

# *Washington's* Race to the Top

## Overview

April 2010



1

## AGENDA

- Why is Washington applying for a Race to the Top grant?
- How does this build on Washington's current education reform efforts?
  - Washington's Education Reform Plan and relationship to Race to the Top application
- Approaches to innovation and participation
  - Budget model
  - Commitments
  - State capacity
- Steps in the application process
  - Partnership Agreement
    - Consideration of required and optional/competitive components
  - Timeline and transmittal information

# What is Race to the Top?

- \$5 Billion portion of The American Recovery and Reinvestment Act
  - Designated for competitive grants to encourage and incentivize significant education reform
- \$650 Million available through Investing in Innovation Fund (i3)
  - Grant links districts directly with USED
  - OSPI not connected except to provide letter of support
- \$350 Million available through summative assessment consortia grants
  - Two groups actively pursuing these funds
  - WA is part of SMARTER consortia
- \$4 Billion for RTTT
  - Delaware and Tennessee received Phase 1 Grants—total \$600 Million
  - Phase 2 applications are June 1, 2010
- Requires sign-off by Governor, State Superintendent of Public Instruction, and Chair of State Board of Education

April 19, 2010 WEBINAR

3

# Why is Washington Applying?

- Priority number one: This will help our students
- Race to the Top competition criteria and four federal assurances reflect direction of future federal funding (ARRA & ESEA)
- Opportunity to receive \$250M
  - Advances systemic Washington State and district education reform
  - Competitive monies will allow state to further support priority areas such as STEM and achievement gap closure

April 19, 2010 WEBINAR

4

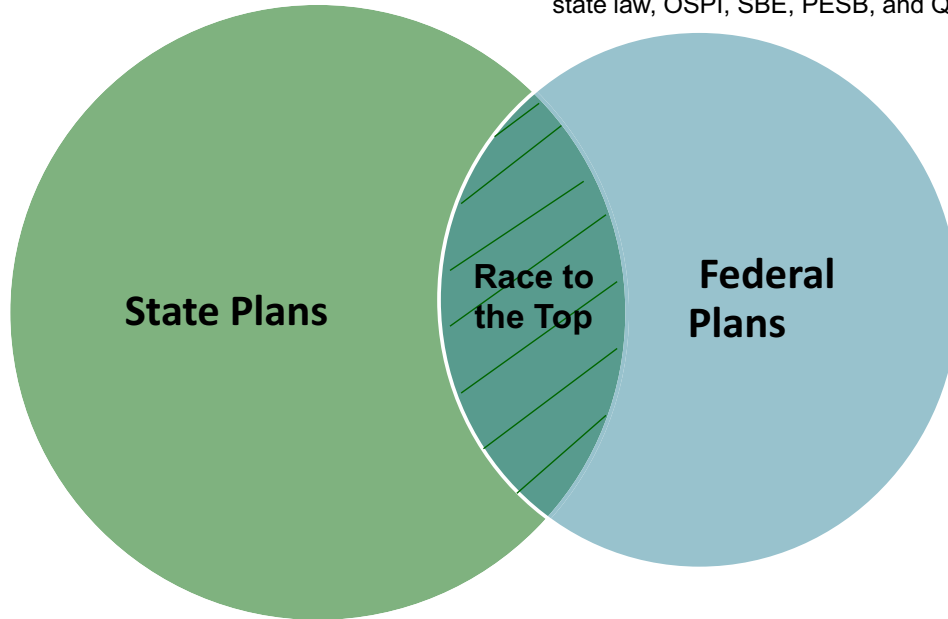
# Key Areas in Grant

- Address four federal assurances:
  1. Develop and Adopt Common Standards;  
assessment work
  2. Data Systems for Increased Access and Use
  3. Support of Effective Teachers and School Leaders
  4. Turn around Struggling Schools

# Washington State Education Reform Plan

# How Does This Build on Washington's Education Reform?

The Race to the Top proposal is just one additional effort and fund source to support the reform plan and continuing efforts of the Governor's Office, state law, OSPI, SBE, PESB, and QEC



