

**Race to the Top LOI Template-Continuing Projects**

1. Please select district(s) that are submitting this letter of intent.  
Seattle Public Schools

2. Please list any involved partners.  
STEM @ Cleveland HS, Jobs for Washington Graduates, Leadership Tomorrow-UWKC, and ca. 10-15 business and agency sites.

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
<b>Lead Applicant</b>	Erin Stoen	Seattle	Director, SPS College & Career Readiness	emstoen@seattleschools.org	206-549-7013
<b>Contact Person 1</b>	Lois Brewer	Seattle	STEM @ Cleveland	lbrewer@seattleschc	206-252-7874
<b>Contact Person 2</b>	George L. Breland	Seattle	STEM @ Cleveland	glbreland@seattlesc	206-252-7805
<b>Contact Person 3</b>					
<b>Contact Person 4</b>					
<b>Contact Person 5</b>					
<b>Contact Person 6</b>					

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.  
STEM @ Cleveland HS 11<sup>th</sup> Grade Job Shadow RTTT Project

6. Please provide a brief one-two paragraph description of the project.  
Both science and education leaders nationwide have recommended a handful of specific interventions to respond to this urgent crisis, including:

[the local, regional, and national need to expand the workforce in STEM fields, including:](#)  
- expanding educator access to authentic practitioners (to strengthen their content knowledge and skills) with special attention to increasing the visibility of the integrated nature of contemporary research.

- STEM @ Cleveland High School (Seattle Schools) is a secondary school in the Road Map Project ~~who has or which~~ is developing integrated/simultaneous awareness and connections to career and college options through rigorous project based instruction.

- As part of ~~their-our~~ commitment to personalized, relevant and rigorous learning environments, the leadership and faculty of ~~of these schools~~ have long-standing committed partnerships with Community Based Organizations (CBOs). For example, The STEM @ Cleveland High School through the Cleveland STEM Summer Learning Opportunity (SSLOs) program has established a successful track record of student engagement and application of personalized learning in high interest, hands on, project and service learning based learning programs (e.g., Youth Media, Construction, Financial Literacy and Food Justice). The SSLOs include career awareness and educational pathways.

The challenge remains to incorporate rigorous and relevant learning experiences throughout the high school career for **all** students. Building a common base of experience within courses allows instruction to be scaffolded for all students: this also provides the base of vocabulary and comprehension in the area of instruction which in turn provides ~~(strong support for ELL and low skilled readers accessibility to the material).~~

7. If applicable please describe how this project will be expanded from the Round 2 Project. Reflection on Round 2 and evaluation of how our Round 2 project went has led us to the following conclusions:

-Our initial Round 2 design ~~was to fund-funded~~ 2 Worksite Learning Coordinators to recruit site placements for an 11<sup>th</sup> grade job shadow week in February, the first week of semester 2. This ~~initial-activity did not provide results in time for this week as the was delayed because~~ coordinators were not ~~on-board-hired~~ until December 10. The job shadow week was rescheduled to June 8-12, at a meeting with 11<sup>th</sup> grade advisors, teachers, and job shadow staff.

-In Round 3 we are seeking resources to hold a Career Choices class for all juniors, servicing half in semester 1 and half in semester 2. This will ~~potentially~~ eliminate the inconsistent dissemination of curriculum elements across the junior class by advisory teachers by having dedicated and intentional preparatory instruction. Much of the curriculum has been developed and partnerships are in place: e.g. Junior Achievement.

-Have personnel in place for 15-16 school year to lead the class and assist with site development. We are excited to use a business engagement toolkit developed by our Leadership Tomorrow team. They have produced great suggestions, including the development of the STEM @ Cleveland Advisory Team.

-When our evaluation data comes in, we will spend additional time reflecting and developing responses to it. It will inform work moving forward.

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](#))  
STEM @ Cleveland HS, Seattle Public Schools

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?

ELL, SpEd, African American Male/Hispanic scholars, all low achieving students, all students

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

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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)?

At STEM @ Cleveland HS, Principal George L. Breland and Cleveland RTTT Proj. 8 Manager, Lois Brewer, MS.

Lois has written and managed over \$5,000,000 in local, state, and federal funding efforts (e.g. Corporation for National and Community Service, US Dept. of Ed Bilingual Program Improvement, Goals 2000, Character Education, City of Seattle Family and Education Levy – Department of Education and Early Learning, and more). Her partnership network is extensive and has served the RTTT Project 8 efforts at Cleveland well. She has participated in the Washington STEM, South Seattle-South King County STEM Network since its founding, including RTTT Project 5 discussions with RTTT, Educurious, Big Picture Schools.

