

**WEST KERN CONSORTIUM (WKC) FULL-SERVICE COMMUNITY SCHOOL PROPOSAL
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INTRODUCTION

The Lost Hills Union Elementary School District (LHUESD), Semitropic Elementary School District (SESD), and Maple Elementary School District (MESD) in rural, Kern County, CA, are proposing a full-service community school model, West Kern Consortium (WKC), to begin in the 2018-19 school year. In four preK-8 schools, five community-school pipelines will be improved or established: (1) high-quality early childhood education programs; (2) high-quality school and out-of-school time programs and strategies; (3) support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, and including any comprehensive readiness assessment determined necessary; (4) family and community engagement and supports, which may include engaging or supporting families at school or at home; and (5) social, health, nutrition, and mental health services and supports. Program governance will be modeled after Harvard's *By All Means* initiative and activities will be organized using a multi-tiered system of support (MTSS). This narrative communicates the grant requirements, including: (1) responses to priority point questions; (2) a comprehensive description of the program plan including needs, services, and performance measures; (3) a section on sustainability; and (4) a section dedicated to the project's evaluation. The program plan will be structured by articulating each of the five pipelines selected to address the needs of students, families, and the community.

ABSOLUTE PRIORITY

Absolute Priority—Eligible entities that will serve a minimum of two or more full-service community schools eligible for a schoolwide program as part of a community- or district-wide strategy.

Four full-service community schools will be served within three local education agencies (LEAs). In each school, more than 40% of students enrolled are from low-income families, as determined by free/reduced price meal eligibility. The school with the most students enrolled (Lost Hills Elementary) currently participates in the federal Community Eligibility Program (CEP), designating it as a high-poverty school. Through the CEP, 100% of Lost Hills Elementary’s students receive free meals. Below is a table outlining the free/reduced meal rates for each of the schools.

Table 1. Member Agencies of the West Kern Consortium and Relevant Data

	A.M. Thomas Middle School	Lost Hills Elementary School	Maple School	Semitropic School	WKC Average
Free/reduced price meal rate	79%	100% ¹	58%	89%	83%

COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority 1—Rural Districts-Small and Rural or Rural and Low-Income

Under the most recent eligibility list (fiscal year 2018), LHUESD, MESD, and SESD (each of the districts in the WKC) are currently eligible under the Small Rural School Achievement (SRSA) program and the Rural Low-income Schools (RLIS) program.

Competitive Preference Priority 2—Broadly Representative Consortiums

The WKC has a broad representation across public, non-profit, and private entities through the creation of the West Kern Children’s Cabinet (WKCC) -- a strategic network commissioned to improve efficiency and effectiveness of the community-school program. WKCC consists of three neighboring school districts or LEAs. This is further strengthened by the county government (including the Departments of Human Services, Public Health Services, and Behavioral Health and Recovery Services) and Kern County Superintendent of Schools (through school-community

¹ 100% via federal Community Eligibility Program (CEP)

partnerships, curriculum-and-instruction oriented professional development, and behavioral supports). Boys and Girls Club of Kern County (expanded learning programs) and Omni Family Health (health referral agency) will also work in close partnership. Figueroa Consulting, a private and local consulting firm with a proven track record facilitating continuous improvement and community impact models, will be a close and critical ally. Most importantly, an advisory group of parents and community members will be part of this work. These organizations and individuals are invested in securing and organizing academic and physical/mental health services.

Furthermore, the WKCC has formed an innovative partnership with Harvard University's Education Redesign Lab (Lab), focused on: (1) student-centered, customized learning; (2) integrated health and social services; and (3) equal access to expanded learning opportunities. The Lab is connected to a number of communities throughout the country engaging in similar work. Lastly, community partners with a reach in this area would be regularly invited to become formal members of the WKCC.

Competitive Preference Priority 3—History of Effectiveness

The three participating Kern County districts that make up the WKC are connected to a network of 10 other districts known as the Westside Smalls (WS). This grassroots network developed about five years ago when leaders from each of the LEAs discovered much of the work they were doing in isolation could be done in partnership. For example, the districts run a large back-to-school training institute to kickoff each school year. They also share staff to ease cost burdens; school psychologists may be officially employed by one district, but a percentage of their contracts are purchased by other districts. These collaborative efforts are coordinated via monthly administrator meetings with designated subcommittees to work on projects. Staff at all levels of WS LEAs anecdotally share how the collaborative helps in many aspects of the work -- from thought partnership to shared work plans and resources.

The WS partnership has led to results. Comparing state-standardized test scores in English Language Arts (ELA) from 2016 to 2017 (for districts with 150+ test takers), WS districts' average proficiency grew at more than double the rate of non-WS rural districts in Kern County (1.869 growth rate for 10 WS school districts compared to .9094 for 15 non-WS rural school districts). Using the same data for Mathematics, WS districts had an average proficiency growth rate of 1.29 while their non-WS, rural counterparts had negative growth at -0.225. Although this is promising data, the WKC is committed to even stronger math and ELA gains.

In this spirit, the LHUESD partnered with Dr. Michael Figueroa of Figueroa Consulting, a new and local school improvement firm. Dr. Figueroa focused his efforts on developing the leaders in the system to work on a few priorities, one of which was literacy. Using a continuous improvement framework, LHUESD doubled its ELA proficiency growth rate from the previous year. More specifically, in 2016-17 (prior to Dr. Figueroa's involvement), the percent of students who met or exceeded standards on the Smart Balanced assessment of English Language Arts/Literacy rose from 14% to 18%, a gain of 4%.² Based on preliminary figures, student performance on the same measure rose another 8 percentage points in 2017-18 (with Dr. Figueroa's support). With a current 26% proficiency rate in ELA, the district has caught up to or surpassed proficiency rates of similar districts. District leaders have good reason to believe even more ELA gains will be realized next year; a large number of students improved but did not meet proficiency, suggesting that growth in performance will continue. Given its commitment to a plan to improve literacy and demonstrated results in just two years, both hallmarks of effective school turnaround,^{3,4} the WKC has a clear and

² California Department of Education (CAASPP), "Smarter Balanced Assessment Test Results for: District: Lost Hills Union Elementary," retrieved from: <https://caaspp.cde.ca.gov/sb2017/ViewReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=0&lstCounty=15&lstDistrict=63594-000&lstSchool=0000000&lstGrade=4&lstCntyNam=County%3a+Kern&lstDistNam=District%3a+Lost+Hills+Union+Elementary>

³ Kutash, Jeff, Eva Nico, Emily Gorin, Samira Rahmatullah, and Kate Tallant. "The school turnaround field guide." *Social Impact Advisors. Retrieved November 16 (2010): 2010.* Retrieved from: <http://www.wallacefoundation.org/knowledge-center/Documents/The-School-Turnaround-Field-Guide.pdf>

real model for increasing student performance and proficiency. Next year, all three districts will work with Figueroa Consulting in adapting and implementing that model to improve *math* outcomes.

Furthermore, each of the partner LEAs have initiated the multi-tiered system of supports (MTSS) framework to better understand and then implement their services in a coordinated way. The districts are committed to blending academic, behavioral, and social-emotional supports into one integrated system. Although currently in the beginning stages of implementing MTSS, multi-stakeholder teams from each district have completed a system assessment and have begun to map their services based on student needs. This has helped to organize each system and illuminated both strengths and challenges within particular areas. For example, each district has a named process for identifying students needing Tier II ELA and math interventions and a mechanism by which to provide those supports. However, all three districts have discovered that Tier II behavioral supports are scarce or, even worse, non-existent. As such, students often receive punitive consequences (e.g., discipline referrals and detentions) instead of focused behavioral support (such as counseling, mentorship, and referrals to health agencies).

Competitive Preference Priority 4—Evidence-Based Activities, Strategies, or Interventions

For this project, CWK is only selecting activities, strategies, or interventions that meet the “promising evidence” threshold established by the What Works Clearinghouse (WWC). In the narrative, there is a designated section for each of the pipelines with a Performance Measure Summary table. Within the table, there is a column describing the level of evidence that substantiated “promising evidence” for each of the selected activities that provides a direct service to students and families.

⁴ Lane, B., Unger, C., & Stein, L. (2016). 2016 Massachusetts Turnaround Practices Field Guide: A Research-Based Guide Designed to Support District and School Leaders Engaged in School Turnaround Efforts. Prepared for the Massachusetts Department of Elementary and Secondary Education.

APPLICATION REQUIREMENTS

1. A description of the eligible entity.

Opening its doors in 1912, the LHUESD serves preK-8 students and families in and around the rural Lost Hills community. The organization consists of a district office, two schools (on the same campus), and a family resource center. A Chief Administrative Officer leads the district and handles the bulk of the fiscal and facilities work. The Assistant Superintendent is responsible for all the certificated staff and manages categorical programs, grants, the family resource center, and general district initiatives. The two schools are supervised by one principal who is supported by an academic coach and two office staff. There are 31 teachers and 27 classified staff. In total, the district has about \$7.5M in annual revenue, including about \$1.5M in restricted funds.

In December 2016, a district team participated in a Harvard pilot study around continuous improvement from a system's level. This experience was a major undertaking that re-energized the team to examine their system, reshape their identity, and strive towards excellence. Inspired, the district, in collaboration with a large set of community stakeholders, revamped its mission and vision statements to reflect a commitment to continuous improvement.

Table 2. Mission and Vision Statements

Mission Statement	Vision Statement
At Lost Hills Union School District, we are fully committed to ensuring that students become self-motivated, critical thinkers, and productive members of society, through high expectations in collaboration with parents and community members.	Lost Hills Union School District creates highly successful schools where students achieve academic excellence in a safe, supportive environment.

This revamping process has catapulted the district and school teams into building more collective efficacy and holding each other more responsible for student outcomes. In fact, the district

would not be applying for this very grant had it not gone through this rebirth. Now, the district is working closely with improvement experts to better organize its system and use data to drive adult behaviors. Furthermore, the leadership team has assumed responsibility for a history of limited success and is receiving coaching to move in a different direction. This has led to incredible gains in ELA proficiency levels, along with a new sense of efficacy; to illustrate, the leadership team for the district (consisting of teacher leads, coaches, and administrators) was scheduled to begin math work in Fall 2018, but, because the district grew so much in ELA, the team wanted to start the process right away. As such, staff started doing an intensive problem analysis for math in May 2018. Through the Westside Smalls network, the district is also influencing nearby districts (two of which are part of this consortium) to engage in similar improvement efforts.

2. A memorandum of understanding among all partner entities in the eligible entity that will assist the eligible entity to coordinate and provide pipeline services and that describes the roles the partner entities will assume.

Attachment 1 is an MOU that details the partnership amongst participating organizations. The MOU is not currently signed, because the agencies need to pass the legal agreement through their legal counsels and governing boards. Most partner organizations require 30 business days just to make it through legal. And, if any modifications need to be made by any one partner, a revised version needs to be submitted to all partners for another review. While this MOU makes its way through the various legal channels, LHUESD has acquired letters of commitment (Attachment 2) from all partner organizations.

3. A description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full-service community schools.

Because LHUESD is the largest of the three rural districts and has built capacity to engage in continuous improvement work, the WKC leaders strategically selected it to serve as the lead. The

district has a proven record of success coordinating and implementing large initiatives. The Assistant Superintendent, Fidelina Saso, will serve as the project director. She currently manages all academic and programmatic services including federal, state, and local grants and programs. The Chief Administrative Officer, Harrison Favereaux, will support on the operations side of the endeavor. He is a highly-skilled CPA who directly manages a number of workflows including fiscal, maintenance and operations, and human resources. When the district staff need support in coherence, improvement, and/or organizing systems and structures, they enlist the services of Dr. Figueroa. He is a systems expert, having facilitated improvement efforts in urban and rural school districts from New York City to rural Kern County. A native of Kern County, he understands the local context.

Rural districts are used to being creative, collaborative and resourceful. WKC will leverage resources, expertise and funding to maximize outcomes from all three districts. The MESD and SESD superintendents will work closely with the project director to maximize outcomes and improve efficiency. Both have a track record of running successful schools and programs. In fact, Dr. Julie Boesch (MESD) was previously a regional lead for expanded learning programs in California, making her responsible for supporting and coaching over 47 LEAs. Her skillset will be a tremendous asset as WKC looks to implement high-quality expanded learning programs. Before SESD, Superintendent Bethany Ferguson served as a principal in a district regularly awarded for its positive behavioral intervention and support (PBIS) efforts. Her skillset will be valuable as the WKC analyzes Tier II supports for students, especially related to behavior and socio-emotional needs.

Staff and services will be employed by or contracted through the LHUESD. The district is accustomed to sharing resources in this manner. In fact, the school psychologist is currently shared by three districts. The work will be governed by a cross-organizational group of leaders (CCWK), along with an advisory committee of parents and community members. The project director will be

responsible for oversight of all program elements. The Community School Coordinators at each of the school sites will work in collaboration with the project director and report directly to their school principal. They will serve as the point people for the grant and will ensure that students and families are getting the services they deserve. Some staff funded through the grant will be housed at each site (e.g., AmeriCorps Mentors), while others will be rotating sites (such as a Math Coach and School Social Worker).

4. A comprehensive plan that includes descriptions of the following:

(a) The student, family, and school community to be served, including demographic information.

The Lost Hills Union Elementary School District (LHUESD) is located in an extremely isolated and rural area, about 47 miles northwest of Bakersfield, CA. According to the California Department of Education (CDE):⁵

- The district serves 567 students in grades TK-8 in one elementary and one middle school
- 42% of students are identified as Migrant
- 81% of students are identified as English Learners
- 93% of students qualify for free/reduced price meals, although 100% of students at the elementary site receive free meals through the Community Eligibility Provision (CEP)

This unincorporated area regularly serves as a rest-stop for people traveling between Los Angeles and the San Francisco bay area. The majority of the population is employed by the local farm and oil industries. During summer months, many work outdoors in temperatures that average from 94 to 100 degrees Fahrenheit.

⁵ California Department of Education, “2017-18 Enrollment by Ethnicity and Grade: Lost Hills Union Elementary District Report,” retrieved from: <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=1563594&agglevel=District&year=2017-18>

Maple Elementary School District (MESD) is a single-school district. The school sits in the middle of almond orchards between the two farming communities of Shafter and Wasco, CA, about 23 miles northwest of Bakersfield, CA. MESD serves approximately 292 TK-8 students, 15% of whom are English Learners.⁶ Fifty-eight percent of students are eligible for free/reduced price meals.⁷ The three significant subgroups found in the district are: White (not of Hispanic origin); Hispanic or Latino; and socioeconomically disadvantaged. There are no stores or resources around MESD. The school district is the only resource for many families in this small, isolated farming community.

The Semitropic Elementary School District (SESD) is a single-school, K-8 district located in a rural, unincorporated, agricultural and oil-producing community (named after the Semitropic Oil Field) 38 miles northwest of Bakersfield, CA. SESD serves 226 students, 67% of whom are English Learners; slightly under 90% of students are eligible for free/reduced priced meals.⁸ There are no stores or resources in Semitropic, as the community is on the fringe of the rural town of Wasco, CA. The school district truly is the only resource for many families in this small isolated farming and oil community.

When thinking about this region, it is important to reiterate that, in many instances, the school is the only community resource available. In two communities, there are no stores, parks, health clinics, or libraries. Public transportation is extremely limited. Most community members travel 25-50 miles to Bakersfield to purchase items, see a doctor, or run errands. There are no youth-serving organizations in the community. This limited access to resources results in WKC school districts

⁶ California Department of Education, "2017-18 Enrollment by Ethnicity and Grade: Maple Elementary District Report," retrieved from: <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=1563610&agglevel=district&year=2017-18&ro=y>

⁷ Ibid.