April 19, 2010 WEBINAR

7

## WA Education Vision...from the WA Learns Report

**“All Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship”**

April 19, 2010 WEBINAR

8

# Ed Reform Plan Goals & Outcome Measures

Goals	Outcome Measures
<p><b>Washington students will...</b></p> <ol style="list-style-type: none"> <li>1) Enter Kindergarten prepared for success</li> <li>2) Be competitive in math and science nationally and internationally</li> <li>3) Attain high academic standards regardless of race, ethnicity, income, or gender</li> <li>4) Graduate college and career ready</li> </ol>	<ol style="list-style-type: none"> <li>a) Annual reduction in achievement gaps, including Kindergarten entrance →</li> <li>b) Annual increase in math and science performance</li> <li>c) Annual increase in low-achieving schools turned around and that sustain improvements →</li> <li>d) Annual increase in student annual growth rates and absolute student performance</li> <li>e) Annual increase in teacher and leader effectiveness</li> <li>f) Annual increase in 4 and 5 year graduation rates</li> <li>g) Annual increase in college-going, college persistence, and degree attainment →</li> </ol>

Education Reform Roadmap

April 19, 2010 WEBINAR

9

# Ed Reform Plan Roadmap

## Education Reform Roadmap

- Raise academic standards, increase expectations, and provide rigorous opportunities and curriculum for students to attain the standards
- Develop highly-qualified teachers and leaders, particularly in science and mathematics
- Increase the rigor of, and student participation in, mathematics and science offerings
- Create assessments that are consistent with our goals and standards and provide early, ongoing support for students to master the standards
- Provide higher, more equitable levels of public funding
- Catalyze and reward innovation
- Partner with stakeholders and reformers
- Build capacity at the state, regional, district, school, and classroom levels to implement and support these reforms
  - Instructional Leadership
  - Alignment between high school, college, and careers
  - School improvement
  - Accountability for student performance
  - Systemic improvements in data systems

Race to the Top Four Assurances & Washington State Education Reform Initiatives

10

# Approaches to Innovation and Participation: Budget Model and Commitments

April 19, 2010 WEBINAR

11

## Explanation: Federal Budget Rules

- 50% is reserved for school districts participating in the Required Sections of a State's plan
  - *District allocations are based on the Title I Formula*
  - *Title I rules do not apply to district use of these grant funds, including "supplement, not supplant" provisions*
- 50% is reserved for state-level implementation of the Race to the Top plan and optional/competitive components

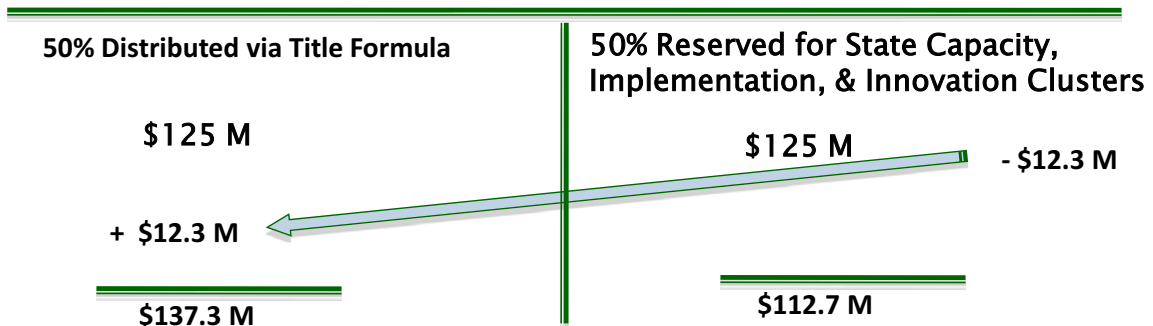
April 19, 2010 WEBINAR

12

# State Budget Model

**Increase district allocations so that each district receives at least \$22 per student per year and no (small) district receives less than \$50 per student per year up to \$4,000 per year**

- Moves \$12.3M from State side to LEAs Title I formula side
- Reduces state side from \$125M to \$112.7M
- Motivates additional districts to participate in “required” components
- Results in less money for state capacity building and innovation cluster



April 19, 2010 WEBINAR

13

## ATTACHMENT A: WA Estimated RTTT Allocations for Required Portion of Exhibit 1

NOTE: Assumes \$250M grant with 50% distributed Title I formula over a four year period. Dollars listed are per district per year.

