's Certificate for P-3 Educational Learning program. A critical part of our strategy for sustaining this program hinges on building a community of support for high-quality early learning programs. And starting with key district personnel is central to this task. Our Round 3 proposal will request $32,000 to send eight additional staff members, including teachers, principals and district level personnel, to attend this certificate program during the 2015-2016 school year. The program focuses on these important pieces of the PK-3 process:
• Acquire leadership skills and knowledge to ensure a high-quality continuum of learning for students in preschool through third grade
• Learn strategies to link and align elementary schools with community-based early learning programs. Strengthen your ability to effectively implement current reforms (for example, Common Core, Early Learning and Development Guidelines, teacher evaluations, WaKIDS, Early Achievers) in ways that benefit young children and education professionals
• Develop strategies to involve families, teachers and communities in closing achievement gaps early.

A key outcome for participants is to develop the knowledge and skills necessary to lead cross-system improvements and to implement instructional reforms aimed at improving outcomes for P-3 learners. Participants will also develop the knowledge and skills necessary to lead cross-system improvements and to implement instructional reforms aimed at improving outcomes for P-3 learners. This will help the district to develop a team of effective P-3 leaders who will work together to sustain and grow an effective district and region-wide system.

5. How does data inform these efforts?

The 2014-2015 school year has been the first true implementation of our work. Though funds were awarded for P3 work during the 2013-2014 school year, the district was unable to identify candidates to fill the leadership roles necessary to begin the work. During that first year, the P3 Advisory Committee did begin the planning for the work to be done, and we believe that the well-developed framework they were able to create has provided us the foundation that has allowed us to make such great strides this year. From nearly the day they began, the Director and Coordinator of our Early Learning programs have "hit the ground running," developing guidelines for programs, leading professional development, establishing regional partnerships and promoting PK-3 education both in the district and to the region.

Under their leadership, this 2014-2015 school year has been the beginning of a solid PK-3 program in the Kent School District. Because it is our first year, it has been a time for gathering baseline data that will drive our future work. That being said, we are already seeing trends that indicate impact.

Kindergarten Jump Start:
While last year was the first year that Project 3 allowed us to offer Jump Start, last year was not the first year that Kent offered a Jump Start to kindergartners. In the past, two schools provided kindergarten transition programs for incoming students. Last year's P3 funds allowed us to expand the Jump Start program to eight additional schools. Even though last year's program was not cohesively planned, the data showed improvements on all levels for children meeting the expected level of 5 year olds entering kindergarten.

These gains are displayed in the table below:

Range of Skills of Entering Kindergartners – 5 year olds	2013-2014	2014-2015
Social/Emotional	37%	40%
Language	17%	25%
Literature	39%	42%
Physical	32%	40%
Cognitive	19%	23%
Math	17%	25%

This data appears to show that even with an unstructured format, Kindergarten Jump Start had an influence on students' readiness for kindergarten. It is our hope that providing teachers training on a comprehensive curriculum based on TS Gold standards will have an even greater impact on kindergarten readiness.

Ready! for Kindergarten:
Since the Ready! for Kindergarten program is new to the district, the data we are collecting this year will be the baseline for upcoming years. We already have positive feedback from parents who are taking the classes and requests for more sections to be offered in different schools. We believe this speaks at a cursory level, to the success of the program from the parents' perspective. As stated earlier, we will gather data from parents when the classes end in May.

Student growth data, from the parent perspective will also be gathered at that time. Because we chose to begin this work with the 3-4 year old cohort, WaKIDS data will not be available until those children are enrolled in kindergarten.
Research indicates that PK programs reduce the likelihood of teen crime, delinquency and pregnancy, and strong PK programs are also linked to greater employment rates and higher adult wages. Our intention is to track the development of these children as they progress through their K-12 education and beyond, to see if a connection can be made that supports the research.

Baseline Data from iReady:
This year, Kent School District has purchased the iReady interim assessment as a tool to measure student progress. The district requires the assessment be offered three times each year. The data for each of the individual high-needs Race to the Top schools has been reported to the ESD as part of the data collection process for evaluation. For the purpose of the Letter of Intent, we will share the average results for these schools, however, when the RFP is submitted, we will include the disaggregated data from each of the schools individually.

Ethnicity	Fall Av Reading	Fall Av Math
Native Amer	345	352

Asian 355 364
Black 351 343
Hispanic 356 344
HI/Pacific Island 331 351
2 or more 365 351
White 360 351

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6. Define the specific need, challenge or opportunity to leverage and/or build your system that will contribute to closing the opportunity gap utilizing key lessons learned.