⁸ California Department of Education, "2017-18 Enrollment by Ethnicity and Grade: Semitropic Elementary District Report," retrieved from: <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=1563768&agglevel=district&year=2017-18&ro=y>

being heavily involved in the coordination and delivery of services found and proposed in this grant application.

Below is a table that summarizes the demographics of the three school districts. In total, the majority of the students are Hispanic or Latino, receive free/reduced price meals, and are English Learners. Most English Learners speak Spanish at home, and a handful of households speak indigenous languages. Per federal eligibility rules, more than a quarter of students are identified as Migrant. Families move to and through the area to pick and pack a variety crops.

Table 3. Student Demographics⁹

Demographic Categories	LHUESD	MESD	SESD	Totals
Number of students	567	292	226	1,085
Free/reduced-price meals	93% ¹⁰	58%	89%	83%
English Learners	81%	15%	67%	60%
Migrant	42%	1%	18%	26%
Students with Disabilities	6%	7%	8%	7%
White	1%	32%	3%	10%
Hispanic or Latino	98%	68%	94%	89%

Although the demographic data would suggest to some that students will be consistently challenged and eventually fall behind expectations, the WKC, possessing a growth mindset, does not see demography as destiny. The students and families in this community are resilient and bound by a shared history of migrant farm working. They value their community, love and protect family and friends, and consistently participate in a variety of cultural and religious traditions. They often support

⁹ Data gathered from Fall 2017 California School Dashboard (most recent) & California Department of Education’s DataQuest 2016-17 (Migrant & Race Data)

¹⁰ Lost Hills Elementary free/reduced-price meals calculated at 100% via federal Community Eligibility Program (CEP)

each other, both emotionally and financially, in times of hardship. They aspire for better, work hard, and have a tremendous sense of pride and accomplishment. These community attributes are fundamental to why the assistant superintendent (project director) and principal of the two Lost Hills schools returned to serve in their home district and neighborhood. The district leadership and staff more than just serve the community. They are, in fact, members of the community.

With this in mind, Table 4 below describes the makeup of this community, comparing community data of Lost Hills, Kern County, and California. It is easy to see that Kern County has challenging demographic problems, and Lost Hills data is even worse. For example, per capita income in Lost Hills is nearly 3.25 times below the California average. Education, renter, and home language rates are not much better.

Table 4. Community Demographics¹¹

Demographic Categories	Lost Hills	Kern County, California	California
Population Density	2,126	865,736	39,144,818
Households	449	259,700	12,717,801
Housing Units	511	289,529	13,845,790
Per Capita Income	\$9,618	\$20,644	\$30,318
Median Household Income	\$30,583	\$49,026	\$72,952
25+ HS Graduate, Some college, Associate's, or Bachelor's	38%	68%	70%
Population 5yrs+ speaking non-English at home	92%	44%	44%
Single-parent households	21%	25%	20%
Household owner occupied	31%	57%	54%

¹¹ American Community Survey 2011-15

Household renter occupied	69%	43%	46%
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Local economy. This region feeds the nation with pistachios, almonds, and oranges; ironically, it is also one of the largest food deserts in California. In fact, fresh fruits and vegetables that land in local food banks (~50 miles away) often run routes to Los Angeles and San Francisco before returning to this region. The majority of the nation’s roses are grown in this area. And, the Lost Hills Oil Field has the sixth largest reserve in California with the equivalent of over 100 million barrels.¹² Accordingly, many of the local residents are farm and field workers.

(b) A needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents.

Below is a table that describes important indicators related to student academic, physical, nonacademic, health, and mental health needs. Under California’s accountability system, markers of very low, low, medium, high, and very high are identified under certain measures for districts. Where available, the “status” ranking is labeled, in parenthesis, to the right of the percentage. Most strikingly, the average ELA and math assessment proficiency rates are much lower than Kern County and California averages. More specifically, 22% of students in the WKC were proficient in ELA compared to 40% in Kern and 49% for the state. The numbers are not much better for mathematics, with a 15 % proficiency rate for the WKC and 27% and 38%, respectively, for Kern and the state.

Table 5. 2017 Student Indicators for WKC¹³				
Student Indicator	LHUESD	MESD	SESD	WKC Total
Number of students	567	292	226	1,085
Suspension Rate	3.7% (high)	0.0% (very low)	1.7% (medium)	2.3%

¹² California Department of Conservation, Oil and Gas Statistics, Annual Report, December 31, 2006, p. 2

¹³ Fall 2017 California School Dashboard Data & 2017 DataQuest Data (CA Physical Fitness)

Chronic Absenteeism	10.4%	1.7%	7.9%	7.6%
English Learner Progress (Grades 1-8)	65.9% (low)	33.3% (very low)	63.2% (low)	
English Language Arts State Assessment Proficiency Rate (Grades 3-8)	18% (very low)	29.67% (low)	20.25% (low)	22% (142/657)
Mathematics State Assessment Proficiency Rate (Grade 3-8)	10% (very low)	29.67% (low)	10.76% (very low)	15% (102/662)
CA Physical Fitness - Aerobic Capacity Healthy Fit Zone (Grades 5 & 7)	76%	75%	54%	68%
CA Physical Fitness - Body Composition Healthy Fit Zone (Grades 5 & 7)	53%	65%	41%	53%

As a consortium, mathematics proficiency is the only area with two “very low” identifications.

These proficiency rankings are predicted to be even lower when the 2018 data are released.

Moreover, LHUESD is the only school district in Kern County (1 of 47) that falls into improvement-watch status for **three** subgroup populations: All Students; English Learners; and Socioeconomically Disadvantaged. As a consequence, the county office of education and state are monitoring the district’s progress closely

Furthermore, the Opportunity Index is a national measure that combines economic, education, community, and health scores to form a wholistic opportunity measure. For 2017, Kern County, CA, received a 40.7 out of a possible 100, a D+ on a relative scale (for comparison, nearby San Luis Obispo County, with a score of 58.4, earned a B).¹⁴ Particularly alarming is that, when Kern County’s scores are compared with similar counties across the United States,¹⁵ there are pervasive gaps. The largest gaps are found in Health (based on **markers of developmental risk, health outcomes,**

¹⁴ Opportunity Index data, retrieved from: <https://opportunityindex.org/>

¹⁵ Counties have been grouped into "clusters" based on their economic, education, community, and health characteristics from the Opportunity Index. This approach allows for comparison of a county against its peers across the country.

access to care, personal ills, and social trends in mental health) at 16.9 and Education **(children in preschool, on-time high school graduation rate, and post-secondary education rate)** at 15.9. In other words, Kern County has fairly dismal quality-of-life outcomes.

Table 6. Opportunity Index Scores

	Opportunity	Economic	Education	Community	Health
Kern County	40.7	36.4	42.1	34.9	49.2
Cluster ¹⁶	42.4	49.9	58	46.1	66.1
Cluster/Kern gap	1.7	13.5	15.9	11.2	16.9
California	55	49.9	58	46.1	66.1
National	52.4	52.9	54.4	46.8	55.5

Addressing symptoms is not a wise use of resources. Although the above data highlight some of the needs in the schools and community, outcomes are merely symptomatic of larger problems found across the system, not just in education. District leaders have been careful not to fall into “solutionitis traps” or dedicate resources to seemingly (but not actually) important issues. These traps often call for temporary fixes for more systemic problems (Preuss, 2003 & Bryk et al. 2015). Therefore, problem solvers must identify and utilize symptoms *as data* to dive deeper into specific causes and wisely allocate the appropriate resources. A root-cause-analysis strategy helps problem solvers to do just that.

Math instruction. With root-cause analysis in mind, in May 2018, LHUESD began a deep consideration of its math programs using Harvard’s “Data Wise” framework. This eight-step process helps practitioners make use of data by engaging in a rigorous problem analysis. In this particular case, the team decided to focus on math, which led them to look at some of the state testing data results described in the preceding tables. This analysis generated a priority question, “How do

¹⁶ See the explanation in the footnote above.

students determine what computations to use when solving a problem?” To answer this question, the teachers collected a variety of student work samples, everything from unit tests to homework assignments. After establishing protocols to look at this information, the team developed a learner-centered problem, “Students are struggling to correctly apply addition, subtraction, multiplication, and division to solve problems.” This led to classroom observations, using the learner-centered problem as a lens. The team employed a number of protocols and landed on the following problem of practice, “As educators, we are not using effective structures that give students opportunities to experience and understand the underlying concepts behind addition, subtraction, multiplication, and division.” This problem of practice flips the accountability from the students (15% of whom are proficient in math) onto the adults in the system. In the pipeline section, the solution and plan for this problem analysis will be further explained. Below is a table outlining Steps 3-5 of the Data Wise process.

Table 7. Data Wise Improvement Process (Steps 3-5)	
Focus area: <input type="checkbox"/> Relates to instruction. <input type="checkbox"/> Narrows scope of inquiry while remaining broad enough to be relevant to many/most staff members.	Leadership team chose this focus area: Math
Priority question: <input type="checkbox"/> Arises from a collaborative process. <input type="checkbox"/> Helps us know what student data to dig into next. <input type="checkbox"/> Relates to learning. <input type="checkbox"/> Is within our control. <input type="checkbox"/> Is genuinely intriguing to staff.	Broad faculty group identified this priority question: How do students determine what computations to use when solving a problem?
Learner-centered problem: <input type="checkbox"/> Is directly related to priority question. <input type="checkbox"/> Is based on multiple data sources. <input type="checkbox"/> Is about students' learning. <input type="checkbox"/> Is within our control. <input type="checkbox"/> Is a statement, not a question. <input type="checkbox"/> Is specific and small.	Teacher team agreed on this learner-centered problem: Students are struggling to correctly apply addition, subtraction, multiplication, and division to solve problems.
Problem of practice: <input type="checkbox"/> Is directly related to the learner-centered problem. <input type="checkbox"/> Is based on evidence found when examining instruction. <input type="checkbox"/> Is within our control. <input type="checkbox"/> Is a statement, not a question.	Teacher team agreed on this problem of practice: As educators, we are not using effective structures that give students opportunities to experience and understand the underlying concepts behind addition, subtraction, multiplication, division

<input type="checkbox"/> Is specific and small.	
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Opportunities for preschool and expanded learning. As highlighted in the opening of this section, the schools in this rural area often serve as the *only* service provider for both space and services. More explicitly, community partners are hard or even impossible to come by. To illustrate, there is not one youth development agency (which will change with this grant) serving the region and almost no nonprofits. There is one community clinic that serves the Lost Hills region. However, most community services are provided by the county government or county superintendent of schools. To form a community-school model in such an isolated region, the WKC will need to lean heavily on these partners to provide both direct and indirect services. Accordingly, without significant supplemental funding, any preschool or expanded learning opportunities are typically hosted by the district and its limited resources. A simple root-cause analysis explains why this is the case.

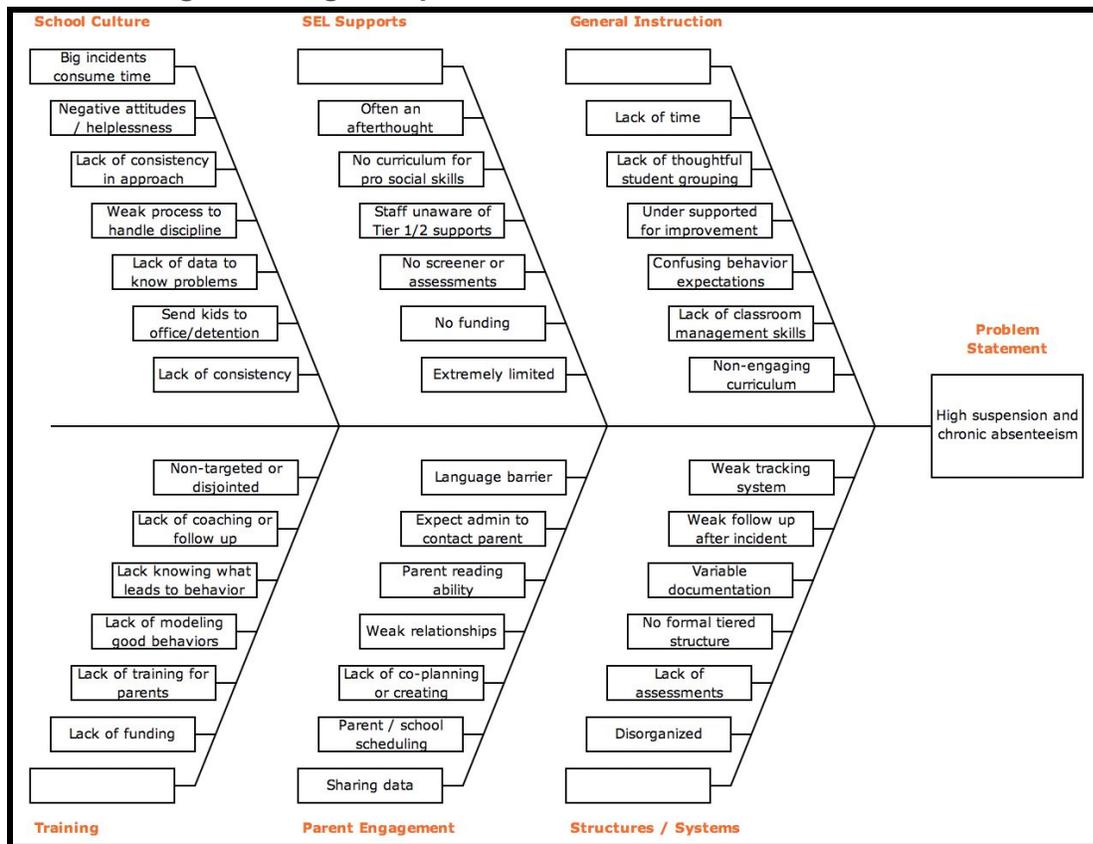
Table 8. Sample Root-Cause Analysis	
Symptom: Most students and children do not participate in expanded learning and preschool services.	
Why?	Parents have limited to no access to these services.
Why?	Families are geographically isolated from providers of these services.
Why?	Nonprofits, youth development programs, and businesses with services for young people find it cost-prohibitive to operate programs in these isolated areas.
Why?	Financial and human capital resources for these kinds of programs are nonexistent or scarce.
Why?	There is a lack of funding and resources for these isolated communities.

Chronic Absenteeism and Suspensions. Another symptom area of concern is chronic absenteeism and suspensions/punitive discipline. The 3.7% suspension rate at LHUESD is expected

to jump even higher according to 2018 data (~9%),¹⁷ a consequence of a few major incidents that occurred in the middle school, including an episode where nine students were either selling or consuming dangerous narcotics. In another incident, two students lit a fire in one of the boys' restrooms. A number of fights, weapons on campus, and one serious death threat further exacerbated the problem. Again, the leaders in the system do not see this as only a problem with students. Rather, the team analyzed its organization to understand the conditions that would allow these incidents to happen. Accordingly, the team participated in a causal analysis, following a four-step process of "(1) data collection, (2) causal factor charting, (3) root-cause identification, and (4) recommendation generation and implementation" (Heuvel & Rooney, 2004, pp. 47-48). Curtis and City (2009) recommend taking a both "wide and narrow viewpoint" of the data (p. 81). This involves looking at key indicators and honing in on the most important ones to address. This analysis resulted in the fishbone diagram below:

¹⁷ California Department of Education, "2017-18 Enrollment by Ethnicity and Grade: Lost Hills Union Elementary District Report," retrieved from: <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=1563594&agglevel=District&year=2017-18>

Fishbone Diagram of High Suspension and Chronic Absenteeism



Putting all the needs together. Between the student-centered data (such as demographic realities, academic performance, and behavior issues) and the data collected by the adults (including assessments of existing resources, a critical look at structural inequities, and root-cause analyses of pressing problems), it becomes clear that the needs of the consortium are vast and varied. Further complicating matters, California ranks 46th in per pupil funding, increasing the resource challenge of rural, one-school districts.¹⁸ Currently, there are little to no organizing frameworks to make sense of the variety of activities intended to address the outlined needs. SEDS is the only organization in the consortium that has a fully-developed tiered system for behavior (i.e., PBIS). WKC needs an organizing frame to hold and improve on all the work. A Multi-tiered System of Support (MTSS) will

¹⁸ Education Week, “2017 Quality Counts Report,” retrieved from: <https://www.edweek.org/media/2016/12/29/school-finance-education-week-quality-counts-2017.pdf>

help with this need. With it, teams will create one system that captures the tiered academic, behavior, and social-emotional systems. However, as the data above demonstrate, the teams need to first build and improve those systems before combining them into one. In other words, they will need to undertake the work intentionally and iteratively, one step at a time. The full-service pipelines are, collectively, a systemic opportunity to engage in more granular efforts.

