

Road Map Region

RACE to the TOP

Stay Strong

Project 8: College and Career Readiness Investment Fund Information Session

May 5 and 12, 2015

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Overview of Presentation

- Burning questions
- Overview for Stay Strong Projects
- Round Two of RFP Process
 - Overview of online system for letter of inquiry (LOI) and request for proposals (RFP)
 - Overview of budgeting
 - Overview of target setting
- Resources to support proposal development
- Discussion of May convening



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Website with More information

<http://roadmapracetothetop.org/project-8-college-and-career-readiness-investment-fund/>

The screenshot shows a web browser displaying the RACE to the TOP website. The browser's address bar shows the URL: <http://roadmapracetothetop.org/project-8-college-and-career-readiness-investment-fund/>. The website header features the 'Start Strong', 'STEM Strong', and 'Stay Strong' logos, followed by the 'Road Map Region' text and the 'RACE to the TOP' title. A navigation menu includes links for 'About', 'Executive Committee', 'Doing Business', 'Goals & Results', 'Projects', 'Districts', 'Resources', and 'News'. The main content area is divided into two columns. The left column lists various projects and grants, including 'Grant Award: Fiscal Guidance', 'Purchasing Agreements', 'Project 1: Teaching and Leading Investment Fund', 'Project 3B: Investment Fund for PreK-3rd Grade Strategies and Systems', 'Project 4: Expand the Effective Use of Digital STEM Tools', 'Project 5: Create a Regional System for Career Awareness and Exploration', 'Project 6: Create an Integrated System of Middle and High School Advising', 'Project 8: College and Career Readiness Investment Fund', 'Deep Dive 3: Community-School Partnerships Investment Fund', and 'Project PE: Program Evaluation'. The right column is titled 'Project 8: College and Career Readiness Investment Fund' and contains a paragraph describing the fund's purpose: 'Project 8 creates an investment fund that RTT-D districts may access to strengthen course rigor and increase the variety of college and career ready courses available to better prepare their students for college and career. Examples may include training teachers to offer more AP courses, providing an IB program, expanding high-quality career certificate programs, dual language programs, or development of applied STEM learning opportunities.' Below this text are two links: 'Round 3 Information and Timeline' and 'Project 8 Round 3 Criteria and Rubric'. The 'Project 8 Round 3 Criteria and Rubric' link is followed by two lines of text: 'To access the Round 3 application form for Project 8, please click here.' and 'To access the Round 3 Letter of Intent form for Project 8, please click here.' At the bottom of the page, there is a table with two rows of information:

Criteria & Scoring Rubric Decided by Executive Committee	April 9
RFP Issued	April 27



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Burning Questions about Race to the Top Project 8





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Overview of Stay Strong Supports: Project 5

Create a Regional System for Career Awareness and Exploration

- Invests in new digital career exploration tools for students
- Creates a region-wide system linking students and with local employers who offer internships and other opportunities
- Career awareness and exploration will inform student plans for courses, college and career
- Also includes teacher externships
- Some tools already being used in Highline, Renton, Kent, Federal Way and Auburn

Impact: All students in the region, system-wide

Performance Measures: Percent of students who are engaged & motivated on the Student Engagement & Motivation Survey



Overview of Stay Strong Supports: Project 6

Create an Integrated System of Middle and High School Advising

- Establishes a College and Career Readiness Advising Training System for middle and high school counselors and other school staff to support student success
- Expands the UW Dream Project partnership to provide high-need schools with College and Career Readiness Assistants

Impact: students in high-need high schools and feeder middle schools

Performance Measures: Percent of students who: submit FAFSA; complete FAFSA; meet minimum WSAC college entry requirements, graduate from high school in 5 years; take AP or IB; are suspended or expelled in 9th grade.



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Overview of Stay Strong Supports: Project 7

Adopt the College Board College and Career Readiness Pathway (RediStep, PSAT and SAT)

- Provides the Pathway for students in all districts, free of charge, during the school day.
- Results from the assessments will be used to inform High School & Beyond Plans and course planning

Impact: Students in all middle and high schools in the region

Performance Measures: Percent of students who: submit FAFSA; complete FAFSA; meet minimum WSAC college entry requirements, graduate from high school in 5 years; take AP or IB; are suspended or expelled in 9th grade; take remedial coursework in college



Overview of Stay Strong Supports: Commitment 5

Full Implementation of the High School & Beyond Plan

- As part of our application, the Road Map Consortium districts committed to supporting student completion of the High School & Beyond Plan in 8th grade and strengthening support and guidance to students in developing plans.
- We also committed to using the plans to inform course offerings and scheduling
- We are starting with high-need schools receiving counselor assistants and participating in the new career awareness supports.