Ensuring that children start school ready to learn requires that attention be paid to one of the most complex and significant changes they will experience: transition to kindergarten. Kagan and Neuman (1998) suggest that numerous interpretations can be included in what is defined as transition. To some, transitions reflect a one-time set of activities undertaken by programs, families, and children at the end of the year (e.g., a visit by parent and child to the next setting). To others, transitions reflect ongoing efforts to link children's natural environments to support environments. Lastly, to some, transition is "the manifestation of the developmental principles of continuity, that is, creating pedagogical, curricular, and/or disciplinary approaches that transcend, and continue between, programs" (Kagan & Neuman, 1998, p. 1).

In Kent, we are working to identify the elements that support children's transition from home to school so that when they enter kindergarten they are prepared to learn. Our approach has been to work closely with parents, this year with our Ready! for Kindergarten program, helping them understand child development and age appropriate skills that will support their child's learning. We also continue to support the P3 Advisory Committee as we collaborate with our regional partners in growing our understanding, and identifying activities that support our goals. We have also reached out to community-based preschool providers in our district, to share ideas and align efforts in kindergarten readiness.

We are committed to continue our PK-3 work with the focus remaining on strengthening children's transition to kindergarten. We have purposefully begun this work at our high-needs schools and are targeting our Hispanic, African American and English Language Learner populations. Great strides have been made in this work in just two years.

Sub Group – 6 of 6 Domains of Entering Kdgs 2013-2014 2014-2015
Black/African American 27% 34%
Hispanic/Latino 18% 28%
Limited English 17% 27%

Ethnicity Fall - iReady Averages Reading/Fall - iReady Averages Math

Black 351 /343
Hispanic 356/ 344

We have also raised awareness around kindergarten transition to administrators, staff, and parents. This is evidenced by the several PK-3 initiatives with which we are involved. They include:
• Participation in the regional PK-3 Advisory Board
• Standardized curriculum aligned to the WaKIDS Domains that will be delivered to transitioning kindergarteners in 9 Kindergarten Jump Start programs at high-needs schools this summer
• Ready! for Kindergarten programs offered at two high-needs schools in both English and Spanish with plans to expand the program to other high-needs schools
• District administrators and school board member participating in the University of Washington's P-3 Executive Leadership Certification program (This program requires development of a comprehensive action plan to be implemented in the district that is aimed at closing early achievement gaps for P-3 learners)
While we have made great progress in developing our PK-3 systems, the programs are still in their infancy. We need to continue to build our momentum while building a comprehensive program that reaches all our students in all our schools. The funds provided from this grant will provide the support we need to continue our work, as we continue to develop plans to grow the program and identify revenue streams that will allow us to sustain the work when this grant ends.

How do the continuing and new components of your district's P-3 system:

7. Contribute and/or connect to the building of a regional P-3 system?

Last summer the district hired a Director of Early Learning and a Coordinator of Early Learning. These two individuals have not only lead the early learning work within the district this year, but they have also played a vital role in connecting Kent with other districts in the region as we continue this important work. Our Director has reached out to colleagues around the region to build relationships for moving this work forward, while helping to build a regional system.

In our district, our P-3 Advisory Committee is using the Framework for Planning, Implementing and Evaluations PreK-3rd Grade Approaches to assess, build and monitor the P-3 system. The Jump start and Ready! K programs contribute and connect to our continued focus on three areas of the framework:
• Data-Driven improvement,
• Engaged Families,
• Continuity and Pathways.
Jump Start is just one of several opportunities the district is using to engage with parents prior to their children starting kindergarten. We value the Jump Start parent meeting, held on the first morning of the program is an opportunity to build the school-to-home relationship and is important transition process. Jump Start also provides opportunities for collection of data on incoming kindergarten students which allows identification of patterns of kindergarten readiness across sub-groups of children. Observational data collected on students during Jump Start provides parents with data about their children that informs them of their strengths and areas where they can provide additional learning and support. The data also provides teachers information to help them design instruction that supports student learning from the first day of kindergarten.

Ready! for Kindergarten workshops have been offered for the first time in Kent schools this school year. These parent education classes recognize parents as their child's first teacher and engages them with opportunities to learn how to guide their child's educational success. This year the Ready! K classes were offered to parents of three and four-year-olds. Next year, we will offer both the three and four year old workshops and we will add a four and five-year-old class as well. We purposely chose to begin with the younger cohort, so when these students enter kindergarten we can measure the impact this program has had on kindergarten preparation and transition.

The two strategies, Jump Start and Ready! for Kindergarten classes represent two of Kent's key strategies for increasing kindergarten readiness, closing the achievement gap and engaging parents in their child's education. We are sharing the lessons we are learning within our district, as well as with our regional partners as we work to build our PK-3 systems.

