Application Narrative

Tulsa Community Schools Program (TCSP)

Growing Together, Inc.

ED-GRANTS-071322-001

September 12, 2022

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Alignment with Priorities

Growing Together (GT) (Applicant) and Tulsa Public Schools (TPS) (Local Educational Agency) is pleased to submit this proposal for the Tulsa Community Schools Program (TCSP) to develop and implement three Full-Service Community Schools in Tulsa, OK as part of a community-wide effort to improve outcomes for children attending Kendall-Whittier neighborhood schools. GT is requesting $2,406,126.84 in federal funds under the FY22 Full-Service Community Schools (FSCS) to support a 5-year comprehensive plan to improve academic outcomes by aligning existing and new pipeline services under the four pillars of FSCS. The TCSP fulfills Absolute Priority One, Absolute Priority Three, and Competitive Priorities One and Two.

Absolute Priority One: Title IA Schoolwide Program Eligibility

The Tulsa Community Schools Program (TCSP) will serve three full-service community schools eligible for a schoolwide program under section 1114(b) of the ESEA. The TCSP will serve two elementary schools and one secondary school as part of a community-wide strategy to advance outcomes for families attending schools in the historically underserved Kendall-Whittier (KW) neighborhood of Tulsa, Oklahoma. Lead nonprofit agency Growing Together, Inc. (Applicant) and Local Educational Agency (LEA) Tulsa Public Schools (TPS) will serve as the Eligible Entity for this proposal in partnership with a broadly representative consortium of partners outlined in the attached Preliminary MOU. The three target Title I schools are eligible for a schoolwide program under ESEA section 1114(B) in that they meet the 40% poverty threshold requirement. The percentage of low-income students enrolled at each school is as follows: (Source: Oklahoma State Department of Education FY 22 Low Income Report)

Kendall-Whittier Elementary School (Pre-K – 6th Grade): 72.57%

Sequoyah Elementary School (Pre-K- 5th Grade): 88.36%

[Will Rogers College Middle School (6th-8th Grade): 84.23%.

Will Rogers College High School(9th-12th Grade): 84.06%]

NOTE: The Tulsa Public Schools (TPS) district qualifies Will Rogers College Middle and High School as one eligible school for the TCSP under the FY 2022 Full-Service Community School (FSCS) grant opportunity based on their shared physical location, school leadership, and staff. Any breakdown or individual reference to either the middle or high school grades, respectively is to clearly distinguish the proposed type or level of service to ensure resources for direct-service provision reflect an appropriate student-to-provider ratio.

The TCSP will align new and existing pipeline services under a shared system for collaborative leadership and resource provision that best utilizes the school's assets and culture. All planning and coordination efforts Will Rogers College Middle and High will be developed and implemented under a collectively coordinated approach for leadership, communication, referrals, financial sustainability, and logistics with specific interventions being tailored to address unique barriers and needs facing middle and high school students. In recognizing Will Rogers College Middle and High as one eligible community school, all planning and implementation activities will be guided by a single Community School Coordinator, Community School Council, and School Leadership Team. This system for shared coordination and leadership is essential to prevent any duplication or clashing of practices, strategies, policies, interventions, and school-level resources. This will enable the TCSP to establish an aligned system of pipeline services informed by the four pillars of FSCS that will benefit the collective student population as they progress from 6th-12th grade.

Absolute Priority Three: Capacity Building and Development Grants

The Tulsa Community Schools Program (TCSP) will represent a diverse group of stakeholders under a community-wide consortium. In collaboration with consortium members, Growing Together has developed the initial infrastructure, activities, and partnerships to implement full-service community schools in Kendall-Whittier Elementary School, Sequoyah Elementary School, and Will Rogers College Middle and High School. During the planning phase, the consortium will expand to include collaborative leadership structures and additional partners that can address the unique needs and barriers of the target schools through a comprehensive needs assessment and asset mapping process. In the two target elementary schools, the TCSP will align three existing pipeline services with two new pipeline services at both target elementary schools. At Rogers College Middle and High, the TCSP will align four existing pipeline services with two new pipeline services.

