

Letter of Intent Feedback

April 22nd, 2015

Dear Luisa,

Thank you so much for submitting a letter of intent (LOI) to the Race to the Top-District (RTT-D) Project 3B Investment Fund.

First, the thoughtfulness and quality of your LOI was very apparent. We know you put a lot of time and energy into this process, and it showed. Thank you! Second, we are very encouraged to hear of the work your district is embarking upon in this final round of P3B funding. We were excited to see the strength of the proposal ideas on behalf of creating strong PreK-3rd grade systems focused on building leadership capacity and improving the instructional core, supported with data.

We know your LOI was intended to communicate your initial ideas for this proposal, and not all of the components of the proposal might be in place at this time. This feedback is intended to address some initial questions in hopes of strengthening your proposal and includes thoughts and strategies from our RTT P3B team, PSESD's Race and Equity team, the Road Map Birth to 3rd Grade Workgroup, and the Road Map ELL Workgroup.

To start, the following is general feedback about what we learned through our review of all RTT-D LOIs for Project 3B:

Lessons Learned

- P3B has supported district and school leaders' attendance at early learning institutes in previous rounds. Many LOIs indicate additional leaders would be attending an institute through Round 3. What learning has occurred and how is the district sharing lessons based on past sessions? What have been the results in terms of leadership capacity being built?
- More reflections are needed on lessons learned and how those lessons influence decisions being made about P-3 systems.

Regional Focus

- More focus of participation in regional efforts and collaborations such as:
 - Highlighting K registration as a regional effort and collaboration
 - Partnerships with other districts
 - Bringing forward the work being done with WaKIDS
 - Districts participating in JumpStart and Play and Learn have an opportunity to share best and promising practices. These efforts can vary widely and could benefit from the sharing of what is working. This can also benefit K transitions for the populations that are highly mobile in the road map region.
 - Participation **by district decision makers** in P3 Leads meetings and the Harvard Institute

Equity and Engagement

- Incorporate a strong outreach strategy for immigrant and refugee parents, which specifically targets families of children who have not had access or exposure to traditional early learning settings and who may be in Family Friend and Neighbor (FFN) or informal care settings.

Consider the partnerships available with community-based organizations who work closely with immigrant and refugee populations served in each district

- The word “Equity” was not explicitly stated in the majority of the LOIs. Highlighting how your proposal focuses on equity in addition to addressing language and ethnicity will be helpful when the focus is on closing the opportunity gap.
- Specifically call out strategies for engaging immigrant and refugee families in place of general language such as “throughout the community.”
- Incorporate specific and ongoing opportunities for immigrant and refugee parents and families to participate in shared-governance structures for district level as well as building level decision-making, and ensure the cultural and language value they bring is seen as asset-based.
- Attendance itself isn’t specifically called out or focused on very heavily. Chronic absenteeism is very high in the region yet research is strong that supports this as a key factor in student success. There is a great opportunity with how much has been invested in Full Day Kindergarten and ways districts can engage in an effort such as this that centers on family engagement.
- No LOIs mentioned support for bilingual/dual language development. Research shows the importance of the strong development of a student’s first language and that there is disruption in the learning of both languages if PK-K students are not in a setting where they are learning both.

Sustainability

- In cases where P3B Rounds 1 and 2 have supported a district P-3 leadership position, how does the district demonstrate increased financial commitment of this position in Round 3 and beyond?
- What are the system-level data tools that will continue to live on after the grant is gone that will continue to give us more information and support a data informed approach?
- How will projects intentionally leverage other RTT projects?

We wanted to share additional specific feedback about Federal Way’s letter:

LOI Strengths

- Proposed collaboration with Kent and Tukwila is a strength.
- Collaborating with the district Family Engagement Early Learning Director is a strength. It will be helpful to identify by when potential partnerships will be identified and what the planned next steps will be. In other words, what will be different and/or created by August 2016?
- Specifically called out WaKIDS.
- Addition of Ready K! shows learning from other districts and working on parent engagement.
- UW P-3 institute is a good commitment to the capacity building based on district needs.

Opportunities to strengthen full proposal

- What is the district's specific commitment to implement and train teachers in Creative Curriculum?
- PK Framework does not seem like the best use of resources (RTTT or district). There are better ways alignment can be achieved both within district and across providers. How can we be sure this framework will fit in with the state system and/or not be redundant? How does the framework build on and does not duplicate Early Achievers (QRIS) and the standards being developed at the state level? Furthermore, is there evidence that shows the K framework has had a considerable impact on instruction and achievement at the district, building, and



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classroom level warranting the creation of an additional framework? If so, this data needs to be presented. If there is a strong argument to be made that the frameworks are both effective and not redundant/in competition with state system work, it needs to be made more strongly.

- Identify how the LOI might be shared with the Director of Equity and Achievement to ensure a focus on support to students of color can be enhanced.
- Need to outline the decision to hire consultant again using successful data, and how the work will be sustained. Could use great MSP data to demonstrate the impact the Isabella Cordova PD is having with third grade outcomes. Could also highlight that principals have been bringing that PD in to schools on their own dime because they see it as being so valuable and see the impact on teacher practice and student outcomes. Can also clearly show how this PD supports Common Core standards. Need to illustrate how the learning will be sustained and the knowledge retained to address staff changes. PD is generally not considered sustainable unless there is a clear plan in place to train new teachers as turn-over is an issue in every system – please outline this long-term plan
- Need to list community partners – none were mentioned and not called out through the LOI.
- Identify how you will continue support for community partners (outside of Head Start and ECEAP) in adopting a framework and impacting instruction.
- Call out regional contribution to leading the work around WaKIDS and alignment with other regional partners.
- Be clearer on which schools are being targeted. The LOI is contradictory - mentions 6 highest need schools in one section and then 3 targeted schools in another.
- Call out targeting ELL students and which specific languages, etc.
- The budget seemed high for the strategies proposed.
- Could call out Ready K! from a regional perspective rather than a national one.

Please do not hesitate to get in touch if you have any questions about this feedback. Please visit <http://roadmapracetothetop.org/project-3b-investment-fund-for-prek-3rd-grade-strategies-and-systems/> for updated information as well as updated versions of the RFP.

We look forward to working with you in the development of Federal Way School District's proposal.

Sincerely,

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