(c) Annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students targeted for services each year of the program, in order to ensure that children are—(A) Prepared for kindergarten; (B) Achieving academically; and; (C) Safe, healthy, and supported by engaged parents.

Annual measurable performance outcomes, including an increase in the number and percentage of families and students targeted for services each of the program years, are articulated in Table 9. Performance objectives for each area are outlined in the Performance Measure Summary tables within each pipeline section. Services and outcomes within pipelines are intentionally interconnected to provide cohesive wraparound supports so students are prepared for kindergarten, achieving academically, and safe, healthy, and supported by engaged parents.

Table 9. Annual Measurable Performance Outcomes

	2018-19	2019-20	2020-21	2021-22	2022-23
Prepared for Kindergarten	40 enrolled in preschool program				
	90% attendance rate in preschool program				

	80% of students meet proficiency measure of the “Cognition - including math and science” domain	80% of students meet proficiency measure of the “Cognition - including math and science” domain	85% of students meet proficiency measure of the “Cognition - including math and science” domain	85% of students meet proficiency measure of the “Cognition - including math and science” domain	90% of students meet proficiency measure of the “Cognition - including math and science” domain
	80% of students previously enrolled in preschool are proficient in number recognition on K first quarter assessment	80% of students previously enrolled in preschool are proficient in number recognition on K first quarter assessment	80% of students previously enrolled in preschool are proficient in number recognition on K first quarter assessment	80% of students previously enrolled in preschool are proficient in number recognition on K first quarter assessment	80% of students previously enrolled in preschool are proficient in number recognition on K first quarter assessment
	80% of students meet proficiency measure of the “Social and emotional development” domain	80% of students meet proficiency measure of the “Social and emotional development” domain	85% of students meet proficiency measure of the “Social and emotional development” domain	85% of students meet proficiency measure of the “Social and emotional development” domain	90% of students meet proficiency measure of the “Social and emotional development” domain
Achieving academically	N/A	80 K-8 students enrolled in afterschool program	100 K-8 students enrolled in afterschool program	100 K-8 students enrolled in afterschool program	100 K-8 students enrolled in afterschool program
	140 students enrolled in summer program	150 students enrolled in summer program	160 students enrolled in summer program	160 students enrolled in summer program	160 students enrolled in summer program
	90% attendance rate in summer and afterschool program.	90% attendance rate in summer and afterschool program.	90% attendance rate in summer and afterschool program.	90% attendance rate in summer and afterschool program.	90% attendance rate in summer and afterschool program.
	23% of 3-8 grade students are proficient in math	31% of 3-8 grade students are proficient in math	39% of 3-8 grade students are proficient in math	47% of 3-8 grade students are proficient in math	55% of 3-8 grade students are proficient in math

	40% of English Learners enrolled in expanded learning increase one level on English Language Proficiency	45% of English Learners enrolled in expanded learning increase one level on English Language Proficiency	50% of English Learners enrolled in expanded learning increase one level on English Language Proficiency	55% of English Learners enrolled in expanded learning increase one level on English Language Proficiency	60% of English Learners enrolled in expanded learning increase one level on English Language Proficiency
	23% of 3-8 grade students are on grade level during transitions (5th to 6th grade & 8th to 9th grade)	31% of 3-8 grade students are on grade level during transitions (5th to 6th grade & 8th to 9th grade)	39% of 3-8 grade students are on grade level during transitions (5th to 6th grade & 8th to 9th grade)	47% of 3-8 grade students are on grade level during transitions (5th to 6th grade & 8th to 9th grade)	55% of 3-8 grade students are on grade level during transitions (5th to 6th grade & 8th to 9th grade)
	46% of 9th grade students enroll in 9th grade math	51% of 9th grade students enroll in 9th grade math	56% of 9th grade students enroll in 9th grade math	61% of 9th grade students enroll in 9th grade math	66% of 9th grade students enroll in 9th grade math
	23% of students meet mid-year math proficiency benchmarks	31% of students meet mid-year math proficiency benchmarks	39% of students meet mid-year math proficiency benchmarks	47% of students meet mid-year math proficiency benchmarks	55% of students meet mid-year math proficiency benchmarks
Safe, healthy, and supported by engaged parents	20 preschool parents enrolled annually in literacy program	20 preschool parents enrolled annually in literacy program	20 preschool parents enrolled annually in literacy program	20 preschool parents enrolled annually in literacy program	20 preschool parents enrolled annually in literacy program
	N/A	20 parents with school-aged children in literacy program	40 parents with school-aged children in literacy program	60 parents with school-aged children in literacy program	80 parents with school-aged children in literacy program
	90% attendance rate in family literacy program				
	80% change in at-home literacy				

	behaviors per self-survey				
	10 families engage in family counseling.	15 families engage in family counseling.	20 families engage in family counseling.	25 families engage in family counseling.	30 families engage in family counseling.
	50 family referrals issued	70 family referrals issued	90 family referrals issued	110 family referrals issued	130 family referrals issued
	50% referral uptake rate	55% referral uptake rate	60% referral uptake rate	65% referral uptake rate	70% referral uptake rate
	4 events for each district	6 events for each district	8 events for each district	10 events for each district	12 events for each district
	50 community members participating in each event	50 community members participating in each event	100 community members participating in each event	100 community members participating in each event	150 community members participating in each event
	40 students receive 30+ hours of one-on-one or small group mentoring	40 students receive 30+ hours of one-on-one or small group mentoring	50 students receive 30+ hours of one-on-one or small group mentoring	50 students receive 30+ hours of one-on-one or small group mentoring	50 students receive 30+ hours of one-on-one or small group mentoring
	55% of students in improve attendance compared to previous year	55% of students improve attendance compared to previous year	55% of students improve attendance compared to previous year	60% of students improve attendance compared to previous year	60% of students improve attendance compared to previous year
	64% of students in mentoring program reduce number of punitive disciplinary actions from previous year	64% of students in mentoring program reduce number of punitive disciplinary actions from previous year	64% of students in mentoring program reduce number of punitive disciplinary actions from previous year	64% of students in mentoring program reduce number of punitive disciplinary actions from previous year	64% of students in mentoring program reduce number of punitive disciplinary actions from previous year
	30 students enroll in case management	30 students enroll in case management	40 students enroll in case management	40 students enroll in case management	50 students enroll in case management
	80% meet goals outlined				

	in behavior management plans				
	Improved self-esteem and self-efficacy				
	3% annual decline in chronic absenteeism	3% annual decline in chronic absenteeism	2% annual decline in chronic absenteeism	2% annual decline in chronic absenteeism	1% annual decline in chronic absenteeism
	2% annual decline in suspensions	2% annual decline in suspensions	1% annual decline in suspensions	1% annual decline in suspensions	1% annual decline in suspensions

(d) Plans to ensure that each full-service community school site has a full-time coordinator of pipeline services at such school, including a description of the applicable funding sources, plans for professional development for the personnel managing, coordinating, or delivering pipeline services, and plans for joint utilization and management of school facilities.

Each of the four sites will have a full-time Community School Coordinator responsible for coordinating all pipeline services. In particular, these individuals will be responsible knowing which students are receiving which services and why. These individuals will also be responsible for communicating services across stakeholder groups. They will be involved in a number of school-site meetings and participate in all teacher and full-staff trainings. Additionally, they will be connected to a robust set of trainings out of the Kern County Superintendent of Schools School Social Worker Program and AmeriCorps programs (e.g. MTSS, mentoring, Check In Check Out, etc.). These individuals will also play a key role in expanded learning programs, community event planning, and family literacy facilitation.

Joint utilization and management of school facilities will be coordinated with the expanded learning programs, school social worker program, and AmeriCorps mentor program. The Community School Coordinator will ensure these partners have access to necessary space and data. Additionally, they will make sure they are connected to the school staff both professionally and socially. Two of the Community School Coordinators will be funded using match, general fund dollars (Maple and Lost Hills Elementary). The other two will be funded with this grant (Semitropic and A.M. Thomas Middle School).

(e) An assurance that the eligible entity and its partner entities will focus services on schools eligible for a schoolwide program under section 1114(b) of the ESEA.

LHUESD and the WKC partners guarantee services will focus on schools eligible. There are *only* four schools in the WKC and all four schools are eligible and will provide services.

PROJECT DESIGN, SERVICES, AND ADEQUACY OF RESOURCES

Introduction. This section will be articulated by first outlining the governance frame, *Harvard's By All Means (BAM)* model, followed by the organizing frame (MTSS). The pipelines will all live coherently within these overarching approaches. Next, the design of each of the selected pipelines will be discussed in detail, outlining objectives and outcomes that are measurable. Each section will have a simple performance measure summary table to describe the objective, service description or activity, assigned staff, output/outcome goals, data collection tools, and when necessary, the MTSS tier the pipeline activity addresses, along with, if applicable, the strength measure per the What Works Clearinghouse (WWC). This section will cover (1) what the services are; (2) why such services have been selected; and (3) how such services will improve student academic achievement and address the annual measurable performance objectives and outcomes described.

The WKC has decided on five key pipelines to focus its efforts. These pipelines include: (1) high-quality early childhood education programs; (2) high-quality school and out-of-school time programs and strategies; (3) support for a child’s transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, and including any comprehensive readiness assessment determined necessary; (4) family and community engagement and supports, which may include engaging or supporting families at school or at home; and (5) social, health, nutrition, and mental health services and supports. Pipelines Two and Five are new. The remaining three pipelines will be improved upon. It is important to note that the WKC is comprised of elementary school districts; therefore, Pipeline Three only goes up to high school enrollment. This was a strategic decision to focus efforts on preparing students for the most successful high school experience possible, particularly with mathematics, something the WKC currently struggles with.

Governance: By All Means (BAM) & The Children’s Cabinet of West Kern (CCWK)

What is the governance structure for pipelines? The WKC will utilize the overarching framework of **Harvard’s *By All Means (BAM)*** consortium to organize the pipeline services. Although BAM focuses primarily on cities, the structures can be crosswalked into rural localities. Its director, former Massachusetts Secretary of Education and Professor of Practice Paul Reville, is interested in exploring what this work looks like in unincorporated areas. As such, Harvard will be a close and critical ally, along with the various partners across the country engaging in similar work. A children’s cabinet, which coordinates a variety of efforts to provide necessary services, is central to the work of BAM. Therefore, the WKC will form the Children’s Cabinet of West Kern (CCWK), comprised of decision-making officials from organizations serving the target area. Aligning with best practices, CCWK will be formed in three phases: (Phase 1) create cross-agency governance structures; (Phase 2) provide increased/improved programming and services to children; and (Phase

3) improve outcomes for children. Per best practices, an external consultant (funded 100% by LHUESD matching dollars) will be charged with organizing the various stakeholders and ensuring the work moves forward in a way consistent with key strategies for effective children's cabinets: (1) consisting of decision-makers and executives who are representative of the community; (2) meeting regularly (monthly or bi-monthly); (3) collectively establishing a common vision for understanding of the work; (4) articulating structures and processes that help streamline complex efforts; (5) creating action-oriented agendas to make cross-agency decisions, share progress, and plan next steps; and (6) carrying the work forward between meetings via working groups and small teams.

Why was BAM selected as the governance structure? There are so few public or private resources in these communities. Therefore, it is critical resources be coordinated in a coherent manner. And, the soon-to-be-formed CCWK can be easily built off the current collaborative structures that exist in the communities. The school districts currently host monthly collaborative meetings, venues in which community partners gather and share resources that are available for community members. During these meetings, those individuals who provide direct services share and clarify what it is they offer to community members. For example, the housing authority might share information on how it can support families seeking support for housing. However, in these meetings, decisions are not being made, cross-organization goals are not being set, and there is very little organization; by the time service advertisements get to these meetings, decisions have already been made about resource allocations. This work happens in the silo of the organization providing the service, sometimes without community voice or involvement. This is a one-size-fits-all approach, the unnamed assumption being: If providers present existing services to the community, children and families will benefit from those services.

At face value, this this makes sense. However, these collaboratives are: (1) not digging deep enough into the problems that are specific in the West Kern context; (2) not collaborating effectively

with other agencies to better allocate resources ; and (3) not sharing data to understand the extent to which services are ameliorating problems for children and families. This is why a children's cabinet makes sense.

A productive children's cabinet is comprised of decision-makers/administrators and uses local shared goals and data to allocate resources. Equally important to the individuals who make up the cabinet are the processes and procedures utilized to make decisions. Per lessons learned from BAM's initial work, effective children's cabinets leverage highly-structured (effective agendas, decision-making protocols, deliberate time keeping, running notes, etc.) and task-oriented meetings (clearly outlined next steps, due dates, etc.). This seems intuitive, but it is often overlooked and the reason many collaborative efforts fail.¹⁹ Because of this, Dr. Figueroa was selected as the cabinet facilitator. He is an expert in highly effective meetings, having learned from his dissertation chair and author of *Meeting Wise*, Dr. Kathryn Parker Boudett. *Meeting Wise* outlines a variety of effective meeting structures, including establishing norms, assigning roles and responsibilities, conducting data analysis, and making task plans in between meetings.

Furthermore, by being considered for partnership in future BAM efforts, the WKC has an exciting opportunity to be part of an innovative and ongoing initiative at Harvard. This partnership will include quarterly conference calls with other rural consortia engaging in this work, an invitation to the group's annual convening, and periodic counseling from researchers and practitioners at Harvard. This support will be critical given that WKC capacity-building resources are limited.