Pipeline Service	**Target Schools**	**New or Existing**
High-quality early childhood education	Sequoyah ES, Kendall-Whittier ES	Existing
High-quality school and out of school time programs and strategies	Sequoyah ES, Kendall-Whittier ES, Will Rogers College Middle and High School	Existing
Support for a child's transition through school	Sequoyah ES, Kendall-Whittier ES, Will Rogers College Middle and High School	Existing
Activities that support postsecondary and workforce readiness	Will Rogers College Middle and High School	Existing

Juvenile crime prevention and rehabilitation programs	Will Rogers College Middle and High School	Existing
Family and community engagement and supports	Sequoyah ES, Kendall-Whittier ES, Will Rogers College Middle and High School	New
Social, health, nutrition and mental health services and supports	Sequoyah ES, Kendall-Whittier ES, Will Rogers College Middle and High School	New

The program will secure resources to build a robust model for equitable family engagement and collaborative leadership in all three schools, guided by the principles outlined in the Dual Capacity-Building Framework for Family-School Partnerships (Mapp & Bergman, 2019) as well as extended learning opportunities. Key activities within this strategy include evidence-based training for both families and educators on developing partnerships, creating structures and pathways for parent/family member leadership, and devising classroom-based opportunities for families to engage in their children's education.

As the lead nonprofit agency for the TCSP, Growing Together will continue its deployment of the Communities In Schools (CIS) program as an affiliate organization of CIS Mid-America at the three target Title I schools: 1. Kendall-Whittier Elementary, 2. Sequoyah Elementary, and 3. Will Rogers College Middle and High School. Building from the existing CIS framework for Multi-tiered Integrated Student Support (MTISS), the TCSP will convene a broadly representative consortium of stakeholders through extensive community engagement to conduct initial development and coordination activities. This will include a planning phase to conduct a comprehensive needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families and community residents. The

findings of this assessment will inform the development of infrastructure, activities and partnerships to implement three FSCS programs. A core function of the TCSP will be to gather data on required performance indicators to conduct an annual evaluation based upon attainment of the objectives and outcomes under Absolute Priority 3 (4625(a)(4)(C) and FSCS NFP. Absolute Priority 3 and the completion of all required activities under this priority and the comprehensive plan.

The following table outlines the sections that address the required components of the Comprehensive Plan under Application Requirement 3:

Comprehensive Plan	Narrative Section
Student, family, and school community to be served	Need for Project, p. 21
Needs assessment	Need for Project, P. 25 Quality of Project Evaluation P. 94
Annual measurable performance objectives and outcomes	Quality of Project Design, p. 27
Pipeline services	Quality of Project Design, p. 33
Description of pillars of full-service community schools	Quality of Project Design, p. 59
Plans to ensure that each full-service community school has a full-time coordinator	Adequacy of Resources, p. 73
Plans for an annual evaluation	Quality of Project Evaluation, p. 92
Plans for sustaining programs and services	Quality of Project Evaluation, p. 102

Competitive Preference Priority One: Meeting Student Social, Emotional, and Academic Needs

TPS has been working for several years to infuse social and emotional learning (SEL) strategies into its in-school practices and out-of-school partnerships. Since 2016, the district has partnered with Turnaround for Children, the Collaborative for Academic, Social, and Emotional Learning (CASEL), the Wallace Foundation, and The Opportunity Project to ground its work in building positive, trusting relationships and routines for students. The district's strategic plan supports SEL inside and outside of school, and school-wide report cards reflect descriptors of core SEL competencies.

Over the past several years, the district has prioritized SEL-focused professional learning communities for its teachers. District officials plan to leverage federal funding to add more professional learning, more time to the school day, and more frequent opportunities to infuse SEL into all Tulsa Public Schools' work.