Funding equals a minimum of \$22/FTE. For very small districts if the \$22/FTE threshold did not equal at least \$4,000, then funding was increased to the lesser of \$50/FTE or \$4,000 per year.

School District	Enrollment (FTEs)	2009-2010 Title I Allocations		Estimated RTTT Allocation (\$22 base)		
		\$ Per District	% Per District	Total \$/FTE	Annual Total \$	4-year Total \$
<b>State Summary</b>	988,416.63	\$185,685,388	100.00%	\$34.72	\$ 34,317,750	\$ 137,271,000
Aberdeen School District	3,170.55	\$940,160	0.51%	\$49.90	\$158,224.62	\$632,898
Adna School District	572.81	\$52,289	0.03%	\$22.00	\$12,601.82	\$50,407
Almira School District	65.34	\$27,393	0.01%	\$70.56	\$4,610.12	\$18,440
Anacortes School District	2,630.68	\$352,969	0.19%	\$22.58	\$59,403.07	\$237,612
Arlington School District	5,212.39	\$413,313	0.22%	\$22.00	\$114,672.58	\$458,690
Asotin-Anatone School District	621.84	\$135,694	0.07%	\$36.72	\$22,836.68	\$91,347
Auburn School District	14,003.80	\$2,134,280	1.15%	\$25.65	\$359,189.54	\$1,436,758
Bainbridge Island School District	3,831.84	\$96,146	0.05%	\$22.00	\$84,300.48	\$337,202
Battle Ground School District	12,796.29	\$1,150,951	0.62%	\$22.00	\$281,518.38	\$1,126,074
Bellevue School District	16,811.88	\$1,566,675	0.84%	\$22.00	\$369,861.36	\$1,479,445
Bellingham School District	10,306.13	\$1,885,917	1.02%	\$30.80	\$317,391.19	\$1,269,565
Benge School District	7.00	\$0	0.00%	\$50.00	\$350.00	\$1,400
Bethel School District	16,879.41	\$2,376,425	1.28%	\$23.69	\$399,941.44	\$1,599,766
Bickleton School District	87.34	\$1,393	0.00%	\$45.80	\$4,000.00	\$16,000
Blaine School District	2,066.10	\$288,586	0.16%	\$23.51	\$48,567.70	\$194,271
Boistfort School District	81.73	\$50,920	0.03%	\$104.85	\$8,569.60	\$34,278
Bremerton School District	4,915.55	\$1,709,576	0.92%	\$58.53	\$287,713.81	\$1,150,855
Brewster School District	886.92	\$618,734	0.33%	\$117.41	\$104,130.10	\$416,520
Bridgeport School District	722.71	\$355,452	0.19%	\$82.77	\$59,820.94	\$239,284
Brinnon School District	30.43	\$43,861	0.02%	\$242.58	\$7,381.61	\$29,526
Burlington-Edison School District	3,743.65	\$528,786	0.28%	\$23.77	\$88,992.26	\$355,969
Camas School District	5,588.85	\$269,739	0.15%	\$22.00	\$122,954.70	\$491,819
Cape Flattery School District	439.05	\$252,418	0.14%	\$96.76	\$42,480.79	\$169,923
Carbonado School District	172.31	\$0	0.00%	\$23.21	\$4,000.00	\$16,000
Cascade School District	1,175.61	\$106,998	0.06%	\$22.00	\$25,863.42	\$103,454
Cashmere School District	1,397.55	\$160,890	0.09%	\$22.00	\$30,746.10	\$122,984
Castle Rock School District	1,328.67	\$216,196	0.12%	\$27.38	\$36,384.80	\$145,539
Centerville School District	79.84	\$32,581	0.02%	\$68.68	\$5,483.23	\$21,933
Central Kitsap School District	11,210.50	\$1,121,454	0.60%	\$22.00	\$246,631.00	\$986,524

April 19, 2010 WEBINAR

14

# State Provided “Required” Components

## **State will support districts with implementation of:**

- Common Core Standards
- Aligned Formative & Summative Assessments
- Instructional Improvement Data System & Technical Assistance
- Improved Math and Science Instruction and Comprehensive STEM Models
- Model Teacher & Leader Evaluation Systems
- New, District-based Teacher Preparation Models
- Regional Professional Development Delivery Network & New PD Center
- Math & Science Specialty Endorsements (elementary) and Credentialing (middle & high)