CCWK will consist of the project director, the three district superintendents, the county supervisor, Kern Behavioral Health and Recovery Services (mental health) director, Kern Human Services director, Kern Public Health director, Omni Health Services, the Boys and Girls Club of

¹⁹ See "75% of Cross-Functional Teams Are Dysfunctional," Behnam Tabrizi, Harvard Business Review: <https://hbr.org/2015/06/75-of-cross-functional-teams-are-dysfunctional>

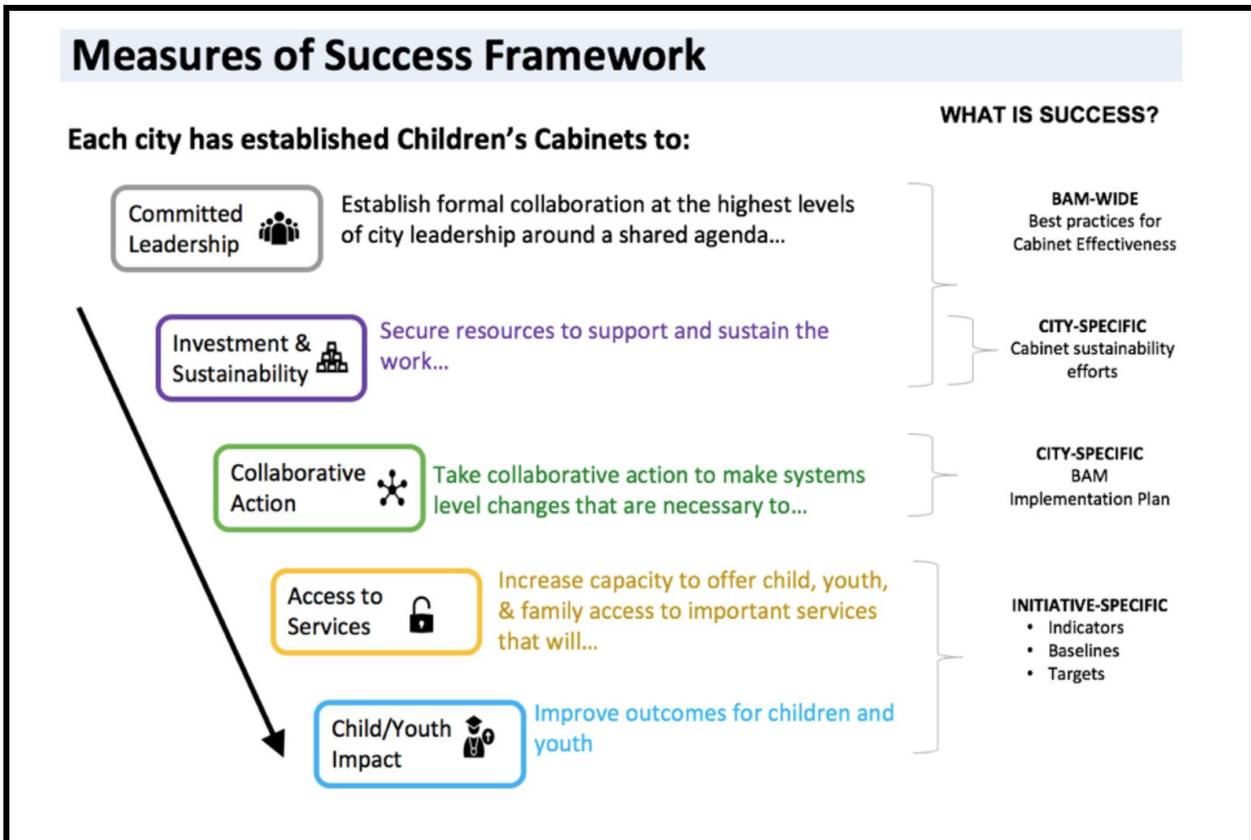
Kern County, state/federal representatives of the region, and community representatives. CCWK will take the BAM work to the next level by coordinating an advisory committee of community members directly impacted by the services. This advisory committee will serve as a “checks and balances” for the decisions made for and with the community. And, as previously stated, some representatives from this committee will simultaneously sit on the CCWK. Community School Coordinators will serve as translators in these meetings.

Both the CCWK and advisory committee will meet once a month for 11 months. The meeting venue will rotate to each of the three school district sites every month. Meetings will last 1.5-3.0 hours depending on agenda items. A half-day retreat with teaming activities and goal setting will kickoff the cabinet.

Table 10. Governance structure for pipelines: BAM & CCWK Performance Measure Summary				
Objective	Service Description	Assigned Staff	Output/ Outcome Goal	Data Collection Tool
CCWK - Organize and make decisions around resources for the West Kern Consortium (WKC)	Facilitated by an external consultant, 12 key stakeholders meet monthly for 1.50-3.00 hours to review progress and make decisions on resource allocation	Project Director CCWK members Consultant Facilitator Community School Coordinators	11 cabinet meetings per year 90% cabinet meeting attendance 80% of tasks complete by assigned deadline 80% of annual program goals attained	Meeting agenda Attendance logs Task tables Performance measures worksheet
Advisory Committee of CCWK - Organize and make decision around resources for the West Kern Consortium (WKC)	Facilitated by an external consultant, 10 parent/community stakeholders meet monthly for 1.50-3.00 hours to review progress and make decisions on resource allocation	Project Director Advisory committee members Consultant Facilitator Community School Coordinators	11 meetings per year 90% meeting attendance 80% of tasks complete by assigned deadline 80% of annual	Meeting agenda Attendance logs Task tables Performance measures worksheet

			program goals attained	
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How will BAM/CCWK improve student academic achievement and address the annual measurable performance objectives and outcomes? The CCWK and advisory committee will serve as the governance structure for the work happening in the target region. The groups will meet monthly and review benchmark data for the annual measures quarterly. This will be coupled with director reports on the activities happening that lead to projected outcomes. When benchmark data is not progressing at a desirable rate, the CCWK will decide on a plan of action to improve the situation. This may include allocating new resources to the need or investigating the service to understand the extent to which activities (e.g. type, quality, etc.) can predictively lead to stated outcomes. Below is a table that summarizes the BAM Measures of Success framework and how the work moves into different stages.



Organizing Framework for Pipelines: Multi-Tiered System of Support (MTSS)

What is the overarching framework for services/pipelines? Multi-tiered System of Supports (MTSS) will be leveraged to organize the services within pipelines. MTSS helps to build a coherent set of services for students as staff can “see the system” in one place. Additionally, MTSS meetings foster continuous improvement efforts through data analysis and collaborative decision making. MTSS is separated into three strands: academic, behavioral, and socio-emotional. Within each strand, there are tiers of services. Services are delivered to all (Tier I), some (Tier II), and few (Tier III) students, growing with intensity along the way. For example, under the academic (Rtl) strand, all students may receive core math instruction (Tier I) in general education classrooms. Screeners or benchmarks are then used to understand which students need additional support. The academic tiers will be leveraged to move students to different levels of support. Tier II support might involve using a different curriculum in small groups to build upon the Tier I math instruction. Finally, some students might need even more support. This puts students into Tier III, which may require an intensive intervention plan and different kinds of support (i.e., special education teacher, modified assignments, etc.). Under the What Works Clearinghouse, a system that provides intensive, individualized support to students who have fallen off-track and face significant challenges to success is rated as “promising evidence” with a moderate evidence base.

Why was MTSS selected as the organizing framework? All three districts have begun exploring MTSS through a small state-funded grant in 2018. Two districts have a team trained in MTSS and one district will begin training in Fall 2018. Rather than start something new, the WKC decided to build on what they are already doing. This aligns with Fullan and Quinn’s work (2015) on coherence, which urges system leaders to “focus direction” on a few important things (p.22). Additionally, MTSS aligns with best practices in the field by being intentional about structures (e.g.,

inventories, designated meetings, etc.), tools (e.g., assessments, data, process forms, etc.) and processes (e.g., meeting protocols, decision-making protocols, processing charts, etc.) to make decisions on key practices that lead to stronger outcomes.²⁰ Data Wise, discussed in Pipeline Three, will serve as one of those processes and be facilitated by an external facilitator using 100% match dollars. However, the district leaders understand that in order to have a robust MTSS approach, each of the strands of tiers (academic, behavior, social-emotional) need to be fully developed. In other words, while the end goal is a strong overall MTSS system, the district first needs to improve the individual RtI, PBIS, and social-emotional tiered system components.

Table 11. Organizing Framework for Pipelines: MTSS Performance Measure Summary

Objective	Service Description	Assigned Staff	Output/ Outcome Goal	Data Collection Tool
Utilize MTSS frame to organize pipeline services	Build and maintain an MTSS matrix for each of the partner schools	Coordinator	100% of consortium services are inventoried in MTSS matrix	MTSS matrix Various district assessment and program inventories
Ensure students are designated to appropriate service	Outline which students are receiving which services and why	Coordinator Academic Coaches Principal Teachers	80% of students are designated in service that meets their specific need	Screening assessments Benchmark assessments Student data card MTSS matrix Various district assessment and program inventories
Consistent communication amongst stakeholders about	Monthly - bimonthly meetings to communicate services being	Coordinator School leadership teams	90% attendance at MTSS meetings	Meeting agendas Attendance logs

²⁰ Hanover Research, “Best Practices in Multi-Tiered Support Structures,” retrieved from: https://www.lwsd.org/uploaded/Website/Get_Involved/MTSS/Best_Practices_in_Multi-Tiered_Support_Structures.pdf

services students are receiving	provided to students		Ongoing records of services students are receiving	Student tracking artifacts
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How will MTSS improve student academic achievement and address the annual measurable performance objectives and outcomes? MTSS is an organizing mechanism to ensure students are receiving appropriate services. Some of the performance outcomes will be realized through Tier I services (such as improved math instruction), while other services will be Tier II (including counseling sessions, social worker referrals, mentoring, and expanded learning opportunities). This will ensure students who need the services will receive those services. The Community School Coordinator at each site will be responsible for overseeing the MTSS system and knowing which students are receiving what services and why. Overall, MTSS will be used to: (1) organize the pipeline services (i.e., what goes where and why); (2) ensure students are designated in the appropriate services (i.e., use data in staff meetings to place students in appropriate tiers of service); and (3) communicate the services and students receiving them across stakeholder groups. Organizing in this way will realize student and family performance outcomes within each pipeline.

Pipeline 1: High-quality early childhood education programs.

What is the high-quality early childhood education program? LHUESD will open a new, full-day preschool class with one teacher and two associate teachers (funded primarily through this proposal with a \$20K match). The program will enroll 20 students, ages 3-5 years. This new class will work in collaboration with the existing preschool class (funded entirely by match dollars). The staff will focus on creating a community of learners, which will include a combination of group activities and instruction guided by teachers. For example, the teacher may spend 15 minutes reading a short story about butterflies and ask questions for students to engage in paired discussion

(guided instruction). This might be followed by a small-group nature walk to count the number of butterflies and flowers in the school garden (group activities). In both instances, the teachers and associate teachers will be highly engaged, interacting with students, asking open-ended questions, and encouraging students to talk with one another. According to the WWC practice guides, there is “promising evidence” (with a strong evidence base) that suggests that integrating conversations with content is especially productive for English Learners.

Moreover, the program staff will utilize the California Preschool Framework to organize the class. The framework is grounded in eight guiding principles: (1) relationships are central; (2) play is a primary context for learning; (3) learning is integrated; (4) intentional teaching enhances children’s learning experiences; (5) family and community partnerships create meaningful connections; (6) individualization of learning includes all children; (7) responsiveness to culture and language supports children’s learning; and (8) time for reflection and planning enhances teaching (<https://www.cde.ca.gov/sp/cd/re/documents/preschoolframeworkvol3.pdf>). To narrow the focus, staff will pay particular attention to “intentional teaching” and “family and community partnerships.”

Intentional teaching. Staff will work to be deliberate about what they teach, how they teach it, and how students respond. The California Preschool Framework curriculum will serve as the primary resource to design lessons. In it, there are a number of evidence-based lessons that directly connect to preschool standards. This curriculum will be supplemented by the highly touted and open-source curriculum from Boston Public Schools, a curriculum split into six units (Family, Friends, Wind & Water, Color, Shadows/Reflections, and Things that Grow) and complete with lessons, thinking maps, and other teaching and learning tools.²¹ Staff will follow the Data Wise inquiry cycle (discussed in Pipeline Three) to better understand the extent to which their lessons achieve the desired result. In these cycles, they will pay particular attention to visual representations in math.

²¹Boston Public Schools, “Early Childhood Education,” retrieved from: <https://www.bostonpublicschools.org/earlychildhood>

Consistent with the work happening at the K-8 level, the preschool staff will utilize visual representations for math instruction (“promising evidence” with a “strong evidence” base in WWC). This might look like staff using photos, objects, or other manipulatives to generate conversations in mathematics. The preschool staff will also incorporate “teaching number and operations using a developmental progression” (“promising evidence with a “moderate evidence” base in WWC). More specifically, teachers will use the following number and operations continuum to instruct: “(1) subitizing (small number recognition); (2) meaningful object counting; (3) counting-based comparisons of collections larger than three; (4) number-after knowledge; (5) mental comparison of close or neighboring numbers; and (5) number-after equals one more” (WWC Teaching Math to Young Children Practice Guide).²² The teaching staff will meet regularly to plan and reflect on their lessons. The math coach will support these endeavors by giving specific feedback on the team’s use of visual representations and number and operations.

The teaching staff will also use “intentional teaching” to explore social-emotional concepts. For example, the teacher might use learning stations to teach a lesson on “inviting a friend to play.” One station might have an associate teacher reading a story about asking peers to play on the playground. In another station, there would be an opportunity for students to practice asking each other to play, using written and oral sentence frames. Another station would have an opportunity for students to draw why they like being asked to play and what it feels like to be included. The last station would provide an opportunity for students to actually talk and play.

For student outcomes, the team will leverage the Desired Results Developmental Profile (DRDP, explained below) and first-quarter kindergarten assessments. These will be used to determine the effectiveness of instruction in a number of domains; however, the preschool team will pay particular attention to the “Cognitive - including math and science” and “Social emotional

²² What Works Clearinghouse, “Teaching Math to Young Children,” retrieved from: <https://ies.ed.gov/ncee/wwc/PracticeGuide/18>

development” domains, as these are the areas where there will be a concentrated effort.

Furthermore, the services will be an excellent complement to Pipeline Three, focused on math instruction, and Pipeline Five, focused on mental and social health services.

Family and community partnerships. The current preschool program has a rich history of connecting with parents; however, staff are always looking for innovative ways to engage parents. On this front, parents with students enrolled in the preschool program will be invited to participate in the Latino Family Literacy Project for preschool. This research-based initiative is a 10-week program to encourage early reading and teach parents about preschool standards. The Community School Coordinator will facilitate a group of 20 preschool parents. Program details and performance measures will be further discussed in the Pipeline Four section of this proposal. Additionally, the School Social Worker will provide direct and referral services to families based on needs. This might include family counseling, home visits, or referrals for basic needs. Program details and performance measures will be further discussed in Pipeline Five.

Why was a high-quality early childhood education program selected? There is plentiful research to posit that early childhood programs reap huge benefits for students, families, and the community. For example, preK programs generate billions of dollars in future revenue and reduce future crime rates.²³ They also pay off academically. According to a number of studies out of Oklahoma found in the journal *Developmental Psychology*, preK programs successfully help children prepare for school, with the most significant improvements found among Hispanic children.²⁴

The benefits suggested by the research, coupled with the fact that there are currently few preschool options, is why early childhood education programs are central to this proposal.

Furthermore, parents have consistently requested preschool programs to support their children, but

²³ National Education Association, “Research on Early Childhood Education,” retrieved from: <http://www.nea.org/home/18226.htm>

²⁴ Ibid.

the districts have not had the appropriate funding to provide such schooling. Currently, there are transitional Kindergarten (TK) programs at each district and staff have seen the difference in kindergarten outcome measures when comparing students who were enrolled in TK with those students who were not enrolled. Grounded in this research, the following performance measure summary was developed.

Table 12. Pipeline 1: Early Childhood Programs Performance Measure Summary

Objective	Service Description	Assigned Staff	Output/ Outcome Goal	Data Collection Tool	MTSS Tier & WWC Promising Evidence
Children will enter school prepared as a result of their participation with early childhood education and services	Provide a comprehensive child development program that provides educational and social development activities for children ages 3-5, using stations as the primary structure of instruction. Program includes a transition plan to K.	Preschool Teacher Preschool Associate Teachers	40 students enrolled in preschool program 90% attendance rate 80% of students meet “building” or above for the cumulative measure of the “Social and emotional development” domain 80% of students meet “building” or above for the cumulative measure of the “Cognition - including math and science” domain	Desired Results Developmental Profile (DRDP) Attendance Student information tracking system K transition plan	Tier I “Teach students how to use visual representations” (strong evidence) “Teach number and operations using a developmental progress” (moderate evidence)
Students receive high-quality math instruction, using visual representations and number and	Teachers provide high-quality, rigorous instruction using visual representation and number and operations strategies learned through	Preschool teacher Preschool Associate Teachers Math Coach	80% of students meet “middle building” or above for each measure of the “Cognition, including math and science” domain 80% of preschool students are	DRDP K - 1st quarter assessment	Tier I “Teach students how to use visual representations” (strong evidence) “Teaching number and operations using

operations using a developmental process.	training and coaching		proficient in number recognition on K 1st quarter assessment		a developmental progression” (moderate evidence)
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How will high-quality early childhood education programs improve student academic achievement and address the annual measurable performance objectives and outcomes? As previously mentioned, the program will utilize the Desired Results Developmental Profile (DRDP) as the primary tool for assessing annual performance measures. This tool measures a number of domains including: (1) self-regulation; (2) social emotional development; (3) language and literacy development; (4) English-language development; (5) physical development/health; (6) history-social science; (7) visual and performing arts; and (8) cognition, including math and science. Per assessment guidance, students meeting standards in these domains are considered prepared for kindergarten. Although the program will measure all domains, WKC will pay particular attention to “Cognition, including math and science” and “social emotional development.” Cognition measures the following: spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, cause and effect, shapes, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world. All of these measures are tied to Common Core Mathematics Standards, enhancing kindergarten readiness. Because these two domains are connected to work in other pipelines, this focus will bring coherence to the work across grade levels.