During the pandemic, the district followed guidance for remote learning and returning to the classroom from CASEL and Turnaround for Children. Administrators explained how the hardships of the pandemic increased staff and student buy-in to the value of SEL practices. In addition to emphasizing SEL practices, the district collects and analyzes SEL-related data to evaluate the effectiveness of its programming. The district uses Panorama SEL and Perception surveys, which help educators assess students' social and emotional competencies and perceptions of school—for example, how students process emotions and respond to stress and how students and teachers assess school culture and climate. Based on 2020–21 survey responses, district leaders reported high student belonging rates and a strong student sense of connection with adults in their schools, despite the face-to-face learning time lost due to COVID-

19.

Tulsa Public Schools utilizes Multi-Tiered Systems of Support (MTSS) in each target school. Planning for MTSS at the district level began two years ago, and the 2022-2023 school year is the first year of district-wide implementation. The MTSS uses data to identify students with academic and nonacademic needs for support. The MTSS uses a three-tiered system to identify students and provide appropriate support and interventions. Tier I includes supports provided to all students; examples include schoolwide social-emotional learning tools and necessities (clothing, food, hygiene products, etc.) provided on-site. Tier II includes supports provided to students with moderate needs for extra support (often given in small group settings), such as tutoring/homework support, response-to-intervention groups, and social-emotional learning groups. Tier III includes intensive, individualized support, such as providing daily behavioral interventions or matching a student to a mentor. MTSS teams in each school are beginning to meet weekly, including school leaders, the Communities In Schools case manager, counselor(s), and educators.

At the beginning of the school year, the MTSS team planned schoolwide systems and supports that motivate all students to make positive behavioral choices. These systems look slightly different in the three target schools. For example, at the target secondary school, educators uses a token economy as one of many positive behavioral strategies. School staff has tokens they can award to students when they demonstrate positive or improved behavior. Students can exchange their tokens for school supplies and other incentives at the CIS case manager's office. At Kendall-Whittier and Sequoyah, students and teachers receive positive recognition for their accomplishments and positive behavior and supportive actions during morning meetings shown over zoom in each classroom. Students and educators can nominate

each other to be included in this daily custom. TPS educators integrate the RULER Feeling Words Curriculum in elementary and middle school, resulting in higher year-end grades and teacher social and emotional competence (Bracket, Rivers, et al., 2012). These tools include classroom charters that are co-created between students and adults to define shared expectations for interpersonal interactions. An additional example is the mood meter, which provides language and visuals to students to help them be more aware of their emotional state and have the vocabulary to express their feelings. These tools provide a schoolwide framework that provides consistency and positive school culture.

Asynchronous professional development workshops have been developed at the district level to help school staff members strengthen their understanding of how MTSS works and how to implement trauma-informed practices in day-to-day classroom responses to student behaviors. In the three target schools, school leaders have allocated staff meetings to support their staff in accessing and discussing these professional development resources.

Many students cannot be successful in school without intensive support, and weekly team meetings are devoted to identifying gaps and adjusting service levels to serve more students. Classroom teachers refer students who need extra support in academics, behavior, attendance, or overall wellness to the MTSS team. The team meets weekly to analyze student-level data, discuss referred students' needs, and strategize how best to support each student using evidence-based interventions. The classroom teacher is invited to the meeting to discuss the strategies they have used to support the referred student, and then they are given additional ideas for interventions to use in the classroom. Examples of interventions that may be recommended include the use of visual schedules, engaging the student in a daily check-in, or an individualized student behavior plan. If these classroom-based interventions prove insufficient, students may

participate in small group interventions or access case management for individualized support. Academic supports are typically provided by special education teachers, Reading Partners (elementary only), and City Year (secondary only) level are typically provided academic supports. For behavioral, attendance, or wellness concerns, CIS case managers and school counselors are available to provide support. Additionally, each school has on-site professional mental health services, and the MTSS team can refer students who would benefit from this type of support. Adding a community school coordinator at each of the three target Title I schools will allow for greater coordination and responsive service provision to an increasing number of students and families each year. With formal mechanisms for obtaining authentic family, student, and community engagement and feedback on a regular and recurring basis, the TCSP will establish shared goals and strategies based on each school's needs and create focused action plans to coordinate interventions that foster strong student-family-educator relationships. The added capacity will also provide a staff member who is poised to seek out new partnerships when gaps arise and to ensure service providers are working in sync with the various stakeholders and processes within the overall framework and are providing effective support that follows agreed-upon strategies for the specific target population.