Impact: All students in the region, system-wide

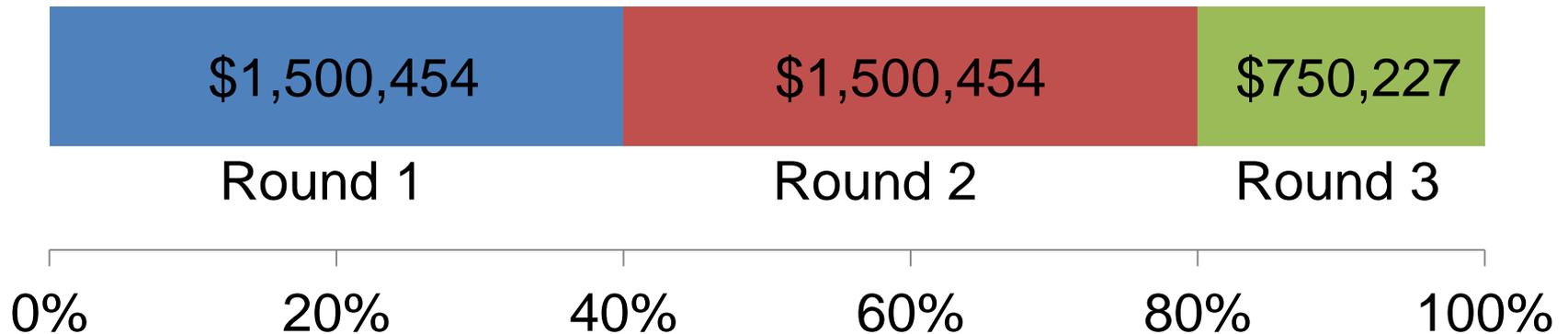
Performance Measures: Percent of students who: submit FAFSA; complete FAFSA; meet minimum WSAC college entry requirements, graduate from high school in 5 years; take AP or IB; are suspended or expelled in 9th grade; take remedial coursework in college



Overview of Stay Strong Supports: Project 8

College & Career Readiness Investment Fund (\$4.1 million)

- Creates an investment fund that districts may access to strengthen course rigor and increase the variety of college and career ready courses available



Impact: Students in high-need high schools in the region

Performance Measures: Percent of students who: meet minimum WSAC college entry requirements, graduate from high school in 5 years; take AP or IB; take remedial coursework in college



Project 8 Investment Fund Timeline

Criteria & Scoring Rubric Decided by Executive Committee	April 9
RFP Issued	April 27
Districts collaborate with EA leadership and CBO partners on proposal ideas	March 16-May 15 April 24-June
Information Sessions	May 5 and May 12
Letters of Intent Due (Required) P8 district leads will be able to utilize technical assistance in the writing of LOIs	May 22
Feedback on Letters of Intent Provided by both ELL Work Group and Equity Team	May 29
Final Day to Ask Questions	June 19
Proposals due	June 26
RFPs Reviewed and Rated	July 17
Awards decided by Executive Committee	August 13 Tentatively Scheduled
Contracts negotiation and reviewing	August-September
Contracts signed and executed	September 18 target



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Project 8 Criteria-Requirements **Green represents minor changes**

1. Project design includes approaches to **increase academic rigor, postsecondary readiness, and access to success in school.**
2. Project implementation **begins or continues during 2015-16** school year with RTT dollars expended by August 31, 2016.
3. Project shows evidence of support from the **district's Education Association.** Project focuses on **High-Need Schools.**
4. Project shows **evidence of involvement of, resource sharing with and/or support for communities of color and other groups** (ethnicity, linguistic status, gender, income, status as foster youth, etc.) representing students the Project intends to serve.
5. Proposal activities and outcomes align with and support **Race to the Top Stay Strong Projects and Commitments and Road Map Project Gates Equity work.**



Project 8 Criteria-Priorities

1. **Well-defined project is guided by a clear theory of action based on analysis of disaggregated data.** Project plan and timeline indicate strong district and building leadership.
2. Project includes formative and summative **qualitative and quantitative** evidence allowing frequent (more than annual) progress monitoring. **Disaggregated data guides** strategy, implementation and course-correction.
3. **Measurable results** in RTT-D goal areas and performance measures show a strong return on investment.
4. **Personalized** and **culturally competent** approaches designed specifically to meet the needs of students of color, students who are English Language Learners, students who are immigrants or refugees, and students receiving Special Education services. Strategies embedded to ensure a **culture of high learning expectations**, particularly for students who have been underserved.