Focusing on visual representations and developmental progress for numbers and operations, staff have set an 80% proficiency rate goal. This goal is based on standardized, end-of-year kindergarten assessments in the most recent academic year; as a consequence of focused attention on the repeated reading strategy and using Data Wise, kindergarten demonstrated the highest proficiency outcome in ELA. This will be the first time preschool staff engage in this inquiry process.

In light of these local data and research effective preschool practices, this would seem to be a well-informed goal.

As the previously mentioned article referenced, academic outcomes of students enrolled in preschool are particularly significant for Hispanic children (<http://www.nea.org/home/18226.htm>). WKC predicts 100% of enrolled children will be Hispanic, many from monolingual, Spanish-speaking households. Preschool would provide students with an additional year of practice with the English language, as well as opportunities to build math competencies. Furthermore, a kindergarten transition plan will be utilized to communicate with all stakeholders (including parents, preschool staff, kindergarten teachers, and math coach). In this plan, staff will address academic, behavioral, and social-emotional measures; family engagement efforts (such as meeting basic needs, providing family counseling, and making referrals) will also be outlined, hopefully removing barriers to learning. And, parents equipped with knowledge on how and what to read with their students and information about preschool standards will only work to enhance the targeted preschool outcomes.

Pipeline 2: High-quality school and out-of-school-time programs and strategies.

What are the afterschool/summer programs and strategies? *Afterschool.* Instead of offering a host of new programming in 2018-19, the WKC has opted to start with afterschool programs in the 2019-20 school year. This will allow for a more thoughtful and strategic rollout. SESD and MESD will operate an afterschool program with the support of the Community School Coordinator and the Boys and Girls Club of Kern County (BGCKC). The Community School Coordinator will be responsible for organizing the program and space, as well as making connections to the instructional day and MTSS. Each site will have a BGCKC site coordinator and two-three activity leaders. The activity leaders will each be responsible for a class of 15-20 students (80 total in 2019-20 then 100 thereafter), grades K through 8 (prioritizing English Learners and socioeconomically disadvantaged

for enrollment). The programming will be divided into three main components: (1) instructional intervention, homework support, and tutoring, tailored to the individual needs of students (“Adapt instruction to individual and small group needs” -- “promising evidence” with “moderate evidence base” from WWC practice guides); (2) physical education and sports; and (3) STEM enrichment activities (“Provide academic support and enrichment to improve academic performance” -- “promising evidence” with a “moderate evidence base” from WWC practice guides). To develop the program, staff will utilize the California Quality Standards for Expanded Learning, and it will be funded entirely through this project proposal.

The three-hour afterschool program will begin with physical activities and sports, providing a nice transition from the academic school day. This will be followed by a healthy snack for each child. Then, groups of 15-20 students will transition between individualized or small group academic support and STEM/project-based enrichment. Each of the program components will last 45 minutes to one hour. During academic support, activity leaders will group students in stations according to class assignments or intervention needs. For example, a group of students might be designated as Tier II for ELA intervention and need specific reading skills. Using the designated intervention curriculum, the activity leader will work with a small group while the other students do homework. During the enrichment programming, activity leaders will lead full-group instruction accompanied by engaging projects. For example, students might participate in a garbology assignment, measuring the content and quantity of litter in their surrounding community and creating reports to present to community leaders. A project like this might be accompanied by a student-led community cleanup.

Summer. Beginning in summer 2019, BGCKC will host a five-week, half-day (8am-11am) STEM Summer Program. Lunch will be provided. 140 students (prioritizing English Learners and socioeconomically disadvantaged) will spend 1.50-hour blocks in designated activities, culminating in a final presentation of work to the community. SESD and MESD will house one program at MESD.

Students from SESD will be bussed to MESD, using funds from this proposal. By consolidating services, the schools will be able to provide a more robust program. LHUESD already hosts a small summer program using federal money; they will not be leveraging this proposal for summer services.

To assist in implementation, the WKC and BGCKC will look to curriculum and guidance from the National Summer Learning Association and other expanded learning resources. The learning will be hands-on, rigorous, and fun. For example, students will participate in clubs and activities such as robotics, rocketry, computer programming, and graphic design, which are aligned with CCSS and NGSS, and which support the instructional day curricula. Specific clubs and opportunities include:

- Computer Coding Camp: Upper elementary and middle school students use open-source curriculum from code.org to code games, art, and apps
- Maker Space: Space where students can create, invent, explore and discover using a variety of tools and materials
- Robotics Club: Elementary school students learn the basic concepts of robotics, including distance, speed, pulleys, inertia, and elasticity. Middle school students work on more complex projects that will include motors, sensors, controllers, and beginning-level programming.
- Rocketry Club: Students construct and launch model rockets, as well as learn about the physical parts of a rocket, the forces that act on a rocket, and the history of rockets and their impact on the world.

Why were afterschool/summer programs selected? Young people who lack stimulating and substantial summer experiences are likely to lose up to three months of learning from the previous school year. Because of differences in families' resources, the impact of the problem is greatest for students in low-income communities, compared with those in affluent communities.²⁵ Students in

²⁵ Alexander, K. L., Entwisle, D. R., and Olsen, L. S. (2007). Summer learning and its implications: Insights from the Beginning School Study. *New Directions for Youth Development*, 114.

these communities have limited to no local opportunities for afterschool and summer programming. As previously mentioned, the school is traditionally the only service provider. LHUESD and MESD offer limited afterschool programming. SEDS does not offer afterschool programming. All of the districts offer extremely limited summer programming. Parents and students often request programming and youth development activities for afterschool hours. At MESD, more than half of parents are interested in enrolling students in an afterschool program.

With an extensive background in extended learning, Dr. Boesch, superintendent of MESD, will be a primary point person for organizing programs and training/coaching afterschool staff. She worked as a regional California lead for expanded learning programs, providing technical assistance to more than 47 programs across four counties. Furthermore, she has worked with the BGCKC on a number of improvement efforts for other LEAs. She is connected to afterschool networks and will be a primary support as the WKC seeks sustained state/federal funding (e.g. After School Education and Safety Grant or 21st Century Learning Community Grant). As such, the WKC made the strategic decision to host the summer program at her site.

Furthermore, research has repeatedly found that participation in a broad range of enrichment activities is positively linked to a number of educational and developmental outcomes. For example, participation in a variety of distinct after school activities is associated with more beneficial outcomes, including academic achievement and lower drug use (Elder, et al., 2000; Gerber, 1996; Swanson, 2002). The WKC will continually revise and expand the menu of enrichment activities based on student feedback and evaluation results, which further encourages student participation, creating a virtuous cycle leading to improved student outcomes.

The expanded learning programs will create an active, project-based learning environment, which has been found to have success in improving academic performance during the instructional day (Durlak and Weissbert, 2007) and is more likely to produce positive student outcomes, such as

a deeper understanding of content, than traditional, lecture-based instruction (Taraban et al., 2007). Furthermore, project-based learning improves high-level thinking and both intra- and interpersonal skills, which is supported by over 15 years (2000 to 2015) of project-based learning research (see “Project-Based Learning: A Literature Review” [2015] produced and published by MDRC).

The STEM focus is also supported by research. According to one study, interaction with STEM role models can increase secondary students’ self-efficacy in STEM domains, which is one of the key contributors to K-12 STEM success among underrepresented minorities. Additionally, because students make decisions about their future career as early as middle school (Tai, Liu, Maltese and Fan, 2006), early exposure to STEM careers and STEM educational opportunities is critical to fostering student interest in STEM careers and preparing students to enter STEM pathways leading to those careers (Bagiati et al., 2010; Boe et al., 2011). Below is a table with a summary outline of the services and intended impact of the expanded learning programs.

Table 13. Pipeline 2: School and Out-of-School Pipeline Performance Measure Summary

Objective	Service Description	Assigned Staff	Output/ Outcome Goal	Data Collection Tool	MTSS Tier & WWC Promising Evidence
Provide a safe and supportive environment for students afterschool, prioritizing English Learners and socioeconomically disadvantaged for enrollment	Three-hour, three-day-per-week program at two sites providing one hour of each of the following (1) tutoring, intervention, or homework help -meeting individual needs (2) physical activity and sports; (3) enrichment activities, focused on	Community School Coordinator MESD Superintendent BGCKC	80 K-8 students enrolled in afterschool program (2019-20) increasing to 100 every year thereafter. 90% attendance rate in afterschool program. 40% of English Learners enrolled increase one level on English	State ELPAC test State math assessment Benchmark assessment data Enrollment data Attendance data	Tier II and III “Adapt instruction to individual and small group needs” (moderate evidence) “Provide academic support and enrichment to improve academic performance” (moderate evidence)

	project-based STEM activities		Language Proficiency 2019-20 (5%+ growth each year) 31% of students enrolled are proficient in math in 2019-20 (8%+ growth each year) 3% improvement in school attendance		
Provide half-day summer programming to students, prioritizing English Learners and socioeconomically disadvantaged for enrollment	Half-day STEM camp split into two activity blocks	Community School Coordinator MESD Superintendent BGCKC Staff	140 students enrolled in summer program (2019), increasing to 150 and then 160 for remainder of grant term 23% of students enrolled are proficient in math (8%+ growth each year) 90% attendance rate in summer program	State ELPAC test State math assessment Benchmark assessment data Enrollment data Attendance data	Tier II and III "Provide academic support and enrichment to improve academic performance" (moderate evidence)

How will afterschool/summer programs improve student academic achievement and address the annual measurable performance objectives and outcomes? As revealed in the research from many disciplines, there is clear and ample evidence that out-of-school learning environments contribute to STEM learning. In particular, the consensus committee of the National

Research Council found that out-of-school programs are associated with the following three outcomes:

- Development of relationships with caring adults that often serve as mentors;
- Increased understanding of and interest in STEM; and
- Reduced achievement gaps among genders, races, and people of different economic statuses.²⁶

An analysis of student self-reported change shows that participation in a STEM afterschool program increases positive attitudes towards STEM.²⁷ Because of their afterschool experience:

- 78% of students said they were more interested in STEM
- 73% of students said they had a more positive STEM identity
- 80% of students said their STEM career knowledge increased

Not only does participation in STEM afterschool programs influence how students think about STEM, more than 70% of students across all states reported positive gains in 21st-century skills, including perseverance and critical thinking. These findings are important because high science interest levels are associated with improved science literacy (Dabney et al., 2011), greater academic achievement (Hughes, Luo, Kwok, & Loyd, 2008; Schiefele, Krapp, & Winteler, 1992), college readiness and acceptance (Wang & Holcombe, 2010), and STEM course enrollment and career acquisition (Watt et al., 2012). The 21st-century skills also are associated with improved academic performance (Murphy et al., 2015; Oberle, Schonert-Reichl, Hertzman, & Zumbo, 2014).

Furthermore, A 2013 report by the American Institutes for Research found that students attending Texas' 21st CCLC programs, regardless of participation level, improved their school day

²⁶ National Research Council, "*Identifying and Supporting Productive STEM Programs in Out-of-School Settings*," retrieved from:

<http://stemecosystems.org/resource/national-research-council-successful-out-of-school-stem-learning/>

²⁷ STEM Ready America, "Multi-State Evaluation Finds Evidence that Investment in Afterschool STEM Works," retrieved from:

<http://stemreadyamerica.org/multi-state-evaluation-finds-evidence-that-investment-in-afterschool-stem-works/>

attendance levels. Students with low levels of participation in the program decreased their absentee rate by 14% and students with high levels of participation saw a 15% decrease.²⁸

A longitudinal study showed significant gains in math test scores for elementary and middle-school students who participated in high-quality afterschool programs (Vandell, Reisner, & Pierce, 2007), and a meta-analysis of 35 studies of at-risk youth found that out-of-school time programs had a positive effect on reading and math achievement (Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2006). Also, when students find academic programming fun and engaging, they are more likely to come to school.²⁹ Per this research and the WWC “promising practices” that will be implemented, the WKC posits expanded learning programs will contribute to the 8% annual growth rate on the state standardized mathematics assessment. Additionally, the afterschool program will improve overall attendance by 3%. Lastly, WKC predicts a 5% annual increase in English Learners becoming English proficient. The extended programming with more opportunities to practice reading, speaking, and listening, coupled with the work happening with math coaching will support all of these measures.

Pipeline 3: Support for a child’s transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, and including any comprehensive readiness assessment determined necessary.

What are the child transition supports selected? The WKC leaders narrowed their focus on school transitions to *math instruction*. WKC will implement this focus through Data Wise, mathematics coaching, and using visual representations as an instructional strategy. At first glance, this seems like an odd approach to transitions. However, the team has realized: (1) across districts, math was the only area that got two “very lows” out of *all* measures on the California School

²⁸ Afterschool Alliance, “Evaluations Backgrounder: A Summary of Formal Evaluations of Afterschool Programs’ Impact on Academics, Behavior, Safety and Family Life,” retrieved from: http://afterschoolalliance.org/documents/Evaluation_Backgrounder.pdf

²⁹ Ibid.

Dashboard, including EL progression and suspension rate; and (2) research suggests that math outcomes are a predictor of high school graduation. More specifically, Silver, Saunders, and Zarate (2008) report:

At every level, at least as early as grade 6, test scores are predictive of graduation – and the relationship is persistent over time. Fewer than half of students scoring below the 50th percentile will graduate, whether we are talking about 6th-grade, 7th-grade, or 8th-grade scores, and whether we are talking about performance in math or language arts. On the other hand, nearly three quarters of students with higher scores will go on to graduate (p.16).

In light of the literature, the WKC is realizing the need for an immediate investment in math instruction.

Data Wise. To coordinate the work in math instruction, the leadership teams at each school have adopted the Data Wise frame. This eight-step process (developed by faculty at the Harvard Graduate School of Education) helps teams of educators make sense of data. To begin, the process helps teams establish organizing structures to prepare for inquiry. Next, it helps teams make sense of lag data, establishing a priority question that drives an investigation into student work (or current benchmark data). From this, instruction is observed to find a problem of practice related to the strand of student work the team hopes to address. Then, a plan to improve practice and monitor/assess outcomes follows. To facilitate this work, the team will be hiring a consultant, using 100% state match funds.