Competitive Preference Priority Two: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

MHA's 2021 State of Mental Health in America report ranked Oklahoma 46th in the nation for youth mental health because of a high prevalence of youth mental illness and low rates of access to care. MHA also identified Oklahoma as one of two states with the largest change in youth mental health prevalence—youth experiencing severe major depressive episodes increased from approximately 8% in 2016–2017 to almost 13% in 2017–2018.51The TCSP project has

formed partnerships with the Family Center for Juvenile Justice and 100 Black Men.

The Family Center for Juvenile Justice detects and addresses the underlying causes of delinquent or problem behavior, intervenes before problems escalate into chronic or more serious offenses, and creates a more effective and efficient alliance between police, parents, juvenile justice, and treatment providers. The Family Center for Juvenile Justice operates a program titled Girl Power, an evidence-based empowerment program for young women. Girl Power has been a partner with Growing Together and has operated its program in Will Rogers College Middle and High School for over five years. Through this partnership, a programming coordinator from the Juvenile Justice Center provides weekly strengths-based, small-group intervention and prevention. These sessions address topics such as dating violence, sex trafficking, and gang awareness. This partnership empowers females to make healthy and appropriate decisions about their sexual health, relationships, education, and life choices. The Juvenile Justice Center is currently developing a similar program for young men, which will be offered beginning in the fall of the 2022 school year. The young men's group will provide male students with tools to recognize and avoid dating violence, online bullying, and gang activity.

To advance systemic change, the TCSP program partners with 100 Black Men of Tulsa, the local chapter of the national organization 100 Back Men. For nearly 60 years, 100 Black Men of American Inc. have improved the quality of life within black communities and enhanced the educational and economic opportunities for African Americans across the United States. 100 Black Men of Tulsa operates a comprehensive mentorship program at Will Rogers College Middle and High School that provides influence, guidance, and counseling. This program targets young men of color who do not have a male role model present in their lives. Community violence prevention is an included area of focus in their mentorship program. For example, Tulsa

police officers are brought in periodically throughout the year to educate the young men on the negative outcomes associated with gang activity and to address adversarial mindsets towards law enforcement. Mentors meet weekly with these young men in a small group setting. Due to this long-term mentoring relationship that typically lasts over multiple school years, the young men begin to openly discuss the challenges they encounter and seek guidance from their mentor. Young men who have participated in this mentoring group have consistently reduced the number of behavioral referrals and suspensions they have received in school.

Description of Eligible Entity

Growing Together, Inc. (GT), the lead applicant, is a 501(C)(3) not-for-profit organization formed in 2011 from a coalition of residents, local organizations, and philanthropic partners. GT functions as a direct service provider as well as a "Community Quarterback," aligning stakeholders with collaborative, place-based best practices to disrupt intergenerational poverty in a specific neighborhood.

Tulsa Public Schools (TPS) is the Local Educational Agency (LEA) in Tulsa, Oklahoma governing the three community schools to be served through this program. GT and TPS, in tandem with a consortium of community partners (See Preliminary MOU), have partnered together to form the Eligible Entity to apply to the Full-Service Community Schools FY2022 funding opportunity through the Department of Education to fund the Tulsa Community Schools Program (TCSP). The TCSP develops a comprehensive framework for schoolwide supports that improve the coordination, integration, accessibility, and effectiveness of services for families and children attending three high-poverty schools: Kendall-Whittier Elementary School, Sequoyah ES, Will Rogers College Middle and High School.

Preliminary MOU

The Tulsa Community Schools Program (TCSP) will be led by a broadly representative consortium of community partners to deploy its comprehensive plan for the implementation of three full-service community schools. A **Memorandum of Understanding (MOU)** between the six consortium members is included as an attachment to this application. These key partners are responsible for unique aspects of the TCSP. They will also coordinate the provision of services from additional community partners to create a fully supportive pipeline for the schools in which they operate. The following members are part of the broadly representative consortium and will fulfill their responsibilities to the project as outlined below.