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Project 8 Criteria

- 5. Differentiated strategies to inform and support students and families** about opportunity to access rigorous learning program.
- 6. Leverages** other district resources to promote sustainability beyond the grant and is aligned with district priorities, strategic plan, and (if employing professional development) professional learning framework (e.g., Marzano, Five Dimensions of Teaching and Learning, CEL, Learning Forward Standards, etc.).
- 7. Promotes region-wide approaches to developing more rigorous and diverse program and course pathways** through learning and resource sharing.



Changes to LOI and RFP in Round 3

- LOI
 - LOI is required
 - Sharing feedback with ELL and Equity Team leads
- RFP
 - Sustainability table
 - Change to data collection table
 - Budgets rated by PSESD staff



Overview of LOI and RFP

P8 App PDF 4.21.15.pdf', 'Please click \"Next\" at the bottom of the page to proceed.', 'To access a blank Commitment Signature page, in order to collect signatures from appropriate partners, leads and Education Association leads, please click the following link (the upload box is at the end of the application) [CommitmentSignPage](#)', 'If you would like to download a blank budget template for reference, click one of the following documents: New Projects, 1 Year- [P8 NewProj_OneYear](#) Continuing Projects, 1 Year- [P8 Cont_New_OneYear](#)'."/>

http://www.surveygizmo.com/s3/2109249/Race-to-the-Top-Project-8-RFP-Round-3-App

Race to the Top- Project 8 RFP Round 3 Application

Contents:

- Introduction
- Timeline
- Project Overview
- Letter of Intent
- Criteria- New and Continuing
- Cover Sheet
- Round 3 Plan
- Project Implementation and Evaluation
- Sustainability Template Budget Allocations and Summary
- Commitments Signature Page
- Review Submission

Introduction

Welcome to the online Race to the Top RFP!

This online tool will walk users through a series of questions and answers, that are in a variety of formats such as multiple choice, short answer and file upload. Please make sure to answer every question and when you reach the last page, click "Submit" to send your application to the PSESD.

In this RFP you will find that different groups of applicants will be given different questions. Specifically, continuing/expanding projects will be expedited through the process and only shown specific sets of questions- such as as a shortened P8 Plan section and a different budget template. The online application will provide you with the specific questions that match your application status, based on questions answered in the "Cover Page" section of the application.

If you will be sharing the duties of completing this application, it would be a good idea to share/print a PDF of the blank survey. Please note, however, that depending on your application status (for example if you are either New or Continuing/Expanding) only certain questions will be asked of you online. Every single question will be shown on the PDF, but there will be a note above the question indicating who is required to answer it online. You can access this PDF by clicking the following link: [P8 App PDF 4.21.15.pdf](#)

Please click "Next" at the bottom of the page to proceed.

To access a blank Commitment Signature page, in order to collect signatures from appropriate partners, leads and Education Association leads, please click the following link (the upload box is at the end of the application) [CommitmentSignPage](#)

If you would like to download a blank budget template for reference, click one of the following documents:

New Projects, 1 Year- [P8 NewProj_OneYear](#)

Continuing Projects, 1 Year- [P8 Cont_New_OneYear](#)



Tips for Online LOI and RFP

- Prepare all documents in MS Word prior to submission
- Designate a point person to submit final letter of intent and proposal
- Do not use back and forth buttons when entering proposal
- Additional tables, figures and infographics can be loaded into the system as separate documents



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Overview of Budget Process

RTT-D PROJECT P8 Attachment 3: Annotated Budget and Budget Narrative for CONTINUING PROJECTS									
								District: Applicant Name Here	
Program: Description of Project Here									
Instructions: Please complete this budget with the support of your business office.									
<ul style="list-style-type: none"> Complete one Annotated Budget Template in Excel to plan and implement the proposed project. The annotated budget should tie directly to the services you plan to provide and the number of students you plan If applying jointly, specify individual district funds where appropriate. Complete this template by showing how you would invest Project 1 Teaching and Leading funds. For example, if you are going to budget a portion of the funds for a salaried position, please include the dc List funding amounts that contribute to this project in the "In-Kind Funding" column. Please notify us if you need a template with additional line item rows. 									
NOTE: RTT-D funding must comply with Federal procurement procedures unless state or district requirements are more strict (e.g., sealed bid, sole source, adequate number o									
TWO YEAR CONTINUING PROJECTS BUDGET EXTENSION									
PERSONNEL - List Position Names, Roles, and salary/benefits allocated to Project1 for Teaching and Leading . Note: Grant may support project management and data collec									
	ROUND ONE INFORMATION					YEAR PROJ			
	1st Round Award 9/1/13-8/31/14	1st Round Award 9/1/14-8/31/15	Total Round 1 Award	Expenditures to Date	Projected Balance at Project End (8/31/14 or 8/31/15)	In Kind Funding sources listed in original application 9/1/14-8/31/15	In Kind Funding sources listed in original application 9/1/15-8/31/16 (if applicable)	New Request 9/1/14-8/15/15	In Kind Funding Sources for new request 9/1/14-8/31/15
SALARIES,EXTRA PAY,RELEASES	\$8,240	\$500	\$8,740	\$8,000	\$300	\$200	\$0	\$14,540	\$0
EXAMPLE: Extra Pay: High Needs Elementary Co	\$1,840	\$500	\$2,340	\$600	\$300	\$200		\$1,540	
EXAMPLE: Learning Institute Coordinator	\$6,400		\$6,400	\$5,400	\$0			\$13,000	\$6,000
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Tips for Budget Development