The schools have already initiated the Data Wise process. Steps 3-5 were highlighted in the needs section of this application. After this thorough analysis, the team scoured the research and interviewed experts in math instruction. This led the team to decide on an instructional strategy (use of visual representations -- deemed as “promising practice” with “strong evidence base” per WWC) to best solve or ameliorate the problem of practice. The throughline of the work is pictured below:

Table 14. Data Wise Improvement Process (Steps 3-7)

<p>Focus area:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relates to instruction. <input type="checkbox"/> Narrows scope of inquiry while remaining broad enough to be relevant to many/most staff members. 	<p>Leadership team chose this focus area:</p> <p>Math</p>
<p>Priority question:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arises from a collaborative process. <input type="checkbox"/> Helps us know what student data to dig into next. <input type="checkbox"/> Relates to learning. <input type="checkbox"/> Is within our control. <input type="checkbox"/> Is genuinely intriguing to staff. 	<p>Broad faculty group identified this priority question:</p> <p>How do students determine what computations to use when solving a problem?</p>
<p>Learner-centered problem:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is directly related to priority question. <input type="checkbox"/> Is based on multiple data sources. <input type="checkbox"/> Is about students' learning. <input type="checkbox"/> Is within our control. <input type="checkbox"/> Is a statement, not a question. <input type="checkbox"/> Is specific and small. 	<p>Teacher team agreed on this learner-centered problem:</p> <p>Students are struggling to correctly apply addition, subtraction, multiplication, and division to solve problems.</p>
<p>Problem of practice:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is directly related to the learner-centered problem. <input type="checkbox"/> Is based on evidence found when examining instruction. <input type="checkbox"/> Is within our control. <input type="checkbox"/> Is a statement, not a question. <input type="checkbox"/> Is specific and small. 	<p>Teacher team agreed on this problem of practice:</p> <p>As educators, we are not using effective structures that give students opportunities to experience and understand the underlying concepts behind addition, subtraction, multiplication, division</p>
<p>Action plan:</p> <ul style="list-style-type: none"> <input type="checkbox"/> States specifically what teachers will do to address the problem of practice. <input type="checkbox"/> Contains one or more research-based, high-leverage instructional strategies. <input type="checkbox"/> Assigns responsibility to specific people. <input type="checkbox"/> Is time-bound. 	<p>Teacher team agreed on this instructional strategy:</p> <p>Visual Representations</p>
<p>Plan to assess progress:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clarifies evidence that would show whether action plan addresses the learner-centered problem. <input type="checkbox"/> Includes short-, medium-, and long-term data sources. <input type="checkbox"/> Includes specific, measurable student learning goals. 	<p>Teacher team agreed on using these data sources:</p> <p>Short term: Exit tickets, quizzes Medium term: benchmarks, diagnostic assessments Long term: California state assessment</p>

Visual representations. The teams have done a tremendous amount of work to understand what good visual representations will look like in the classroom. Below is a table developed by members of the WKC to understand what they should see in classrooms. In addition to this artifact,

the team developed an action plan that outlines training for teachers, periodic coaching from the county expert, and a plan to look at assessment data to make adjustments in practice as needed.

Table 15. Implementation Indicators for Visual Representations

What will we see in classrooms?	
Teachers	<ul style="list-style-type: none"> ● Model how to use visual representations: <ul style="list-style-type: none"> ○ E.g., Number lines, 100's charts, arrays, manipulatives, pictures, graphs, highlighting ● Post examples of visual representations ● Encourage students to use visual representations ● Solve problems by drawing visual representations ● Provide multiple methods for solving math problems ● Ask questions to support scaffolding and supporting evidence (e.g. What might this look like with a drawing? How do you know this is the answer? Can you show me how to solve this in another way?) ● Use visual representations in cooperative learning groups ● Use technology (smart board, doc camera, computer) to show visual representations ● Facilitate student discussions for visual representations ● Circle the room to check for understanding of completing visual representations
Students	<ul style="list-style-type: none"> ● Use multiple visual representations in their work. ● Explain their visual representation strategy to other students and teacher ● Explain their thinking and self-correct to align to calculations to visual representation ● Ask for clarification of teachers and aides about using visual representation. ● Use manipulatives ● Use visual representations as evidence to justify their solution ● Use diagrams, drawings, number lines, bar models, arrays ● Choose and use an appropriate visual representation ● Label visual representation correctly ● Collaborate as a group to present a visual representation ● Translate word problems into a visual representation ● Translate algorithms into a visual representation ● Engage in math routines that emphasize visual representations
Instructional Support Staff	<ul style="list-style-type: none"> ● Teach multiple visual representation strategies to small groups of students in RtI ● Work with small groups (3-4) to reinforce/reteach visual representation strategies in classroom ● Ask questions to guide students to use visuals. <ul style="list-style-type: none"> ○ Can you show me what that looks like with a drawing? Number line? etc. ○ What other other ways are there to solve this problem? ● Monitor (e.g. take notes on strengths and challenges) students and know which students are in need of assistance with visual representations ● Assist with pre-set up of materials for visual representations
Student Work	<ul style="list-style-type: none"> ● Organized notes/work. ● Written evidence for every problem (i.e. walking through the student's thinking) ● Visual representations drawings, graphs, tallies, manipulatives, patterns, ten

	frames, number lines, etc. <ul style="list-style-type: none"> • Math journals- for notes, math thoughts, and visual representations
Classrooms	<ul style="list-style-type: none"> • Posting visual representations examples (including students') around the classroom • Using smart Board/ doc camera • Using whiteboard • Using hands-on manipulatives • Content area material and resources- calculator, graph paper, etc. • Using student pairs • Using Chromebooks • Group seating arrangements

Mathematics coaching. The LHUESD county partnership with the math expert will end in December 2018. As such, WKC is realizing it needs an internal math expert. The districts cannot afford a math coach on their own, but with this grant and collective efforts, they would be able share one (70% this proposal and 30% state match). The math coach would rotate from district to district, spending 50% of the time at LHUESD (A.M. Thomas Middle and Lost Hills Elementary) and 25% of the time with the other two, one-school districts, and serve 100% of students (Tier I support). Per the action plan, this math coach would be a tremendous resource for classroom observations, training, and teacher coaching. More specifically, the math coach would follow the best practices outlined in Campbell and Malkus' three-year, randomized control study³⁰ below:

- Assist administrative and instructional staff in interpreting data and design approaches to improve student achievement and instruction
- Ensure that the school curriculum is aligned with state and national standards and their school division's math curriculum
- Promote teachers' delivery and understanding of the school curriculum through collaborative long-range and short-range planning

³⁰ Campbell, Patricia F., and Nathaniel N. Malkus. "The impact of elementary mathematics coaches on student achievement." *The Elementary School Journal* 111, no. 3 (2011): 430-454.

- Facilitate teachers' use of successful, research-based instructional strategies including differentiated instruction for diverse learners such as those with limited English proficiency or disabilities
- Work with parents/guardians and community leaders to foster continuing home/school/community partnerships focused on students' learning of mathematics
- Collaborate with administrators to provide leadership and vision for a school wide math program.

For example, the coach might visit professional learning community meetings to make sense of student work (with the teacher team) and provide guidance and suggestions for improvement. This coach could then monitor the adjustments in practice and give feedback to teachers, particularly around visual representations.

Additionally, the mathematics coach will work alongside the community school coordinator to utilize MTSS to understand which students need Tier II or III supports in mathematics instruction. The districts have each designated 20-45 minutes daily for math intervention. If students are not understanding concepts with Tier I general instruction, they will receive more visual representation support during this designated time or in special education classes. Based on WWC "promising evidence," instruction during intervention will be explicit and systematic ("strong evidence base").

The team was pleasantly surprised to learn that their investigations into effective math instruction matched the research in WWC. More specifically, using visual representations ranks as having "strong evidence" to improve math outcomes. The math coach will lean on references made in this research to create professional learning experiences, instructional artifacts, and to direct one-on-one or small group coaching. For example, the coach might revise the indicators table above based on what teaching teams are learning about their practice and the resulting students outcomes.

Why use Data Wise, Math Coaching, and Visual Representations to support transitions?

The LHUESD team attributed outcomes in ELA to their work in Data Wise the previous academic year. Data Wise transformed the way the Leadership Team operated. Prior to Data Wise, the team would meet monthly, talk about a variety of topics, and leave action items to the principal. The Data Wise frame improved meetings with agendas, task tables (e.g., work to do in between meetings), clear roles and expectations, and using evidence in conversations. Said one staff member, “I had no idea meetings could be so productive.” The results of better organization have transformed professional learning community (PLC) meetings and even spread across school districts. With a goal of implementing the instructional strategy of using visual representations, the teams’ familiarity with Data Wise means they already have a head start on the work.

Using visual representations aligns with what research says is best practice. This is why there is a strong focus in this area. Also, using visual representations transcends grade levels. PreK - 8th grade can leverage this teaching and learning strategy. Furthermore, this will provide a mechanism by which to frame intervention services or Rtl. In other words, students needing Tier II services in math will be provided focused instruction around visual representations. And, an internal math expert - a math coach - can help make these practices a reality.

Currently, teaching teams at all three districts do not have a strong math expertise. This is reflected in the state standardized test data and through teaching staff anecdotal evidence. In other words, there are no internal math experts supporting this work. Through this grant, the team hopes to have a math coach to support teaching and learning across districts.

Table 16. Pipeline 3: Transitions Pipeline Performance Measure Summary

Objective	Service Description	Assigned Staff	Output/ Outcome Goal	Data Collection Tool	MTSS Tier & WWC Promising Evidence
Students receive high-quality math	Teachers provide high-quality, rigorous	Teachers Math Coach	8% annual math 3-8 grade proficiency	State assessment	Tier I “Teach students how to

instruction, using visual representations	instruction using visual representation strategies learned through training and coaching	School Leadership Teams	<p>growth rate across WKC</p> <p>80% of preschool students are proficient in number recognition on K readiness assessment</p> <p>23% of students are on grade level during transitions, 6th grade, high school (2018-19), with 8% increase each year</p> <p>46% of 9th grade students enroll in 9th grade math (2018-19) with 5% increase each year</p>	<p>K readiness assessment</p> <p>High school placement exam</p>	use visual representations” (strong evidence)
Students receive high-quality math intervention	Educators provide designated time for math intervention during the instructional day based on student/small group needs	<p>Teachers</p> <p>Math Coach</p> <p>Instructional aides</p>	23% of students meet mid-year math proficiency benchmarks (2018-19) with 8% increase each year thereafter	Math benchmark proficiency assessments (DIBELS, ALEKS)	Tier II and III “Instruction during intervention should be explicit and systematic” (strong evidence)
Staff use Data Wise as a way to understand the extent to which their math instruction is having an	Leadership teams go through the eight-step Data Wise process with a math focus.	<p>Leadership Teams</p> <p>Math coach</p>	11 monthly meetings to analyze data and discuss progress on math goals	<p>Meeting agendas</p> <p>Action Plan</p> <p>Plan to Assess Progress</p> <p>Student work</p>	Tier N/A “Make data an ongoing cycle of instructional improvement” (minimal evidence)

impact on student data			85% of actions are complete on action plan	Class observations	
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How will Data Wise, Math Coaching, and Visual Representations support transitions, improve academic achievement, and address annual performance measures? Teachers will be more effective and better equipped to serve students by engaging in the Data Wise approach and receiving regular math coaching. Students will be more successful with better equipped teachers and by understanding how to use visual representations in their work. To illustrate, a 3-year study on the effects of math coaching on the state math assessment scores of 24,759 Grade 3-5 students showed students who were enrolled in schools with an elementary mathematics coach had significantly higher scores on their state’s high-stakes standardized mathematics achievement tests (grades 3-5) than did students in the control schools. While significant for all 3 grades, the impact was stronger in grades 4 and 5, probably because of the increased abstraction of the upper elementary math curriculum, the researchers write.

Ultimately, the consortium hopes to increase the number and percentage of students entering high school at 9th grade level mathematics. If the gains in ELA hold for math, the WKC is looking for an 8% proficiency growth rate from the current 15% proficiency level of the state standardized assessment in 2018-19. The WKC is hoping this measure increases by 8% each year. This performance goal should also be mirrored in math benchmarks taken throughout the year. In other words, benchmark composite math scores should incrementally improve to 8% over the course of a year. This will lead to more students transitioning to K, 6th, grade, and 9th grade at grade level. Per the last cohort of 8th graders in the WKC, 41% of 9th graders from the three districts enrolled in a 9th-grade-level mathematics course. With these resources devoted to math instruction, WKC hopes to improve by 5% each year.

Pipeline 4: Family and community engagement and supports, which may include engaging or supporting families at school or at home.

What are the family and community engagement supports selected? In this pipeline, three services will be offered: (1) parent education around literacy; (2) family counseling and referrals; and (3) community events. Each of these services is connected to other pipelines. More specifically, the parents from the preschool program will be targeted for family literacy services, while the referral process is directly connected to the work of the school social workers and AmeriCorps Mentor described in Pipeline 5. For all three services, the school staff and partners will work closely with LHUESD's family resource center.

Parent education around literacy. For this component of the pipeline, the community school coordinator will facilitate the Latino Family Literacy Project curriculum. The evidenced-based program provides age-appropriate books for preschool age kids. Parents learn to read with their children, pose questions, and teach school-readiness skills. Together, parents and children learn English and Spanish vocabulary. The curriculum also includes handouts for parents based on preschool standards to make reading and vocabulary fun for both the parent and preschooler. The curriculum is designed to span 10 weeks of instruction, once per week for two hours, with classes offered in Spanish. Staff will survey parents to find the best time to offer the courses. The program will start with 20 preschool parents in 2018-19. It will then expand by 20 school-aged parents each year for the duration of the grant. And, match dollars will be used to purchase curriculum and support 50% of the cost of personnel to facilitate.

The elementary school parent curriculum looks a little different but will follow the same general structure. More specifically, it is a family reading program (Family Stories/Cuentos Familiares) and engages the entire family. It uses books that are appropriate for reading levels grades 1 through 4,

depending on the literacy levels of the student. It teaches parents the importance of establishing a family reading routine with their children, how to share books, and helps both parents and school-age children learn English vocabulary together.

Family counseling and referrals. With a school social worker, staff members and students needing support will have a specific point person by which to filter requests. The process for referrals will go as follows: (1) staff member completes a "School Social Worker Request Form" (or student/parent self-identifies); (2) school social worker does intake assessment to understand needs of student/family; (3) school social worker takes one of three pathways -- (a) enrolls student/family into counseling; (b) refers student/family to outside resource specific to the need; or (c) releases student/family from process for not meeting Tier II or III criteria. Based on experiences with the School Social Worker program in other schools, WKC predicts it will initially engage 10 families in regular counseling (meeting once every two weeks) and increase by 5 families each subsequent year. Also based on previous experience, it is highly likely referral services will go to a few WKC organizations: Kern Human Services, Kern Behavioral Health and Recovery, Kern Public Health, or Omni Family Health Services.

Community events. Community events will be organized by the community school coordinator. In many instances, this individual will collaborate with other staff members to coordinate activities. For example, a community cleanup might be scheduled and the AmeriCorps Mentor might help to build an agenda for the day, outline the target area for the clean up, assign cleanup teams, and solicit supply donations from local and regional businesses. For parent-teacher night, the individual will collaborate with teachers and instructional aides to build a schedule and design family activities. In all instances, attendance will be tracked to monitor the number of individuals participating, striving for increases as the years progress.

Why these family and community engagement supports were selected? *Family Literacy.*

Currently, there are no family literacy programs happening in the WKC. Staff, in particular at LHUESD, have been researching various literacy programs, attending conferences on the matter, and speaking with peers about a curriculum to utilize. Colleagues in Fresno, CA, have leveraged the Family Literacy Project and have demonstrated success with increased kindergarten readiness. Accordingly, the WKC selected this curriculum to pilot in 2018-19 and expand in years thereafter.

Family counseling and referrals. Parents in the WKC often visit school sites seeking assistance with student behavior problems. Or, they might need basic services (i.e. food, water, clothing). Oftentimes, the principal or school office staff become the counselor or referral agent -- even going to the lengths of regular home visits to check on students and families. Although this helps the administration understand the needs of students and families, they just do not have the time to devote to this and other responsibilities. Accordingly, a Tier II support in the form of family counseling and referrals would be incredibly helpful for the WKC.

Community events. Parents and community members really value the opportunity to connect on the school campus. In WKC communities, it is sometimes the only place people convene. For example, the Halloween event at LHUESD made a lasting impression and was the talk of the community up through February of the following year. Unfortunately, WKC does not have the capacity to keep pace with the demand for similar events. With a community school coordinator, each site will have a point person and more capacity to take on these projects.