8. Please identify which student group's academic achievement is your district's highest priority for support and impact?

For this grant, our highest priority student subgroups are Hispanic, African American and English Language learners.

9. Meet the needs of student subgroups the project intends to benefit (i.e. students of color, students who are English Language Learners, students who are immigrants or refugees, students receiving Special Education services) and utilize culturally relevant strategies?

Through the work we are proposing, we expect to meet the needs for these students in the following ways:

Jump Start
• Expanding summer readiness through the program (fostering teamwork, increasing leadership, sustainability)
• Using the new Kindergarten Jump Start Guidelines, being used for the first time this year, principals are provided strategies for reaching out to the targeted students in the program's identification and invitation process (fostering teamwork, increasing leadership, sustainability)
• Professional development for the teachers providing the learning activities that focuses on individualized needs of students (fostering teamwork, increasing leadership, sustainability)
• Parent outreach and engagement (internal/external stakeholders, sustainability)

o Parent meeting first day of the program to orient parents to school procedures

o Interpreters available for non-English speaking families

• WaKIDS data analysis that drives individualized learning activities (data-driven decisions)

• Continued review of program to identify better ways to meet the needs of students and their families (internal/external stakeholders, sustainability)

• Collaboration between district departments to better meet the needs of all students (collaboration, fostering teamwork, increasing leadership)

• Inclusion of building staff and administrators for training and delivery (collaboration, fostering teamwork, increasing leadership)

• Collaboration with partnering districts to share best practices for reaching targeted students and their families (collaboration, fostering teamwork, increasing leadership)

Ready! for Kindergarten

• Focused outreach to families within the targeted sub-groups (Internal/external stakeholders, collaboration, fostering teamwork, increasing leadership)

• Building parent skills to support their child's development (Internal/external stakeholders, collaboration, fostering teamwork)

• Interpreters for non-English speaking families (Internal/external stakeholders, fostering teamwork)

• Two facilitators (teacher and para) for each session to allow for more individualized experience (fostering teamwork, developing effective leaders)

• Program offered in multiple languages (Internal/external stakeholders)

• Program offered at high-needs schools

• Program offered onsite at Section 8 Housing with the support of Deep Dive I (collaboration, fostering teamwork, internal/external stakeholders)

• Continued review of program to identify better ways to meet the needs of families (data drive decisions, internal/external stakeholders, collaboration, sustainability)

• Inclusion of building staff and administrators for training and delivery (fostering teamwork, collaboration, increasing leadership, developing effective leaders, sustainability)

• Collaboration with partnering districts to share best practices for reaching targeted students and their families (collaboration, fostering teamwork, developing effective leaders, sustainability)

• Inclusion of local pre-school/day care providers to reach a broader audience (internal/external stakeholders, collaboration, fostering teamwork, developing effective leaders, increasing leadership, sustainability)

• Where possible creating a link with our PASA program to assist families (internal/external stakeholders, collaboration, fostering teamwork, sustainability)

• Regular meetings with the district Refugee Services Liaison's to identify refugee families who are new to the district who would benefit from this program(internal/external stakeholders, collaboration, fostering teamwork, sustainability)

5. Summary of Proposal

10. What is the amount of your proposal?

Kent's budget to complete the work proposed for this project is $188,280.

6. Review Submission

Before clicking submit, please make sure that your answers are complete and final. To navigate back to previous questions, please use the back button on this page rather than the browser's navigating buttons. Before submitting, you can save your answers using the "Save and Return" button at the top of this page.

7. Thank You!

Thank you for taking the time to fill out the P3B LOI Round 3 Application

Response ID: 31

Survey Submitted:	Apr 10, 2015 12:18 PM
IP Address:	24.16.79.143
Language:	English (en-US)
User Agent:	Mozilla/5.0 (Windows NT 6.1; WOW64; Trident/7.0; rv:11.0) like Gecko
Http Referrer:	http://www.surveygizmo.com/s3/2044257/Race-to-the-Top-Project-3B-RFP-Round-3-Application
URL Variable: snc	1428593268_55269a74b33104.60164767
URL Variable: _iseditlink	(no value)
Page Path:	1 : Introduction (SKU: 1) 2 : RTT Project 3B RFP Letter of Intent to Apply (SKU: 3) 2 : RTT Project 3B RFP Letter of Intent to Apply (SKU: 3) 3 : Summary of Proposal (SKU: 7) 3 : Summary of Proposal (SKU: 7) 3 : Summary of Proposal (SKU: 7) 4 : Summary of Proposal (SKU: 6) 5 : Summary of Proposal (SKU: 5) 6 : Review Submission (SKU: 4) 7 : Thank You! (SKU: 2)
SessionID:	1428593268_55269a74b33104.60164767