- Start your budget early
- Collaborate with your Business Office to draft and revise project budgets
 - Continuing projects will require an original budget with expenditure info from your business office
 - Continuing projects will need to calculate the estimated balance at the end of the year



Tips for Budget Development

- Make sure you put enough detail about how you calculate, narrative not as important in this form (for example: .50 FTE salary 60,000 Sept-Aug 2014-15)
- Identify whether you will need to submit bids for service or document justification of sole source documents
- Have someone review your budget before submitting the proposal



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Overview of Data and Target Setting

9-12)(d) % of 11th and 12th Grade Students Enrolled in at least 1 Advanced Placement (AP) or International Baccalaureate			
Performance Measure	Applicable Population	Subgroup	Basel 2010-
		<p>Methodology for determining status: Percent of 11th and 12th grade students enrolled in at least one course identified with an Advanced Placement (AP) or International Baccalaureate (IB) state course code. Students enrolled in one or more AP/IB courses during the year were considered to have taken AP/IB, regardless of course grade or completion.</p> <p>Methodology for determining targets: Compounding growth to 2017 Target of 66% enrollment (Target based on ESEA method, half way from baseline to 100% by 2017. The goal is to reduce the opportunity gap by 2017 and the overall target was applied</p>	<p>All students identified by OSPI as 11th or 12th graders who were enrolled in the Road Map region for at least half the year OR graduated, confirmed drop out, or otherwise terminally exited while enrolled at a high school in region.</p>



Tips for Target Setting: What Data?

- Available on RTT website: *District-specific* data by subgroups for various College and Career Readiness performance measures
- May Require: High-Needs School-level data
 - Work with district Assessment Office
 - Identify Baseline Year Performance in 2010-11



Tips for Target Setting: State Assessment Goal Areas and Performance Measures

- Considering the transition from MSP to Smarter Balanced: the Road Map Project **Data Advisors Group** has begun discussions of target-setting and reporting
- Possible 25% drop in student performance with Smarter Balanced
 - *Possible strategy:* Can use 25% as a possible basis for adjusting district targets.
 - *Possible strategy:* Can use state NAEP scores
- Please let Hilary know if you will be using Smarter Balanced Scores as targets



Tips for Target Setting: Other Goal Areas and Performance Measures

- Data that are **not based on state assessment**
 - Consider baseline and actual performance data
 - Consider this condition for an effective target:
 - That the target is achievable – with some stretch – by those expected to achieve it.



Resources to Support Project Development

- District- and school-level data

<http://www.roadmapproject.org/data-center/reports/>

<http://reportcard.ospi.k12.wa.us/summary.aspx?year=2012-13>

<http://reportcard.ospi.k12.wa.us/DataDownload.aspx>

<http://www.k12.wa.us/dataadmin/>

<http://collegetracking.com/>

- PSESD Data Coaching materials

<http://pseud.org/datacoachmaterials/>



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Resources to Support Project Development

- Road Map Project ELL Workplan

<http://www.roadmapproject.org/wp-content/uploads/2014/01/ELL-Work-Group-Action-Plan.pdf>

- PSESD Race Equity Toolkit

<http://www.pesd.org/services/equity-inclusion/>

- Youth Program Directory of King County

<http://youthprogramdirectory.org/>



Resources to Support Project Development

- Washington State Seal of Biliteracy

<http://www.k12.wa.us/AchievementGap/meetings/Jan2014/SealofBiliteracyOverview.pdf>

- High school transition courses

<http://www.k12.wa.us/CurriculumInstruct/BridgetoCollege/default.aspx>

- Puget Sound Coalition for College and Career Readiness Repository

<https://coalition.psesd.org/resource-repository/>



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Questions and Answers





Contact Information

<http://roadmapracetothetop.org/project-8-college-and-career-readiness-investment-fund/>

Name	Role Supporting P8	Email Address
Hilary Loeb	Project Lead	hloeb@psed.org
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Allison Shields	Fiscal Coordinator	ashields@psed.org