Table 17. Pipeline 4: Family and Community Engagement Pipeline Performance Measure Summary

Objective	Service Description	Assigned Staff	Output/ Outcome Goal	Data Collection Tool	MTSS Tier & WWC Promising Evidence
Parents will be provided with education services to	Using Family Latino Literacy curriculum, staff provide 10	Community School Coordinator	20 preschool parents enrolled	Attendance sheets Self-surveys	Tier II "Draw on relationships

increase family reading literacy	<p>weeks of instruction, once per week for two hours, to teach parents how to read with their children, pose questions, teach school readiness skills (for Pre K), and the importance of establishing a family reading routine.</p> <p>Classes provided in Spanish.</p>	<p>Preschool staff</p> <p>Family Resource Center staff</p>	<p>annually (2018-19+)</p> <p>20 parents with school-aged children enrolled annually (2019-20+)</p> <p>90% attendance rate</p> <p>80% self-survey change in at-home literacy behaviors</p> <p>80% of preschool children whose parents are enrolled will be K ready</p>	<p>K readiness assessments</p>	<p>with professional colleagues' and students families for continued guidance and support" (Moderate evidence)</p>
Families will be provided with targeted family support services	<p>Short-term, non-intensive instruction on general parenting topics and/or support basic family needs and related case management services.</p> <p>Home visits to be conducted as needed.</p>	<p>Family Resource Center staff</p> <p>School Social Worker</p> <p>Preschool staff</p> <p>AmeriCorps Mentors</p>	<p>50 family referrals issued (2018-19), increasing by 20 each year</p> <p>50% referral uptake rate</p> <p>10 families engage in family counseling (2018-19), increasing by five each year.</p>	<p>Referrals</p> <p>Case logs</p> <p>Behavior management plans</p> <p>Biopsychosocial assessment</p>	<p>Tier II and III</p> <p>"Draw on relationships with professional colleagues' and students families for continued guidance and support" (Moderate evidence)</p>
Families will be provided with opportunities to connect to the school community and understand resources available	<p>Monthly community events hosted by WKC. For example, parent-teacher night, color run, father-daughter dance, community bbq, etc.</p>	<p>Community School Coordinator</p> <p>Teachers</p> <p>Preschool Staff</p> <p>Instructional Aides</p>	<p>4 events for each district (2018-19), increasing by two events each year</p> <p>50 community members participating in each event</p>	<p>Event agendas</p> <p>Attendance sheets</p>	<p>Tier I</p> <p>"Draw on relationships with professional colleagues' and students families for continued guidance and</p>

		AmeriCorps Members			support” (moderate evidence)
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How will family and community engagement supports improve student academic achievement and address the annual measurable performance objectives and outcomes?

Parent education around literacy. In *The Condition of Education, 2003*, the National Center for Education Statistics (NCES) describes survey results showing that literacy activities in the home contribute to early reading success. The Early Childhood Longitudinal Study measured children's home literacy activities using an index that counted parents' reports of how often they read to their children, sang to them, and told them stories, as well as the number of children's books and audio tapes or CDs in the home. The children who ranked higher on this home literacy index also scored higher on reading and literacy skills when they entered kindergarten. The positive relationship between a home literacy environment and children's reading knowledge and skills held true regardless of the family's economic status (NCES, 2003, p. 74).

Another analysis of NCES survey data by Nord and colleagues (1999) confirmed that children whose family members read to them three or more times a week were more likely to know their letters than were children whose family members read to them less frequently. In addition, their research found that children whose family members read to them frequently were more likely to be able to count to 20 or higher, write their own names, and read or pretend to read.

Family Counseling, Referrals, and Community Events. With more Tier II and III services for families, more barriers to learning will be removed. More specifically, this work will serve to reduce suspensions and absences of students and improve relationships within and families. And, more family activities will increase over culture and climate measures in the community. To this end, the performance measures will be directly aligned to other pipelines and WWC's "Draw on relationships with professional colleagues' and students families for continued guidance and support" strategies.

As such, the WKC should experience a 3% decline in chronic absenteeism across districts, along with a 2% decline in suspensions. This percentage rates should decline by 1% every 1-2 years.

Pipeline 5: Social, health, nutrition, and mental health services and supports

What are the social and mental health services selected? For this particular pipeline, the WKC will be focusing on social and mental health services. Again, per Fullan and Quinn’s research on organizational coherence, it is important to “focus direction” on a few activities (2015). As such, this pipeline will target social and mental health supports through the Kern County Superintendent of Schools’ (1) Building Healthy Community AmeriCorps Mentor Program and (2) School Social Worker Program. This collaborative effort will leverage the county office of education’s resources and expertise through shared program costs and training. Additionally, the goals and outcomes for the school districts and county will be directly aligned.

Building Healthy Communities AmeriCorps Mentor Program (BHC AmeriCorps). BHC AmeriCorps is designed to provide over 800 students (50 for the WKC) with a caring adult who will conduct meaningful developmental/academic activities on a sustained basis. Students identified as English Learners, Socioeconomically Disadvantaged, and those enrolled in special education will receive priority enrollment in the program at LHUESD and SESD (districts with higher rates of absences and suspensions). Students in grades 5 through 8 will be identified and assigned to the program in one of two ways: (1) the student was chronically absent the previous academic year; or (2) the student has had three or more documented suspensions/discipline referrals in the previous academic year. Two AmeriCorps mentors will serve 1,200-hour terms, providing school-based mentoring in a program structured according to evidence-based best practices. Full-time mentors

will cost \$14,400 each with 35% funded by this proposal in 2018-19 and 0% (full match) for the following years.

The direct service activities are largely mentor-driven with a focus on a high-quality relationship. The BHC AmeriCorps program: recruits high-quality mentors; provides them with substantive trainings, resources, and tools; and empowers them to develop meaningful approaches to address the needs and interests of their students in consultation with their school site supervisor. The mentors follow elements of effective practices by: (1) clearly communicating expectations of the relationship between mentor and student; (2) clearly initiating and ending the relationship; (3) meeting at least one hour weekly with mentees individually or in groups of two or three; (4) engaging in activities that are structured, intentional, and varied; (5) focusing on both developmental and academic needs; and (6) providing pre-service and ongoing training focused on youth development, effective mentoring practices and activities, boundaries, safety issues, confidentiality, planning, and documentation. These mentors will work in collaboration with staff, outside agencies, and the school social worker to ensure that students have services that meet their specific needs.

Kern County Superintendent of Schools' School Social Worker Program (SSW). Historically, school social workers have been hired to address the needs of students by bridging the gap between the school, family, and community (Sosa, Cox, & Alvarez, 2017). SSW staff are trained mental health professionals with a master's degree in Social Work and a Pupil Personnel Services (PPS) credential. SSW provides direct as well as indirect services to students, families, and school personnel to promote and support the academic and social success of students. They have special expertise in understanding family and community systems and linking students and their families with community services essential to promote student success. SSW training includes specialized preparation in cultural diversity, systems theory, social justice, risk assessment and intervention, consultation and collaboration, and clinical intervention strategies to address the mental health

needs of students. They work to remedy barriers to learning created by poverty, inadequate health care, neighborhood violence, and many other risk factors. They work with teachers, administrators, parents, and other educators to provide coordinated interventions and consultation designed to keep students in school and help families access the supports needed to promote student success as it relates to and measured by academics, behavior, and emotional intelligence.

The SSW plays a multifaceted role in this particular proposal. A SSW will provide interventions and support Tier II and III levels of MTSS. More specifically, SSW will case manage 30 students within the WKC, increasing by 10 students in 2020-21 and capping at 50 in 2022-23. The SSW program will rotate from district to district, spending 50% of time at LHUESD and the remaining 50% split between MESD and SESD. This position will be in partnership with the Kern County Superintendent of Schools and 40-55% of the cost will come out of this grant proposal (depending on project year).

The SSW will also provide general services unique to a school setting. For example, the SSW will provide assessment and consultation within the school team and direct work with students and parents both individually and in groups. The assessment is a systematic way of understanding what is taking place in relationships in the classroom, within the family, and between the family, school, and community. The key to all services is the assessment as it allows the SSW to target specific areas of need -- places where intervention will be most effective.

Below are some examples of what the SSW might do within an MTSS framework:

Tier II: Selective Interventions

- Conduct functional assessments for individual case planning
- Create self-management tools for students
- Support Check-In/Check-Out (CICO) system

- Provide small group instruction using evidence-based interventions (e.g., social competence, self-regulation, coping skills, etc.)
- Provide teacher/classroom consultation
- Conduct parent education & support classes
- Provide other targeted interventions and supports

Tier III: Indicated Interventions (Wrap-around/Case Management)

- Intensive case management includes but not limited to: Bio-Psycho-Social assessments, individual treatment plan, referrals to services.
- Collaboration with Interdisciplinary teams and service providers
- Individual and/or family counseling
- Other targeted interventions and support

When services needed are beyond the reach of SSW, it will work collaboratively with the community school coordinators, project director, family resource center, and CCWK to refer services. To begin, the WKC anticipates a minimum of 50 referrals will be made each year, increasing by 20 per year. These will likely be for physical health services (e.g., vision, dental, health) with our clinic partners. In addition to referrals, the SSW will follow up to see whether or not the referral was actually utilized, reaching for a 50% take-up rate to begin and increasing by 5% each year.

Why were these social and mental health programs selected? Currently, none of the three consortium partners have Tier II behavior interventions. There are no counselors, mentors, or behavior interventionists on any of the campuses. This was identified as a large gap in services for students, which is likely leading to poor behavioral outcomes. And, these poor behaviors become barriers to student learning as students are not focused, being removed from classroom settings,

and disrupting the learning of others. Accordingly, the WKC has made Tier II behavior interventions a priority in this grant.

BHC AmeriCorps. As noted in the WWC, assigning adult advocates to students at risk of dropping out is classified as a practice with “promising evidence” and a “moderate evidence base” of being successful in reducing behavioral issues (WWC). Furthermore, BHC AmeriCorps’ purpose and structures were developed in accordance with current research on effective youth mentoring as well as data from the program’s first 6 years. The heart of the program addresses positive youth development and resiliency, providing youth with the skills and support necessary to increase school engagement and physical/emotional safety, improve social skills and behavior, and lay the foundation for healthy, productive lives. A caring adult/student relationship will nurture youth by providing them with assets and protective factors that will help them thrive despite challenging circumstances. As the evidence-based Big Brothers Big Sisters 2000 National Evaluation reveals, mentees are: (1) 52% less likely to skip a day of school; (2) 46% less likely to start using drugs; (3) 27% less likely to start using alcohol; (4) 33% less likely to engage in violent behavior; and (5) more likely to show significant improvement in their relationships with family and peers.³¹ The study further indicates: (1) 64% of students developed more positive attitudes towards school; (2) 58% achieved higher grades; (3) 55% were better able to express feeling; (4) 64% had higher levels of self-confidence; and (5) 62% were more likely to trust their teachers.³² As explained, mentoring can create changes that lead to healthier, more productive lives.

Recent research also indicates that sustained mentoring produces positive results. In *How effective are mentoring programs for youth? A systematic assessment of the evidence* (2011) by David DuBois et al., a meta-analysis of mentoring program evaluations, the authors found value in mentoring as a strategy for enhancing youth development. The evidence shows that mentoring can

³¹ Citation needed.

³² Ibid. [put in previous page number]

produce positive impacts with youth “across behavioral, social, emotional, and academic domains.” In contrast, comparison groups of non-mentored youth showed significant declines. Improved outcomes were seen in objective areas such as behavior and academic performance and more subjective ones like attitudes.

A meta-analysis on school-based mentoring also cited the preponderance of evidence that indicate mentoring’s positive effects on school attendance, academic performance, and behavior.³³ Sheldon and Epstein found that connecting chronically absent students with community mentors was one of three practices that showed the greatest effect in reducing absenteeism.³⁴

In the first two years of existence, the BHC AmeriCorps program met its output measures of 20 mentoring relationships commenced per mentor. Outcomes steadily increased from 49.5% of mentees who received minimum dosage improving attendance rates in 2014-15, to 58.5% in 2015-16, which exceeded the target. Suspensions also decreased; in 2014-15, 73% of students with prior suspensions had fewer suspensions, while in 2015-16, 85% demonstrated a similar decrease. Combined, over 60% of unduplicated mentees either improved attendance or reduced suspensions in 2015-16.

SSW. Again, there are currently no Tier II intervention services targeting absences or behavior at any of the sites. Because of limited resources, a school social worker is the ideal addition. In addition to referring students and families to services, the individual can provide direct services (e.g., counseling, case management, small group interventions, etc.). These individuals are not just social workers; they are certified counselors. As such, the WKC is maximizing services and reducing cost with this particular hire.

³³ Wood and Mayo-Wilson, School-based mentoring for adolescents: A systematic review and meta-analysis, 2012

³⁴ Getting students to school: Using family and community involvement to reduce chronic absenteeism, 2004

Also, the SSW program has a track record of results. Based on the program’s latest evaluation, 53% of enrolled students reduced truancy. The program also reduced risk factors by 59%, increased resilience indicators by an average of 11%, increased academic achievement by 4%, and decreased gang involvement by 87%. Additionally, anecdotal data from peer districts across the county suggest that the program is held in very high regard. Using local data and research, the WKC developed the following performance measure summary for this pipeline.

Table 18. Pipeline 5: Social, Health, Nutrition, and Mental Health Pipeline Performance Measure Summary

Objective	Service Description	Assigned Staff	Output/ Outcome Goal	Data Collection Tool	MTSS Tier & WWC Promising Evidence
Students (grades 5-8) who are chronically absent or present discipline issues are connected to a caring adult	Provide one-on-one and small-group mentoring for students a minimum of one hour per week for a total of 30+ hours	AmeriCorps Mentor	<p>40 students receive 30+ hours of one-on-one or small group mentoring (2018-19)</p> <p>50 students receive 30+ hours of one-on-one or small group mentoring (2018-19+)</p> <p>64% of students reduce number of punitive disciplinary actions (e.g., suspensions, referrals, detentions, etc.) from previous year</p> <p>3% annual decline in</p>	<p>Mentor contact logs</p> <p>Student information system attendance and suspension data</p> <p>Disciplinary action artifacts</p>	<p>Tier II</p> <p>“Assigning adult advocates to students at risk of dropping out” (moderate evidence)</p>

			<p>chronic absenteeism (2018-19), moving towards 1% for duration of grant</p> <p>55% of students improve attendance compared to previous year</p>		
<p>Students who are chronically absent or present discipline issues are connected to intensive counseling and case management services</p>	<p>Provide case management, facilitate small groups, and counsel.</p> <p>Facilitate "Check and Connect"</p>	<p>School Social Worker</p> <p>Community School Coordinator</p>	<p>30 students enroll in case management (2018-19).</p> <p>40 students enroll in case management (2019-20+)</p> <p>Improved self-esteem and self-efficacy</p> <p>80% meet goals outlined in behavior management plans</p> <p>3% annual decline in chronic absenteeism (2018-19), moving towards 1% for duration of grant</p> <p>2% annual decline in suspensions (2018-19), moving towards 1% for duration of grant</p> <p>55% of students</p>	<p>Behavior management plans</p> <p>Biopsychosocial Assessment</p> <p>Self-esteem/self-efficacy survey</p> <p>Case management logs</p>	<p>Tier II and III</p> <p>"Assigning adult advocates to students at risk of dropping out" (moderate evidence)</p> <p>"Provide intensive, individualized support to students who have fallen off track and face significant challenges to success" (moderate evidence)</p>

			improve attendance compared to previous year		
Student and families receive referrals to agencies based on needs	Connect students and families to resources Work collaboratively with school staff to identify student needs	School Social Worker AmeriCorps Mentor Family Resource Center staff Community School Coordinator	50 referrals (2018-19), increasing by 20 each year 50% take-up rate for referred service, increasing by 5% each year 3% annual decline in chronic absenteeism (2018-19), moving towards 1% for duration of grant 2% annual decline in suspensions (2018-19), moving towards 1% for duration of grant 55% of students improve attendance compared to previous year	Referral to agency Case management logs	Tier II and III “Draw on relationships with professional colleagues’ and students families for continued guidance and support” (moderate evidence) “Provide intensive, individualized support to students who have fallen off track and face significant challenges to success” (moderate evidence)

How will these programs improve academic achievement and address annual performance measures? *BHC AmeriCorps.* A meta-analysis by DuBois et al. (2011) cited trends that found mentoring programs were more effective with youth who exhibited behavioral difficulties or personal vulnerabilities, such as risk for academic failure. Their findings suggest that the ideal is for mentors to be matched with youth with more intermediate challenges rather than those with

severe, deep-rooted difficulties that require professional intervention and counseling. For this reason, the BHC AmeriCorps program serves students who meet the criteria and fall into Tier II on the MTSS intervention framework. These are students who could benefit from short-term interventions of moderate intensity.

