

Race to the Top- Project 1 RFP Round 3 Letter of Intent (LOI)

Response ID:54 Data

2. RTT Project 1 RFP Letter of Intent to Apply

1. Please select the district that is submitting this Letter of Intent.

Kent School District

2. Please list any involved partners.

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	Nina (Will) Williams	Kent	Director, Multilingual Education	nina.williams@kent.k12.wa.us	
Contact Person 1	Dr. Ann Minckler	Kent	Assistant Director, Grants and Special Projects	ann.minckler@kent.k12.wa.us	
Contact Person 2					
Contact Person 3					
Contact Person 4					
Contact Person 5					
Contact Person 6					
Contact Person 7					

3. Summary of Proposal

4. The application will be for a:

Continuing Project of a Round 2 Project ending in 2016

4. Summary of Proposal

5. Please provide the name of your project.

English Language Learner Leadership Academy

5. Summary of Proposal

Please provide a description of the project.

6. Please describe any changes or course corrections made from your Round 2 Project.

English Language Learners are the lowest performing subgroup in the Kent School District (KSD) in both Science and Math. That performance gap grows in middle and high school. Recognizing the disparity in ELL performance, in 2009 KSD partnered with Heritage University to create an English Language Learner Academy (ELLA) and an English Language Learner Institute (ELLI). Since its inception, more than 125 Kent educators have completed the program.

During the 2014-2015 school year, Project 1 Race to the Top funds allowed us to provide The Heritage English Language Leadership Academy. The Academy consisted of seven modules and was designed for building administrators, instructional coaches, and district support personnel to enhance and support concepts and research-based best practices for English Language Learners. Through a series of professional development modules participants were provided learning opportunities to gain knowledge and job-embedded skills to help support standards-based instruction and assessment for English language learners. Culturally responsive teaching strategies were integrated throughout the ELL leadership program. The modules were tailored to fit the needs of the respective administrators who participated in the program and were crafted around the ELL and/or bilingual endorsement competencies (WAC 181-82A) with a focus of closing the achievement gap for all students. The seven modules covered the following topics:

Module 1 – Historical and Legal Foundations of ELL/Bilingual Education

Module 2- Language Acquisition

Module 3- ESL/Bilingual Models

Module 4- Culturally Responsive Practice

Module 5-English Language Learners and Assessments

Module 6-ELLs in the Classroom

Module 7-Leadership Practicum

Next year we will make administrative changes to the project. While we still plan to offer the English Language Leadership Academy, we will no longer do it through a partnership with Heritage University. Instead, we will contract with the individual who has provided both the teachers' and leaders' courses for us through Heritage. As we write this letter of intent, we do not have all the details in place around how we will offer certification for the Academy. One option we are exploring is that of aligning the work with another, more local college or university. This would undoubtedly require a tuition fee for the participants to receive the credit and certification. Another option would be for the district to offer the certification. By doing this the tuition fees would not need to be paid. It is our expectation that we will have a plan in place when we write the proposal in August. Either way, we expect the course to remain the same, with the same instructor delivering the content.

7. Please describe how this project will be expanded from the Round 2 Project.

As we look forward the only expansion to our work will be to grow a larger community of educators, teachers and administrators, who are certified in English language learning programs. While the original grant proposed to serve sixteen leaders, only eight were supported with Race to the Top Funds. Another five were paid for with district funds. In the original proposal, the instructional coaches working with the Project 1 science and math grants were to be included in the Academy. Because these individuals were not hired before the program began, they did not participate in this cohort. The thirteen leaders who attended this year's Academy included both district and building level staff.

As we move forward with the next round of work, the instructional coaches will be included so they can use the skills as they work with teachers and lead professional learning communities throughout the district.

The only expansion to this project would be to involve a larger cohort of administrators in the program. It is our hope that if the district can provide the certification for the program that the program will become cost effective and sustainable, helping us reach our district goal of all teachers and administrators holding English language certifications.

The English Language Learning Leadership Academy aligns with the following Kent School District strategic objectives and organizational goals:

1. High Student Achievement

1.1 Implement systematic reform in the Kent School District grounded in the research base for high performing school systems

1.3 Each student will meet or exceed established standards

1.4 Each student will experience challenging and engaging learning that builds on their strengths, passions, and interests

1.5 Each student will be prepared for post-secondary education, career success and productive community life

3. Highly Effective Staff

3.1 Develop initiatives and strategies to hire and retain quality staff that reflect the diversity of our community and will respond to its changing needs

6. Summary of Proposal

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](#)) Note: Round 3 proposal funds are to be requested for RTTT eligible high-needs schools only.

8. 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](#)) Note: Round 3 proposal funds are to be requested for RTTT eligible high-needs schools only.

7. Summary of Proposal

9. Check all groups that are relevant.

English Language Learners (ELL)

10. Check all grade levels that are relevant.

K-12th

8. Summary of Proposal

Describe the proposed project leadership structure.

9. Summary of Proposal

11. Check no more than two from list of relevant RTTT-D Goal Area or Performance Measure.

Students with Highly Effective Teacher and Principal on New Evaluation System (i.e., Rating Level 4)

Students with Effective Teacher and Principal on New Evaluation System (i.e., Rating Level 3)

12. Identify the school years when the proposed P1 district project is expected to impact student targets in the identified goals areas or performance measures identified above :

Please check all that apply-

2015-2016

2016-2017

10. Summary of Proposal

Please describe the intended goal areas for students and a theory of action about how the project activities will impact outcomes.

(Please click here to access RTT Goal Areas and Performance Measures: [RTTGoalAreasPerformanceMeasures.pdf](#))

Note: As a reminder, this investment fund is focused on Math, Science and ELL Instruction for underserved populations in high-needs schools.

