

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

Response ID:35 Data

## 1. Introduction

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***(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](#)**

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

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

Renton School District

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**2. Please list any involved partners.**

YMCA

Guided Pathways

KCLS

RAYS

St. Vincent DePaul

Communities in Schools

City of Renton

Renton Housing Authority

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**3. Please use the table below to fill out contact information for 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	Tammy Campbell	Renton School District	Assistant Superintendent for Learning and Teaching	Tammy.Campbell@rentonschools.us	425-204-2318
Contact Person 1	Melanie Strey	Renton School District	Race to the Top Coordinator	Melanie.Strey@rentonschools.us	425-204-2408
Contact Person 2					
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.

The Renton School District is seeking support to continue and deepen the work begun through its current P-3 and Deep Dive projects. In Round 3, RSD is proposing to:

- Continue to provide professional development to early learning providers in the community to increase their capacity to support students' social/emotional development, pre-literacy and numeracy skills, and readiness to learn.
- Increase parent skills for supporting their children's early learning through parent participation in Ready for K! and in PASA (Parent Academy for Student Achievement).
- Expanding hiring of parents to teach other parents the Ready! K parent training program, in order to increase empowerment of parents, embed skills in the community in a permanent way, and increase sustainability of the Ready! K program in the community.
- Increase parent and family support through partnerships with community based organizations (YMCA, Guided Pathways, RAYS, St. Vincent de Paul, Communities in Schools, City of Renton, Renton Housing Authority) providing parent support and other wrap-around services.
- Implementing a redesigned Jump Start program with a strong focus on parent involvement and a partnering model with community based organizations to increase sustainability.
- Increase professional development for PreK teachers to increase teaching alignment with CCSS standards, incorporate formative assessment that allows for culturally relevant and responsive instruction, and provide additional support for teachers administering the WaKIDS assessment.
- Continue the district's commitment to reducing summer learning loss for youngest children learning to read by continuing commitment to the Summer Reading Plan for each K-2 students in high need elementary schools.

#### 5. How does data inform these efforts?

- RSD has used a variety of qualitative data sources to assess the impact to date of its RTTD investments, and to guide both continuation and adjustments to its P3 projects.

Teachers have completed surveys regarding the WA KIDS assessment and training for conducting the assessments;

- Child care providers have participated in a focus group on the professional development they are receiving.
- Parents have completed exit and survey slips in the Ready! K training to provide input on what is working in that component, and what needs adjustment.
- Parents have also participated in school wide surveys, distributed in multiple languages to assess their needs.

- RSD has also examined data DIBELS data on entering kindergarden students at the beginning of the year and mid-year.

#### **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.**

The RSD Theory of Action for P2 is focused on building a community of support that works directly with parents to empower them as advocates and supporters of their children's education. The guiding principles that shape RSD's P3 program focus on:

- Building relationships with other parents and family members;
- Providing opportunities for parents and family members to share personal experiences about their children's education in order to learn from each other and tap into collective knowledge and expertise;
- Interact, collaborate and reflect with one another to develop new or alternative understandings about issues that impact the life of their children in school;
- Foster students success that is broader and more holistic than academic achievement; and
- Develop parent and family member capacity to support their child and work with other parents to improve their schools.

The strategies that RSD is focused on in its P3 project are built on these principles, and reinforce parent leadership, parent knowledge, and a two-way learning between parents and schools that builds an effective, culturally appropriate and holistic web of support for students.

By partnering with parents and also partnering with Community Based Organizations to provide early learning opportunities, RSD is attempting to flip the dominant paradigm of "school as expert" and create opportunities for parents to tap into their own knowledge, strength and community to support their children's learning.

### **4. Summary of Proposal**

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#### **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?**

RSD is investing significantly in the building of a regional P-3 system in several ways:

- Over 25 community-based child care providers are participating in professional development to increase the tools and skills they have at hand to prepare children for school, increase children's pre-literacy and numeracy skills, and support students' social/emotional development. While these providers are in the City of Renton, many serve children who live outside of the Renton School District, and who receive day care in Renton because their parents commute in or for other reasons. The professional development provided to these child care providers benefit children regionally.
- RSD is also partnering with the Kent School District on two initiatives:
  - o Each district is implementing the Ready! K program, but slightly differently. Staff involved in implementing the program meet together to share lessons learned and compare outcomes.
  - o RSD is also partnering with the Kent SD to learn from their experience implementing the PASA program, and is sharing lessons learned in its own implementation back with Kent in a two way learning process.
- Finally, the entire parent outreach and training initiative implemented by RSD is part of the UW Design Team, along with other Road Map districts. As part of the Lesson Design process, RSD gets feedback from the UW on each session. RSD is also hosting all six RTTD districts to observe what RSD is doing and to create a dialogue in which we share best practices.

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

ELL  
SPED  
Low Income  
Hispanic  
Black

##### **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?

Both the Ready! K and PASA elements of RSD's P3 initiative are specifically aimed at increasing capacity for delivery of culturally competent and relevant approaches to teaching students of color, refugee and immigrant students, ELL students, and SPED students. By increasing the capacity of parents to act as advocates and effective supports for their children's education, RSD increases students' ability to learn within their cultural context.

In addition, by encouraging two-way parent communication, two-way learning between parents and school staff/teachers, RSD teachers and staff increase their store of culturally competent knowledge and understanding of diverse cultures. By using parents as peer teachers, their confidence and leadership are increased, and this will benefit their children through leadership in the home. Using parents as peer teachers also establishes authentic expertise in supporting children's learning in diverse communities as peer teachers are recognized within their communities as having knowledge and skills to share.

## 5. Summary of Proposal

### 10. What is the amount of your proposal?

\$75,000

## 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: 35

Survey Submitted:	Apr 10, 2015 11:57 PM
IP Address:	172.19.131.119
Language:	English (en-US,en;q=0.8)
User Agent:	Mozilla/5.0 (Windows NT 6.3; WOW64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/41.0.2272.118 Safari/537.36
Http Referrer:	http://www.surveygizmo.com/s3/2044257/Race-to-the-Top-Project-3B-RFP-Round-3-Application
URL Variable: snc	(no value)
URL Variable: _iseditlink	(no value)

**Page Path:**

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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:**

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