BHC AmeriCorps will employ a variety of intentional, structured activities that address the mentees' developmental and instrumental needs and interests. DuBois et al. (2011) states, "The strongest argument can be made for utilization of mentoring when there is interest in promoting outcomes across multiple areas of a young person's development" and that "judicious efforts to incorporate more systematic teaching or advocacy activities . . . could significantly enhance prospects for programs to achieve desired outcomes" (p. 80). McQuillin and Lyons found evidence to show that in short-term mentoring relationships, student outcomes were more likely to improve if the mentor provided activities that were developmental, like promoting a strong relationship, in combination with those that focused on academic needs.³⁵

Research and seven years of program operation suggest that these services will reduce chronic absenteeism and disciplinary actions across the WKC. More specifically, 58.5% of students enrolled should improve their attendance as compared to the previous academic year and 64% of students should have less disciplinary actions. As such, WKC should experience a 3% decline in chronic absenteeism across districts, along with a 2% decline in suspensions.

SSW. The SSW will provide targeted Tier II and III services for students experiencing behavior or attendance challenges. Through intensive and ongoing support of students and families, the work will serve to reduce suspensions and absences of students. The SSW will work in collaboration with AmeriCorps Mentors to ensure students receive the behavioral and socio-emotional support needed to be successful in the school setting. To this end, the performance measures will be directly aligned

³⁵ Brief instrumental school-based mentoring for middle school students: Theory and impact, 2016

to those outlined for the mentoring activity and the “promising evidence” (moderate evidence base), which is to “provide intensive, individualized support to students who have fallen off track and face significant challenges to success.” As such, the WKC should experience a 3% decline in chronic absenteeism across districts, along with a 2% decline in suspensions. This percentage rates should decline by 1% every 1-2 years. This should also trigger an overall improvement in school attendance across the WKC. And, when students are attending school more often, they have more opportunities to meet academic goals.

SUSTAINABILITY

With nearly a dollar-for-dollar match, this proposal is well positioned to be sustained beyond the five-year grant cycle. With the exception of the expanded learning program, all positions or services are matched or paid-in-full by state dollars. Below is table that outlines the sustainability plan for each of the pipelines.

Table 19. Pipeline, Services, and Sustainability Plan

Pipeline	Services	Sustainability Plan
Pipeline 1: Preschool	Two preschool classes	<ul style="list-style-type: none"> One class will be sustained through state’s Prop 10 California legislature is currently negotiating a bill that will generate competitive preschool dollars for districts CCWK will investigate foundation funding for second class
Pipeline 2: Afterschool and Summer School	Afterschool program at MESD and SEDS Summer program at MESD for both districts Four Community School Coordinators	<ul style="list-style-type: none"> Work in collaboration with Boys and Girls Club of Kern County to supplement funding with private funding, state local control funding, or other federal funding Apply for a 21st Century (federal) or After School Education and Safety (state) grant to fund afterschool and summer school
Pipeline 3: Transitions with mathematics focus	Mathematics coach Data Wise consultant Four Community School Coordinators	<ul style="list-style-type: none"> Continue cost-sharing among districts Adjust local control funding plans to support math coach position, community school coordinator and consultant Connect with math instructional networks through Stanford, the local state college, and/or the county office of education

		<ul style="list-style-type: none"> Lean on CCWK for funding ideas
Pipeline 4: Family engagement	Family Literacy Case management and referrals Events Four Community School Coordinators	<ul style="list-style-type: none"> Continue cost-sharing among districts Adjust local control funding plans to support school social worker, and community school coordinator Transfer social worker’s systems and structures for referrals to the Family Resource Center Rotate event coordination to individuals or teams on school campuses
Pipeline 5: Social and mental health	School social worker AmeriCorps mentor Four Community School Coordinators	<ul style="list-style-type: none"> Continue conversations with Kern Behavioral Health & Recovery Services to attach school social worker and AmeriCorps mentor to existing program Continue cost-sharing among districts Adjust local control funding plans to support school social worker, and community school coordinator Write an AmeriCorps grant Explore SSW services through Medi-Cal

PROJECT EVALUATION

WestEd, the proposed external evaluator, will use a mixed-methods approach (Teddlie & Tashakkori, 2008) to evaluate the West Kern Consortium (WKC) providing both formative and summative data. WestEd will collect and analyze quantitative data on WKC performance measures; on the proposed project goals, objectives and outcomes; and for a Quasi-Experimental Design (QED) assessing whether the WKC results in improved student outcomes relative to a comparable district not receiving the same services. WestEd will collect and analyze qualitative data to explain quantitative findings and maintain all data in a longitudinal database to assess progress across the grant period.

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

The comprehensive evaluation approach is aligned to the five pipelines of the WKC and will

utilize qualitative and quantitative data from a variety of sources to strengthen the validity of the results. In addition to reporting on relevant performance measures, the evaluation will include a study of program implementation to help ensure that implementation efforts are informed by data and a QED to assess the extent to which the WKC pipelines impact student outcomes compared to a district not receiving the same services. The table below below presents an aligned plan that includes the project pipelines and objectives, and how the evaluation will collect valid and reliable performance data to report on relevant outcomes.

Table 20. West Kern County Full-Service Community Schools Grant Evaluation Plan

Project Pipelines and Objectives	Evaluation Methods and Sources
Pipeline 1: High-quality early childhood education programs.	
Objectives: <ul style="list-style-type: none"> Children will enter school prepared as a result of their participation with early childhood education and services. Students receive high-quality math instruction, using visual representations and number and operations using a developmental process. 	<ul style="list-style-type: none"> Desired Results Developmental Profile data Kindergarten 1st quarter assessment data Preschool enrollment and attendance data Student information tracking system data Interviews with project leadership, Community School Coordinators, teachers, and parents on early childhood program development and implementation Reviews of program documents and Kindergarten transition plans
Pipeline 2: High-quality school and out-of-school-time programs and strategies.	
Objectives: <ul style="list-style-type: none"> Provide a safe and supportive environment for students afterschool, prioritizing English Learners and socioeconomically disadvantaged students for enrollment. Provide half-day summer programming to students, prioritizing English Learners and socioeconomically disadvantaged for enrollment. 	<ul style="list-style-type: none"> Afterschool and summer program enrollment and attendance data Student achievement data, including state ELPAC and math assessments, and benchmark assessments data Interviews with project leadership, Community School Coordinators, teachers, and parents on afterschool and summer program development and implementation Reviews of program documents, including curriculum materials and schedules
Pipeline 3: Support for a child’s transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce and including any comprehensive readiness assessment determined necessary.	
Objectives: <ul style="list-style-type: none"> Students receive high-quality math instruction, using visual representations. Students receive high-quality math intervention. Staff use Data Wise as a way to understand the extent to which their math instruction is having an impact on student data. 	<ul style="list-style-type: none"> 9th grade math enrollment data Student data, including state math assessments, Kindergarten readiness assessment, high school placement exam, and math benchmark assessments data (DIBELS, ALEKS) Reviews of program documents, including staff meetings agendas, action plans, plans to assess progress, student work, and classroom observation results Interviews with project leadership, Community School Coordinators, and teachers on transitions program development and implementation

Pipeline 4: Family and community engagement and supports, engaging or supporting families at school or at home.	
<p>Objectives:</p> <ul style="list-style-type: none"> • Parents will be provided with education services to increase family reading literacy. • Families will be provided with targeted family support services. • Families will be provided with opportunities to connect to the school community and understand resources available. 	<ul style="list-style-type: none"> • Parent education program enrollment and attendance data • Family event attendance data • Parent survey data on change in at-home literacy behaviors • Kindergarten readiness assessment data • Reviews of program documents, including social worker referral data, case management logs, behavior management plans, and event agendas • Interviews with project leadership, Community School Coordinators, and parents on family and community engagement and support program development and implementation
Pipeline 5: Social, health, nutrition, and mental health services and supports.	
<p>Objectives:</p> <ul style="list-style-type: none"> • Students (grades 5-8) who are chronically absent or present discipline issues are connected to a caring adult. • Students who are chronically absent or present discipline issues are connected to intensive counseling and case management services. • Student and families receive referrals to agencies based on needs. 	<ul style="list-style-type: none"> • Student information system attendance and suspension data • Analysis of student self-esteem/self-efficacy survey data • Reviews of program documents, including mentor contact logs, disciplinary action artifacts, behavior management plans, case management logs, and referrals • Interviews with project leadership, Community School Coordinators, and parents on case management support program development and implementation

Project Implementation. In collaboration with the WKC, WestEd will collect formative data on project implementation, including the collaboration among partner districts, the development of new programming, and implementation of the various pipeline activities. A clear understanding of the WKC will enable WestEd to suggest ways in which outcomes may be related to specific project components, highlighting which activities may be most critical, for whom, and under which conditions. Throughout the project period, WestEd will attend to the following: (1) grounding the evaluation in the project’s logic model; (2) reviewing project documents and meeting often with leadership to ensure an up-to-date and complete picture of the relevant features of the WKC context; and (3) assessing the extent to which the project components are being implemented through interviews and focus groups with relevant stakeholders, including project leadership at the three WKC districts, Community School Coordinators, teachers, and parents.

Using a QED to Analyze Student Outcomes. In the final year of the evaluation, pending appropriate comparison data, WestEd will implement a QED to address whether the WKC pipelines are more effective at improving student academic performance and behavior compared to students in a comparable, non-participating rural district. Waiting until the final year of the evaluation will allow us to pool data from all available appropriate students to increase our sample size. The outcome variables for the QED will be student achievement measures, including state ELPAC and math assessments and disciplinary data including suspensions.

(2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

WestEd will collect, analyze, and report on valid and reliable performance data on relevant outcomes. For the duration of the study, WestEd will provide annual summaries of the quantitative outcomes measures. WestEd will report progress on measures to project director and the Children’s Cabinet of West Kern through Annual Performance Reports (APRs) and annual evaluation reports. The performance data and quantitative and qualitative data collection methods are organized and described below according to the five pipelines of the WKC.

Pipeline 1: *High-quality early childhood education programs.*

Evaluation questions related to implementation and impact include: How and to what extent is the WKC: (1) effectively preparing children to enter school through early childhood education and services? and (2) providing high-quality math instruction to early childhood students?

Data to respond to these evaluation questions will be collected through the Desired Results Developmental Profile assessment instruments to assess the learning, development and progress of children enrolled in the WKC early childhood programs. Specifically, WestEd will analyze the percentage of students who meet targets for the cumulative measure of the “Social and emotional

development” and “Cognition - including math and science” domains. WestEd will also analyze Kindergarten 1st quarter assessment data to gauge the percent of students proficient in number recognition. Preschool enrollment, attendance, and demographic information for children in the program will be analyzed to assess the extent to which the program is meeting its enrollment and attendance targets. Qualitative data will be collected through interviews with project leadership, Community School Coordinators, teachers, and parents on early childhood program development and implementation, in addition to reviews of program documents and Kindergarten transition plans.

Pipeline 2: *High-quality school and out-of-school-time programs and strategies.*

Evaluation questions related to implementation and impact include: How and to what extent is the WKC: (1) effectively providing a safe and supportive environment for students afterschool and during summer? (2) prioritizing English Learners and socioeconomically disadvantaged students for enrollment? and (3) impacting growth in student math and English Language Proficiency?

Data to respond to these evaluation questions will be collected through student achievement data, including state ELPAC and math assessments, and benchmark assessments data to assess the percentage of students who meet targets related to math and English Language Proficiency. WestEd will also analyze afterschool and summer program enrollment and attendance data, and student demographic data to assess the extent to which the program is meeting its enrollment and attendance targets and prioritizing English Learners and socioeconomically disadvantaged students. Qualitative data will be collected through interviews with project leadership, Community School Coordinators, teachers, and parents on afterschool and summer program development and implementation, in addition to reviews of program documents, including curriculum materials and schedules.

Pipeline 3: *Support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary*

education and into the workforce and including any comprehensive readiness assessment determined necessary.

Evaluation questions related to implementation and impact include: How and to what extent is the WKC: (1) effectively providing high-quality math instruction and intervention to PreK-8 students? and (2) engaging in reviews of student math data to understand how instruction is impacting student data?

Data to respond to these evaluation questions will be collected through student achievement data, including state math assessment, Kindergarten readiness assessment, high school placement exam, and math benchmark assessments (DIBELS, ALEKS) data to assess the percentage of students who meet targets related to mathematics content. WestEd will also analyze 9th grade math enrollment data to assess the extent to which the program is meeting this enrollment target.

Qualitative data will be collected through interviews with project leadership, Community School Coordinators, and teachers on transitions program development and implementation, and the work done in leadership teams related to Data Wise. Finally, reviews will be conducted of program documents, including staff meetings agendas, action plans, plans to assess progress, student work, and classroom observation results to assess progress in the Data Wise continuous improvement process.

Pipeline 4: *Family and community engagement and supports, engaging or supporting families at school or at home.*

Evaluation questions related to implementation and impact include: How and to what extent is the WKC: (1) effectively providing parents with education services to increase family reading literacy? (2) effectively providing families with targeted family support services? and (3) connecting families with the school community and helping them understand the resources available?

Data to respond to these evaluation questions will be collected through parent education program enrollment and attendance data and family event attendance data to assess the extent to which the program is meeting their enrollment and attendance targets. In addition, WestEd will analyze parent survey data on change in at-home literacy behaviors and Kindergarten readiness assessment data to assess the extent to which the program is meeting their targets related to these outcome measures. Qualitative data will be collected through interviews with project leadership and Community School Coordinators on family and community engagement and support program development and implementation and with parents on their experience in the education program and understanding of resources available. In addition, reviews of program documents, including social worker referral data, case management logs, behavior management plans, and event agendas, will be conducted to understand program implementation and level of family engagement.

Pipeline 5: *Social, health, nutrition, and mental health services and supports.*

Evaluation questions related to implementation and impact include: How and to what extent is the WKC: (1) effectively providing support to students who are chronically absent or present discipline issues through a caring adult, intensive counseling and case management services? and (2) effectively providing students and families with referrals to agencies based on their needs?

Data to respond to these evaluation questions will be collected through student information system attendance and suspension data to assess the extent to which they are meeting targets related to enrollment in case management supports and behavioral change. WestEd will also analyze student self-esteem/self-efficacy survey data to assess any improvement in these areas for participating students. Qualitative data will be collected through interviews with project leadership and Community School Coordinators on case management support program development and implementation, and parents on their experience with referrals to agencies based on their needs, in addition to review of program documents, including mentor contact logs, disciplinary action artifacts,

behavior management plans, case management logs, and referrals to understand how and to what extent students are engaging with the supports offered.