13. Please describe any changes to the Round 2 project concerning the goal areas for students and the theory of action that articulates how the project activities will impact outcomes.

(Please click here to access RTT Goal Areas and Performance Measures: [RTTGoalAreasPerformanceMeasures.pdf](#))

There are no changes to the goal areas for students and the theory of action and how the project activities will impact outcomes will be further articulated in the RFP proposal.

11. Summary of Proposal

Please describe how your strategies are culturally responsive and how they align with your district's equity plan or equity efforts. Note: the rubric also asks that district leads (e.g., ELL, Special Ed., family engagement) and families/other community groups that represent the needs of student subgroups be consulted on these practices.

14. Please describe how your strategies are culturally responsive if different from your Round 2 Application and how they align with your district equity plan or equity efforts. Note: the rubric also asks that district leads (e.g., ELL, Special Ed., family engagement) and families/other community groups that represent the needs of student subgroups be consulted on these practices.

For cultural responsiveness to be successful, it must be embraced by all aspects of the learning community. A multidimensional culturally responsive district considers all aspects of learning and the impact of culture on components such as:

- Curriculum content
- Learning content
- Classroom climate
- Student-adult relationships
- Instructional techniques
- Performance assessments

This project targets the administrative dimension of cultural responsiveness by providing participants professional development that is designed to engage participants in critical reflection of their own practice, along with analysis of data, policy and procedures, instructional practice, cultural proficient and related topics. As a result of these activities, school leader will be prepared to coach, support and evaluate effective classroom instruction for English language learner and to lead in

ways that close achievement gaps for culturally and linguistically diverse students.

Please describe your approach to ensuring sustainability of the project after the life of the grant.

15. Please describe your approach to ensuring sustainability of the project after the life of the grant. What key components would you keep/maintain and how would they continue to provide the impact you desire?

As described above, we will sustain this project by restructuring it to make it cost efficient for the district to cost effectively contract with a university professor, considered an expert in the field, to provide the English Language Leadership Academy courses to Kent administrators. If we successfully qualify to provide the certification that accompanies these courses, the number of participants will not be limited because of the high cost associated with university tuition.

12. Summary of Proposal

16. How has the education association been involved in the planning of your proposed project?

The Standards-based Instruction Department and the education association will continue to collaborate on the work to make it amicable to both parties. We continue to articulate our plans and work together to ensure a focus on teacher development and growth that leads to high student achievement while working within the contractual agreements that are already in place.

The association is in agreement with the program lead and the administrators in the schools that are served by the grant that all involvement in any of the above mentioned work will be voluntary, and that extra time for any work done outside the agreed to contractual day, including meetings will be compensated at the individual's per diem rate.

As course corrections are considered, the Kent Education Association (KEA) will be included on the plans and asked for input to assure we are working within the contractual agreements.

13. Summary of Proposal

17. Please describe your estimated budget in the text box below.

For this final round of Project 1 funding, the Kent School District is requesting \$146,440, with \$73,220 being requested for each year of the two year period. It is expected that 20 participants will go through this training each year, which will include the price of books (\$4,500) and endorsement processing fees (\$48,000), plus the expense of hiring a Program Trainer (\$17,000). Indirects are calculated to be \$3,720, with indirects being limited to the first \$25,000 of the endorsement processing fees.

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Survey Submitted:	Jul 9, 2015 3:20 PM
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Language:	English (en-US)
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Http Referrer:	http://www.surveygizmo.com/s3/2154991/Race-to-the-Top-Project-1-RFP-Round-3-Letter-of-Intent-LOI

URL Variable: snc	(no value)
Page Path:	<p>1 : Introduction (SKU: 8) 2 : RTT Project 1 RFP Letter of Intent to Apply (SKU: 1) 3 : Summary of Proposal (SKU: 14) 4 : Summary of Proposal (SKU: 3) 5 : Summary of Proposal (SKU: 15) 6 : Summary of Proposal (SKU: 10) 7 : Summary of Proposal (SKU: 13) 8 : Summary of Proposal (SKU: 11) 9 : Summary of Proposal (SKU: 7) 10 : Summary of Proposal (SKU: 6) 11 : Summary of Proposal (SKU: 4) 12 : Summary of Proposal (SKU: 5) 11 : Summary of Proposal (SKU: 4) 10 : Summary of Proposal (SKU: 6) 9 : Summary of Proposal (SKU: 7) 8 : Summary of Proposal (SKU: 11) 7 : Summary of Proposal (SKU: 13) 6 : Summary of Proposal (SKU: 10) 5 : Summary of Proposal (SKU: 15) 4 : Summary of Proposal (SKU: 3) 3 : Summary of Proposal (SKU: 14) 2 : RTT Project 1 RFP Letter of Intent to Apply (SKU: 1) 3 : Summary of Proposal (SKU: 14) 4 : Summary of Proposal (SKU: 3) 5 : Summary of Proposal (SKU: 15) 6 : Summary of Proposal (SKU: 10) 7 : Summary of Proposal (SKU: 13) 8 : Summary of Proposal (SKU: 11) 9 : Summary of Proposal (SKU: 7) 10 : Summary of Proposal (SKU: 6) 11 : Summary of Proposal (SKU: 4) 12 : Summary of Proposal (SKU: 5) 13 : Review Submission (SKU: 12) 12 : Summary of Proposal (SKU: 5) 11 : Summary of Proposal (SKU: 4) 10 : Summary of Proposal (SKU: 6) 9 : Summary of Proposal (SKU: 7) 10 : Summary of Proposal (SKU: 6) 11 : Summary of Proposal (SKU: 4) 12 : Summary of Proposal (SKU: 5) 13 : Review Submission (SKU: 12) 14 : Thank You! (SKU: 2)</p>
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