Growing Together, Inc.

Roles and Responsibilities:

- To serve as the fiscal and convening agent for the TCSP.
- Growing Together's Director of Educational Partnerships will serve as the Project Director and will oversee the success of the TCSP and work closely with the TPS District Leadership and collaborative to ensure the successful coordination and management of the project.
- Operate the Communities In Schools program in the three target schools in the pipeline
- To manage public information and media relations for the project.
- Work in partnership with the District and other key TCSP partners to assess results and to plan and implement actions to improve systems of support for children and their families.
- To provide and/or coordinate family and community engagement and support through Community School Coordinators, Family Mentors, and other partnering providers.
- To provide transition supports to students in transitional grades through the PreK-

postsecondary pipeline.

- To provide, either directly or by referral, social, health, nutrition, and mental health services and supports through tiered and integrated student supports utilizing community resources.
- To provide community-based supports for students and families in the target school pipeline.
- To provide case management support to in-crisis and vulnerable families in the target schools pipeline.

Tulsa Public Schools District

Roles and Responsibilities:

- Ensure the current site-based partners and a full-time Community School Coordinators have dedicated space at each school.
- Provide Parent Facilitators at each of the target school sites.
- Assist in the facilitation of parents in the target schools pipeline to participate in site-based teams and site planning.
- Ensure school buildings are accessible to students parents/caregivers during community events and adult education programming.
- Provide access to student- and school-level data relative to each of the required indicators of the full-service community school grant.
- Continue to offer full-day, pre-kindergarten taught by highly qualified teachers at Kendall-Whittier and Sequoyah.
- Offer professional development to all staff at target schools to ensure staff members develop an asset-based mindset toward students and their families, utilize trauma-

informed practices, and can contribute towards a positive school culture for all students.

- Provide in-school and out-of-school time programming and supports in the target school pipeline in partnership with the Opportunity Project.

Reading Partners

Roles and Responsibilities:

- To provide one-on-one volunteer tutoring program to struggling readers in Kendall-Whittier and Sequoyah elementary schools.
- To track struggling readers' progress over the long-term in target elementary schools.
- Work in partnership and coordination with the collaborative.

City Year Tulsa

Roles and Responsibilities:

- To provide high-impact student, classroom, and school-wide supports to help students stay in school and on-track to graduate from high school, and be ready for college and career success in the target schools pipeline at Will Rogers College Middle School
- Work in partnership and coordination with the collaborative

The Opportunity Project

Roles and Responsibilities:

- To act as an intermediary partner of extended learning time at all target school sites.
- To provide technical assistance to Tulsa Public Schools, the target school sites and Growing Together to create high-quality out-of- school time and strategies
- Work in partnership and coordination with the collaborative

Tulsa Educare

Roles and Responsibilities:

- To provide high-quality early childhood education and support services through the Educare I site serving the target population of students.
- Work with Growing Together's enrollment navigators to ensure a thoughtful and smooth transition of students from early childhood to elementary school
- Work in partnership and coordination with the Consortium

Description of Capacity of Eligible Entity

For nearly a decade, Growing Together (GT) has been relentlessly committed to improving the lives of children in the Kendall-Whittier (KW) neighborhood of Tulsa, Oklahoma by replicating researched strategies that have demonstrated evidence in improving outcomes on an individual level among low income and other special populations. What sets KW's progress apart, however, is the astounding **neighborhood-wide impact** and **indications of inclusive growth** (see Figure 1: Growing Together Collective Impact) that has occurred in KW. Before 2010, Tulsa's KW neighborhood was known as an area where opportunity was hard to come by. GT and its partners have worked to cultivate a **holistic revitalization effort** in this historic neighborhood, which now serves as a hub for Tulsa's vibrant Latino community.