April 19, 2010 WEBINAR

15

# Partnership Agreement

## **State Assistance:**

- Work collaboratively with district in carrying out plan outlined in Exhibit I
- Distribute district RTTT funds in a timely manner
- Provide feedback and status reports
- Provide technical assistance

April 19, 2010 WEBINAR

16



# Partnership Agreement (cont.)

## District Requirements:

- Implement plan outlined in Exhibit I
- Participate in RTTT sharing activities
- Follow USED guidelines for posting products developed through RTTT and completing evaluation requirements
- Be supportive and committed to working on all or a significant portion of the state reform plan
- Will provide a “Final Scope of Work” to the state no later than 90 days following the awarding of the grant
- Provisions of RTTT must be in alignment with applicable district/association collective bargaining agreement.
- Four year grant
- Agreement null and void if grant is not awarded

17

## Exhibit I: Overview

- Three columns:
  - Statement of Grant Criteria (left)
  - State Commitment (center)
  - District Commitment (right)
- Generally, a state action is linked to a similar district action
- The idea is to build on current programs and practices and not necessarily start programs from scratch
- Emphasis is on enhancing existing programs and filling gaps
- Many items are required by state law—many are included in the recently passed E2SSB 6696

# Exhibit I: Standards and Assessments

- Adopt and implement the Common Core Standards in mathematics and English/Language Arts
- Utilize state-provided formative and summative assessments
- Align Early Learning Development Benchmarks to Kindergarten programs
- Provide access to college readiness exam (Transition Math Project)
- Increase student participation in courses that earn college credit

# Exhibit I: Data Systems

- Districts with local instructional improvement systems will enhance usefulness through state-developed tools
- Districts without local instructional improvement systems will implement a system developed by the state.
- Districts will, as appropriate, use regional data coaches supplied and supported by the state
- Districts will make instructional improvement data available for research purposes

# Exhibit I: Great Teachers and Leaders

- Under the 2010 education reform law:
  - Implement the new principal and teacher evaluation system
  - Participate in annual regional work force planning session
- Choose one or more reform priorities for a local improvement initiative
  - Turning around low-performing schools
  - Closing the P–12 achievement gap and reducing dropouts
  - Enhancing P–12 STEM instruction
  - Improving college and career readiness

## Exhibit I: Turning Around Lowest Performing Schools

Per recent education reform law and subject to federal funding, State Board of Education will designate districts with lowest achieving schools for required action to implement a federally approved intervention model.

# Exhibit I: STEM

- Ensure adequate preparation for mathematics and science end-of-course assessments
- Increase science exposure in elementary grades
- Support integration of STEM instruction across grades and subjects
- Create a STEM support mechanism using resources of ESDs, practitioner experts, STEM Partners (LASER, new STEM resource center), museums, and researchers

## Optional/Competitive Components

- State provides grants & technical assistance for bold, innovation clusters:
  1. Teacher & Leader Development and Effectiveness (est. \$20 M)
  2. Persistently Lowest-Achieving (PLA) Schools (est. \$10 M)
  3. Improving College and Career Readiness, and Closing Achievement Gap (est. \$10 M)
  4. STEM (est. \$15 M)

# Optional/Competitive Components

## What does it mean to be in an “innovation cluster”?

- Must sign-off on required portions as a pre-condition for qualifying for optional/competitive clusters
- Competitive and non-required components of the state plan
- Rewarding excellence in innovation
- Groups of school district innovators share interests, research and new strategies for improving student achievement and outcomes or closing achievement gaps and serve as models for other schools or districts
- Support, reward, catalyze and scale the innovative strategies to the larger state or national level
- Receive state financial support or special technical assistance over and above the initial Race to the Top allocation to the district

April 19, 2010 WEBINAR

25

## Exhibit I: Innovation Clusters

- **Teacher and Leader Development**
  - Programs including two of these three elements:
    - Incentives to staff rural, high poverty, and/or low-achieving schools
    - Piloting E2SSB 6696 teacher and principal evaluation system
    - Career leaders
  - Teacher preparation through partnerships with field based alternative route providers
- **Lowest Achieving Schools**
  - Lowest 10% of schools based on federal school improvement grant metrics are eligible for funding to implement a federally approved plan.