Lois has led the district service learning efforts as Director of Service Learning Seattle (ca. 20 years), the ongoing advisory group for k-12 service learning in Seattle Public Schools, and in regional, state, and national service learning partnerships and advocacy.

George and Lois both are participants in the district, African American Male Scholars Taskforce. George will be returning for his third year as STEM @ Cleveland's instructional leader. -Rachel Schwartz has been one of our hard working worksite coordinators for the 14-15 school year. She is completing her CTE certification this June. We are excited about her availability to teach the Career Choices Class, and continue to develop our program and meet our goals.

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?

- a) Students meeting or exceeding college requirements
- b) High School graduation
- c) ~~AP Enrollment~~

13. 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](#))  
Goal Areas - Performance Measures:

1. (E)(3)(Grades 9-12)(b) % of Graduating Students who met Washington Student Achievement Council's Minimum Graduation Criteria, pages 170-71 of the RTT-D grant

application.

2. For information on 5-year extended high school graduation rates in the region see table (A)(4)(c) *Graduation Rates*, on page 54 of the RTT-D grant application.

3. For information on college enrollment rates in the region see table (A)(4)(c) *College Enrollment*, on page 55 of the RTT-D grant application

4. (E)(3)(Grades 9-12)(d) % of 12th Grade Students Enrolled in at least 1 Advanced Placement (AP) or International Baccalaureate (IB) Course During their Senior Year, page 174 of the RTT-D grant application

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.

1) Since the 11<sup>th</sup> grade job shadow works with 11<sup>th</sup> grade students, we will only see some of the data after 12<sup>th</sup> grade, two years later: AP enrollment in senior year, graduation rates, and being on track to meet minimum requirements for college enrollment would be intermediate indicators of success. After the 12<sup>th</sup> grade year, we can assess actual results for college enrollment, graduation rates, and meeting minimum requirements for college

2) Theory of Action: Project Activities to impact outcomes.

-We are excited to have the opportunity to complete two semester cycles of the job shadow project in Round 3. Having a class will lead to increased consistency of curriculum delivery and make increased use of job shadow partners, who have indicated wanting to do more, throughout the project each semester. We will have evaluation data for each semester and assessment data from curricular elements, to inform the next semester.

-Partnership development and maintenance will be crucial to provide the impacts we want to see on Project 8 goals and performance measures.

ACTIVITY	AUDIENCE	PROBLEM ADDRESSED	NEAR OUTCOMES	ENDURING OUTCOMES
<b>Educator Externships</b>	Educator	Knowledge and skills gaps in educators essential to powerful instruction	<ul style="list-style-type: none"> <li>• Knowledge and skills gains in educators</li> <li>• Increased student interest in rigorous relevant coursework</li> <li>• Increased student college enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Improved personalized learning environments</li> <li>• Increased externship capacity</li> </ul>
<b>Counselor Externships</b>	Counselor	Knowledge and skills gaps in counselors essential to powerful college/career readiness guidance	<ul style="list-style-type: none"> <li>• Knowledge and skills gains in counselors</li> <li>• Increased student interest in rigorous post secondary-relevant coursework</li> <li>• Increased student post secondary opportunity enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Improved personalized learning environments, including dynamic and fluid HS &amp; beyond plans</li> <li>• Increased externship capacity</li> <li>• Increased breadth of</li> </ul>

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				STEM-focused college & post secondary options discussed in schools
<b>Family Community Engagement</b>	Families	Insufficient parental engagement resulting in limited inclusion in high rigorous learning opportunities	<ul style="list-style-type: none"> <li>• Enhanced community contribution to student achievement</li> <li>• Higher student achievement</li> <li>• Increased student interest in rigorous college-relevant coursework</li> <li>• Increased college /post secondary enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Improved personalized learning environments</li> </ul>
<b>CBO-based, job shadows</b>	Students	Knowledge and skills gaps	<ul style="list-style-type: none"> <li>• Increased awareness of breadth of STEM careers</li> <li>• Increased confidence/identity as a future STEM professional</li> <li>• Increased student interest in rigorous relevant coursework</li> <li>• Increased student interest in longer and more intimate work-based experiences</li> <li>• Increased student college enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Increased regional understanding of best practices in hosting STEM experiences for students (specific to age, socioeconomics, etc).</li> <li>• Successful adoption of school theory of change based on applied work experiences</li> <li>• Greater #s of students served in higher quality STEM experiences at greater numbers of CBOs. Enhanced capacity.</li> </ul>
<b>CBO-based, internships</b>	Students (In Job Readiness classes distributed in community learning sites – 6 week opportunities)	Knowledge and skills gaps	<ul style="list-style-type: none"> <li>• Increased awareness of breadth of rigorous STEM careers</li> <li>• Increased confidence/identity as a future STEM professional</li> <li>• Increased proficiency in 21<sup>st</sup> Century Professional Skills</li> <li>• Increased student interest in rigorous relevant coursework</li> <li>• Increased student college enrollment</li> <li>• Increased student STEM major enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Increased regional understanding of best practices in hosting STEM experiences for students (specific to age, socioeconomics, etc).</li> <li>• Successful adoption of school theory of change based on applied work experiences</li> <li>• Greater #s of students served higher quality STEM experiences at greater numbers of CBOs. Enhanced capacity.</li> <li>• Vibrant regional STEM</li> </ul>