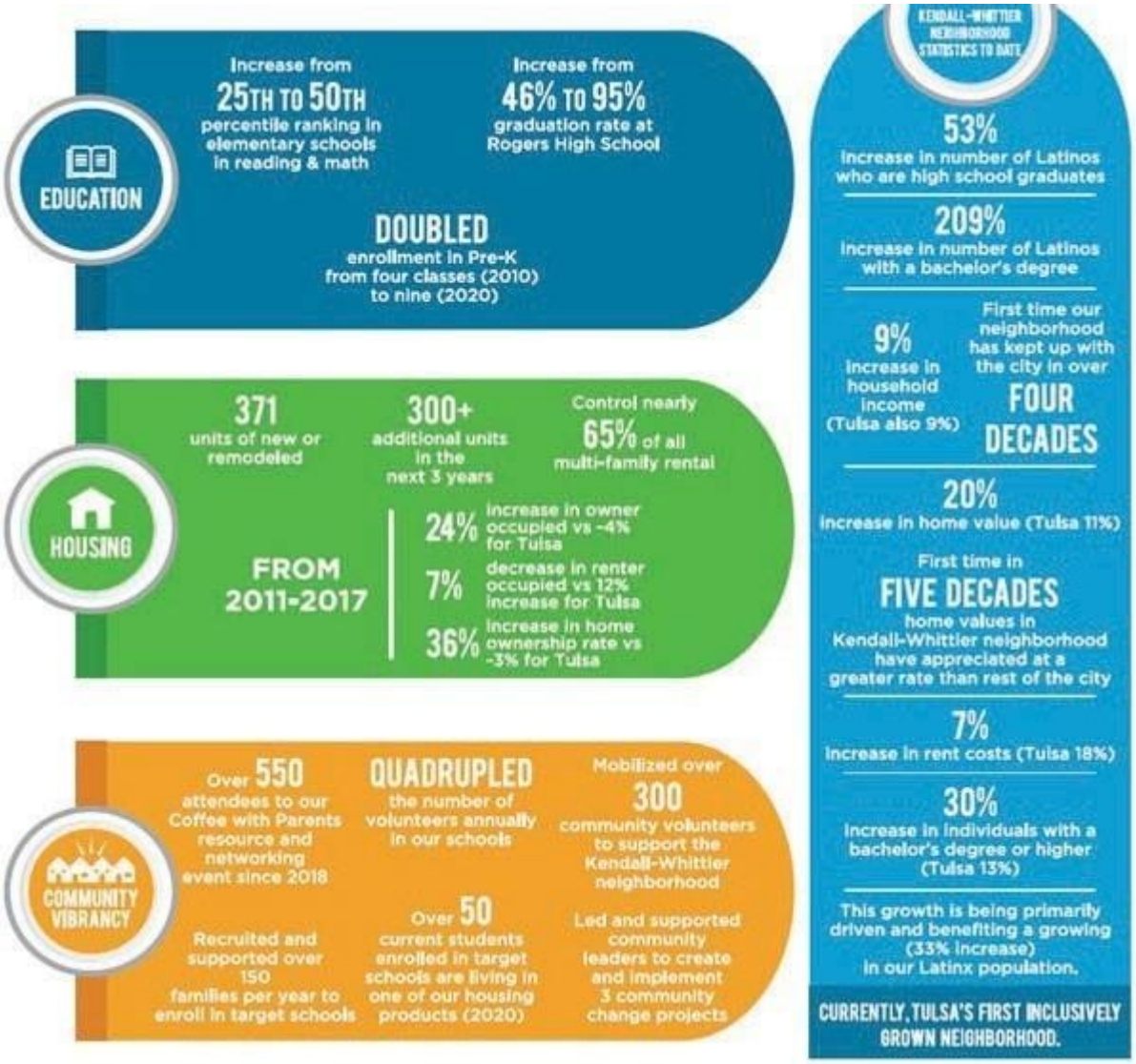


Figure 1: Growing Together Collective Impact

Growing Together operates Tulsa's Communities In Schools (CIS) program, an evidence-based model for integrated student supports. GT currently provides tiered wraparound services to 3891 students in total across five schools. Growing Together oversees a CIS Case Manager in each of the three elementary schools (Eugene Field, Kendall-Whittier, and Sequoyah) and two secondary schools (Will Rogers College Middle & High and Daniel Webster Middle & High).

