

Race to the Top LOI Template-Continuing Projects

1. Please select district(s) that are submitting this letter of intent.
Auburn School District #408

2. Please list any involved partners.
Industry Partners as identified through the Programs of Study and Industry Certifications and Equal Opportunity Schools.

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 applicant(s).

	Full Name	District	Title	Email	Telephone Number
Lead Applicant	Thomas Joseph Mc	Auburn	College & Career Res	tmcdermott@auburn.	253 931 4902
Contact Person 1	Cindi Blansfield	Auburn	Executive Director of	cblansfield@auburn.	253 931 4903
Contact Person 2					
Contact Person 3					
Contact Person 4					
Contact Person 5					
Contact Person 6					

4. This application will be for a

- Continuing Project of a Round 2 Project ending in 2015
- New Project

5. Please provide the title of your project in the text below.
Systematic Implementation of College & Career Readiness

6. Please provide a brief one-two paragraph description of the project.
As we move toward the end of the RTT grant timeline, we are narrowing our focus for project 8. This is due in part to a reduction in the dollars available through the grant and successful efforts to move some previous elements of our project 8 work to our general budget. We propose to use round 3 funding to continue to support staffing to oversee College & Career Readiness efforts as well as to

support CTE industry certifications for students. Both the CCR administrator position and CTE industry certifications are important parts of Auburn’s long term plans to provide a world class education for students. Thoughtful planning around how to gradually introduce Project 8 elements to the general budget have already taken place and influence the scope of our Round 3 LOI.

7. If applicable please describe how this project will be expanded from the Round 2 Project.
N/A

8. Please name the high-needs school(s) involved. (For reference, click the following link to see the list of high-needs schools [RTT High Need Schools List](#))

Auburn Senior High School West Auburn High School

Olympic Middle School Cascade Middle School

9. Will the project continue with the same high-needs school(s) involved in Round 2? If not, please list the high-needs schools involved in the text boxes below. (For reference, click the following link to see the list of high-needs schools: [RTT High Need Schools List](#))

Yes

Which student groups’ academic achievement is/are your district's highest priority for support and impact?

10. Check all groups that will be supported by the grant.

- English Language Learners (ELL)
- Special Education
- Low-Income
- White
- Pacific Islander
- Hispanic
- Black
- Asian
- American Indian

11. Check all grade levels that will be supported by the grant.

- 7th Grade
- 8th Grade

- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

12. Who will be leading the project? What roles will these individuals play in the district(s), school(s) and project partnership(s)?

Tom McDermott, College & Career Readiness Assistant Director

Cindi Blansfield, Executive Director of High School Programs

13. In which one or two critical RTTT-D Goal Area(s) or Performance Measure(s) do you anticipate that your proposed P8 district project will move achievement for your high-priority student group? Check no more than two from list of relevant RTTT-D Goal Area or Performance Measure.

(Please click the following link to access RTT Goal Areas and Performance Measures: [P8 Goal Areas. Performance Measures](#))

- Decreasing Achievement Gaps
- Minimum College Requirements
- High School Graduation
- College Enrollment
- AP and IB Enrollment
- Remediation Rates

14. Identify the school years when the proposed P8 district project is expected to impact student targets in the identified goals areas or performance measures identified above: Please check all that apply

- 2016-2017
- 2017-2018

15. Please describe the intended Goal Areas and Performance Measures for students and the theory of action about how the project activities will improve student outcomes. How does the

project fit into the district's strategic plan? (Please click the following link to access RTT Goal Areas and Performance Measures: [P8 Goal Areas. Performance Measures](#))

Research consistently shows that students who are successful in AP typically experience greater academic success than similar students who do not participate in AP. AP students are also more likely to graduate from college in 4 years which can result in significant cost savings compared to those students who take longer to graduate. If we actively educate students about these opportunities and offer additional academic supports to those who select to take AP, then we better prepare students to be successful in college and graduate with reduced debt.

Demonstration of proficient levels of technical skills in selected areas better prepares students for careers in the 21st century. Attainment of industry certifications is a quantifiable method that allows students to show they have foundational skills that will allow them to go on to internships, apprenticeships, and further technical training programs after high school without the need for remediation or basic levels of training. In this way, students gain confidence and a concrete symbol of their attainment that they can highlight in applications and interviews for future opportunities.

16. Please describe any changes or course corrections made to the design of the Round 2 Project concerning (1) the goal areas for students and (2) the theory of action that articulates how the project activities will impact outcomes. What changes or course corrections will the Project team be making? Why will the team be making these changes? Please describe how data and evidence inform these changes.

We have not identified any changes to our goal areas for students.

17. Please describe how your project strategies are culturally responsive.

The vision for college and career readiness in the Auburn School District is to actively provide programs and ongoing support to ensure all of our students graduate prepared for and knowledgeable about the variety of post-secondary options open to them. While decisions about their future belong to them, the work of preparing them for that future belongs to us. That preparation includes actively engaging students through electronic surveys and academic counseling that helps students identify their aspirations so we can connect them to opportunity regardless of past academic struggles or other obstacles. We seek to provide additional supports that help students to be successful in academically rigorous courses. Three key values drive our work to provide a world class college and career readiness system in the ASD:

- ***Economic competitiveness*** –Students face a dramatically different future than earlier American generations. Societal shifts mean that the number of family-wage, low-skilled jobs continues to shrink. Competition for middle & high income jobs involves significant global competition so district programs will need to provide assistance that connects students to post-secondary options that result in livable, high wage jobs.
- ***Access to Opportunity*** – Education remains the most powerful tool for breaking the cycle of poverty in American culture. Rather than assuming that students will arrive in our classrooms

prepared to learn at high levels or with structures in place to navigate post-secondary options, we are committed to providing systems of support that enhance the likelihood of success.

- ***Quality of life*** – Admittedly hard to measure, repeatedly demonstrating perseverance in challenging circumstances builds self-confidence and the capacity to take on more complex challenges. Providing students with these challenges and the supports to learn from failure and carve out success leads to an enhanced quality of life. We maintain a fundamental belief that it is our mission to provide a system that assists young people in this endeavor.

18. How has your district's education association been involved in the planning of your proposed project?

The Auburn Education Association has been briefed and supports the Project 8 Round 3 proposal as described in this document. (5/14/15, 2:05 pm)

19. Please describe your estimated budget for the project in the text box below.

Resource for personnel dedicated to College & Career Readiness -- \$140,300.00

Continuation of industry certification test fees -- \$12,000.00