				workforce
<b>Internship/Community Learning Curriculum development And alignment integrating CCSS and NGSS.</b>	Educators, Schools and CBOs and for-profit businesses.	Inconsistent and poor-quality experiences at CBOs for both students and organizations	<ul style="list-style-type: none"> <li>• Consolidation of numerous toolkits</li> <li>• Centralized manual for use in Proj 8 &amp; Proj 5 investments</li> <li>• Clearer connections to CCSS and NGSSes</li> <li>• Advanced and innovative evaluation tools to guide current and future internships</li> <li>• Advanced and innovative assessment tools to improve accuracy of resulting data</li> <li>• Positive student impacts (see above)</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability and enhanced system capacity</li> <li>• Disseminatable manual of best practices</li> <li>• Increased high quality intern/shadow opportunities</li> </ul>
<b>Student tracking</b>	Students	Lack of evidence on long term impact of HS-STEM opportunities on post secondary enrollment, completion, & workforce entry	<ul style="list-style-type: none"> <li>• Strong metrics on near term outcomes &amp; impact of RTTT Proj 8 Investment</li> <li>• Some of which have been indicated above. Need to include 'on target' measures or those that are stand-ins)</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborations between near term outcomes evaluator (RMC Research) and enduring outcomes data collection and analysis ( WA-Education Data Center)</li> </ul>
<b>Intern liaison/project manager</b>	Community based learning sites and Students (# varies by site – e.g. at Cleveland need for 250 internships annually.	Insufficient partner support and systems support to ensure consistently high-quality experiences	<ul style="list-style-type: none"> <li>• Higher quality experiences with administrative assistance</li> <li>• Greater consistency across region, regardless of Community Based Learning host</li> <li>• Enhanced monitoring and responsiveness when needed</li> <li>• Increased Community based learning site capacity</li> <li>• Centralized contact to monitor and collect developing practices</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability and enhanced system capacity</li> <li>• Increased intern/shadow opportunities</li> </ul>
<b>TOTAL SERVED/ PROJECT 2014-2016 ca. 450</b>	<b>One Year Total Targets</b>			<b>Two Year Total Targets</b>
	a) 5-8 Educators, b) ≤250 Students, c) 8-10 participating representatives of the Community Based Learning Partners,			a) 10-16 Educators, b) 450 Students,

		c) 16-20 participating representatives of the Community Based Learning Partners

17. Please describe how your project strategies are culturally responsive.  
 STEM @ Cleveland HS is a majority minority school: ca. 95% students of color. Through serving all juniors and implementation of the district race and equity tool kit we are able to evaluate our strategies/projects/programs for education and racial equity. School wide efforts to engage families are opportunities to support student participation.

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

Letter of Intent has been shared with SEA.

Comment [BL1]: Are you going to share this with SEA?

19. Please describe your estimated budget for the project in the text box below.  
 \*All figures are estimates due to current collective bargaining negotiations for 15-16 school year.

Personnel			Total	Carry Forward from Round 2	Total request for Round 3
1.0 Teacher for Career Choices Class	Average Salary: 1.0 \$52,604	Benefits: 1.0 Tri \$17,115 Medical \$10,016 General 23.26%	\$102,463	-\$30,000	\$72,463
Other					
Transportation	4-5 Buses each semester		\$5,000	-\$3,000	\$2,000
Certificated X-Time	Average Rate: \$37/hr	Average Rate: \$8.00 per hour	\$4,500	-\$2,000	\$2,500
Project Manager	Contract/or FTE		\$4,000	-\$2,000	\$2,000
<b>TOTALS</b>			<b>\$115,963</b>	<b>-\$37,000</b>	<b>\$78,963</b>

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