There are 3891 students in total enrolled in the target schools, all of which are given

access to school-wide Tier 1 supports facilitated by CIS staff. Individualized Tier 2 and 3 supports are available to students enrolled in CIS case management. Each coordinator builds a caseload of approximately 55-65 students who have been identified by teachers or school staff and referred to CIS as needing additional academic or other individualized support.

A breakdown of Tulsa CIS student- and school-level data, service provision and historical program outcomes is provided in the table below.

	School Year	Improved Academics	Improved Attendance	Improved Behavior	Seniors Graduated	Promoted to Next Grade	Stayed in School
Tulsa Communities In Schools Historical Data (2013 Start)	2021-22	88%	92%	64%	95%	97%	98%
	2020-21	94%	95%	N/A*	94%	97%	98%
	2019-20	76%	63%	87%	96%	99%	99%
	2018-19	91%	73%	91%	97%	95%	99%
	2017-18	83%	85%	93%	98%	92%	99%
	2016-17	87%	88%	90%	97%	92%	99%
	2015-16	82%	78%	83%	92%	92%	98%
	2014-15	79%	74%	90%	94%	93%	99%
	2013-14	65%	60%	82%	56%	88%	98%
	All-Year Avg.	83%	79%	85%	91%	94%	99%

**Improved behavior was not tracked in 2020-21 due to distance learning.*

Growing Together has worked with Tulsa Public Schools to coordinate and enhance the pipelines services available to students and families. TPS is the LEA that oversees the three schools to be served by this program. TPS is made up of 78 schools and charter partners and employees 5,520 team members, making it the third largest employer in the Tulsa area. The district serves over 33,000 students. TPS is governed by the Tulsa Public Schools Board of Education, an elected board of seven community leaders. The board is responsible for establishing the policies under which the district operates while acting within the framework of state and federal laws, while meeting the unique needs and concerns of the communities they serve.

In 2021, the Tulsa Board of Education, working closely with their community, created a

five-year strategic plan titled "Pathways to Opportunity." The plan is the culmination of many candid conversations, insights, and suggestions from every corner of Tulsa and the insight of the system's educators, school leaders, support professionals, parents, students, partners, and advocates. The strategic plan establishes three goals: 1) The percentage of K-5th grade students who are economically disadvantaged who are at/above the national 50th percentile in reading on MAP will increase from 23% in May 2022 to 37% by May 2027; 2) The percentage of 6-8th grade students who are economically disadvantaged who are at/above the national 50th percentile in reading on MAP will increase from 22% in May 2022 to 36% by May 2027; 3) The percentage of graduates earning post-secondary credits and qualifying credentials will increase from 43% in May 2022 to 54% by May 2027. The pipeline services established through this TCSP will help TPS to reach these goals. Together, Growing Together and TPS possess the staff, resources, and experience to coordinate and enhance pipeline services across Kendall-Whittier Elementary School, Sequoyah Elementary School, and Will Rogers College Middle and High School.

Selection Criteria: Need for Project

A significant body of research has demonstrated that living in conditions of poverty has negative effects on the developmental, social-emotional, and educational wellbeing of children (Duncan et al., 2017). In addition to the negative impacts that low socioeconomic status (SES) can have on children, research shows that low parental educational attainment can negatively impact children's short-term (Christian et al., 1998) and long-term (Dubow et al., 2009) educational and occupational outcomes.

Low-socioeconomic status (SES) children and families are often concentrated in

neighborhoods with other low-income families (Massey, 1996). Living in neighborhoods of concentrated poverty has a negative effect on educational attainment (Brooks-Gunn et al., 1993). Furthermore, the percentages of poor children in neighborhood schools are on average greater than in their corresponding catchment areas. This difference is greater when the majority of children living in a neighborhood is racial minorities. (Saporito & Sohoni, 2007). As a result, low-income children and minority children are subject to the cumulative disadvantage of living in poverty, living in low-income neighborhoods, and attending disadvantaged schools simultaneously (Acevedo-Garcia et al., 2010).