26

# Exhibit I: Innovation Clusters (cont.)

- **College/Career Readiness and Achievement Gap**
  - Closing the P–13 Achievement Gap (including dropout prevention, early learning, cultural competency)
  - Enhancing college- and career-readiness (including high school graduation requirements aligned with college entrance requirements, college attendance incentives, guidance, and college credit bearing courses)
- **STEM Improvement**
  - Specialized assistance and leadership training with educational organizations and non-profit partners
  - Grants for new middle and high school courses of study, elementary science enhancements, and real world applications

April 19, 2010 WEBINAR

27

# State Capacity Components

- **Equity Adjustment**
- Indirect percentage
- Models & Best Practices
  - Consortia
  - Experts
- **Delivery**
  - Technical Assistance
  - Professional Development
  - Innovation Clusters
- **Infrastructure**
  - Systems
  - Organizational capacity
  - Grant Management

April 19, 2010 WEBINAR

28

## Steps in the Application Process

## How Does a District Apply?

- Consider how much of “required” components are State law
- Consider how much of “required” components are already underway and funded from various other sources
- Consider whether any of the optional/competitive components align with district priorities

## How Does a District Apply? (cont.)

- Review all sections of Partnership Agreement
  - Contains required and optional participation components
- Superintendent signature is required
- Teachers' association, school board, and principal signatures are strongly encouraged and will signal strong support at the local level
- Sign a Partnership Agreement
- Transmit to State

April 19, 2010 WEBINAR

31

## What Happens When Washington Receives the Grant?

- Districts will have 90 days to create a plan to describe how they will meet the required components for their allocated grant funds.
- Districts may apply for competitive grants under one or more innovation clusters to compete for additional funds beyond those allocated for required components.
- Competitive grants will be solicited through a separate application process.

April 19, 2010 WEBINAR

32



# Transmittal Information

- Forward signed Partnership Agreement by May 17, 2010 to:

1. Email PDF to: [RaceToTheTop@gov.wa.gov](mailto:RaceToTheTop@gov.wa.gov)

OR

Send Fax to: (360) 586-8380

**AND**

2. Mail Original Signed Document to:

Randi Schaff, Executive Policy Advisor

Race to the Top Program

Governor's Executive Policy Office

P.O. Box 43113

Olympia, Washington 98504-3113

April 19, 2010 WEBINAR

33

# Timeline

DATE	ACTION
Late March to Early-April	Key outreach events to ESDs, state-wide educational organizations, advocacy organizations, & WA leadership, to secure feedback on required & optional elements
April 7	Official transmittal of Partnership Agreement
April 8 & 12	Transmittal meetings with ESDs & LEAs
Mid April to Mid-May	Signatures to partnership agreements and letters of support secured
Late April	1 <sup>st</sup> draft of application <u>and</u> 1 <sup>st</sup> draft of WA Education Reform Plan
May 17 DEADLINE	All signed Partnership Agreements due to Governor's Office
May 3 - 26	WA State application revisions
June 1	WA State application submission
Late August - Early September	Federal notification WA State's Race to the Top application status & grant award level
August - September	State-level development of RFP, 90-day plan guidelines, optional eligibility and participation criteria, state-level capacity structure
September - November	90- Day District Plan Development
December	District grants awarded

Stakeholder Information Sessions, Media Outreach, Events, & Website

34

# Available Materials

- See Website: [www.waracetothetop.org/index.htm](http://www.waracetothetop.org/index.htm)
  - Letter of Introduction
  - Overview of Washington's Race to the Top PowerPoint
  - Partnership Agreement for School Districts that includes Exhibit I: Memorandum of Understanding
  - Attachment A—Title I-based allocation distribution for required portion of grant
  - Glossary and Q&A

# Contact

- Find basic Race to the Top information, links, and Q&A at:  
<http://www2.ed.gov/programs/racetothetop/index/html>  
[www.waracetothetop.org](http://www.waracetothetop.org)
- Pose additional questions by contacting:  
[RaceToTheTop@gov.wa.gov](mailto:RaceToTheTop@gov.wa.gov)  
(360) 725-6070