On a macro level, research shows that high-poverty urban schools confront high rates of residential mobility (Alexander et al., 1996; Gruman et al., 2008; Heinlein & Shinn, 2000). Such schools may serve large populations of students with limited English language proficiency (Aud et al., 2012) and are often located in communities that are characterized by economic and institutional deprivation as well as crime and danger (Evans, 2004; Leventhal & Brooks-Gunn, 2000; Sampson et al., 1997; Sastry & Pebley, 2010).

The achievement gap between poor children and the rest of the country has steadily grown, and the increasing disparity in learning supports outside of school appears to be most responsible (Reardon, 2011). The consensus is that communities must address non-academic barriers to support children's learning and success in school (Becker & Luthar, 2002; Bryk et al., 2010).

Student, Family and School Community to be Served

The TCSP will serve the family and students in the Kendall-Whittier Neighborhood (KWN) of Tulsa and specifically target three schools: Sequoyah Elementary, Kendall-Whittier Elementary, and Will Rogers College Middle and High School Will Rogers College High

School. KWN is located east of Downtown Tulsa, bounded by Burlington Northern Santa Fe railroad on the north, Harvard Avenue on the east, 11th Street on the south, and Utica Avenue on the west. In total, the KWN is home to 10,123 individuals including 1,979 (24.22%) under the age of 18 and 500 (5.47%) under the age of 5. Of these residents, 50.62% identify as White, 31.54% as Hispanic, 9.05% as Black, 3.26% as Asian, 5.75% as Native American, 0.3% as Native Hawaiian or Pacific Islander, 16.07% as some other race, and 14.96% as two or more races (Decennial Census and American Community Survey (ACS)).

While the KWN has made progress with limited resources over the past decade, need indicators show it still faces incredible challenges in the areas of educational achievement (early education through higher education), crime rates, health outcomes, access to family-sustaining employment, and safe, affordable housing. The vibrant racial, ethnic, and cultural diversity that distinguish KWN from others are also indicators for elevated risk of educational inequity. Although educational inequity occurs among all socioeconomic and ethnic groups, not all students share the same likelihood of educational unfulfillment.

In the KWN neighborhood, 39.57% of households have an annual income of less than $25,000. In the period of 2016-2020, 69.67% of households in KWN had an annual income of less than $50,000, compared to 46.47% of people in the state of Oklahoma. The majority of students at the target schools come from low-income families: Kendall-Whittier Elementary School: 72.57%, Sequoyah Elementary School: 88.36%, Will Rogers College Middle School: 84.23%, Will Rogers College High School: 84.06% (Oklahoma State Department of Education FY 22 Low Income Report). Furthermore, the public schools that the target neighborhoods' youth attend are low achieving and have significant achievement gaps. Indicators of this include the low graduation rate for high school students (78%), high student mobility, extremely low

rates of reading proficiency among K-5 students (23.8%), and 79% of the students qualify for free or reduced lunch. The following table includes a demographic breakdown of students in the three target schools:

FY 21-22 Student Demographics (Source: OK State Dept. of Education)	Kendall- Whittier Elementary	Sequoyah Elementary	Will Rogers College Middle School	Will Rogers College High School
Total Enrollment	**794**	**337**	**691**	**991**
Native American	3.40%	3.26%	5.07%	3.43%
Asian	1.01%	0.3%	0.14%	0.40%
African American	11.34%	8.61%	5.50%	14.73%
Hispanic	61.59%	67.36%	69.90%	63.98%
Caucasian	13.73%	11.28%	13.75%	11.40%
Hawaiian/Pacific Islander	0.25%	0%	0%	0%
Two or More Races	9.32%	9.2%	5.64%	5.95%

History of Needs Assessments

Child Trends, a nationally recognized leader in the field of educational research and assessment, initially completed a needs assessment and segmentation analysis in 2012. This data was reinvestigated and updated by GT in 2017. GT held intensive Dialogues-to-Action sessions, supported by Everyday Democracy, with residents in the KWN. These intensive meetings

included discussions on the potential indicators, and they allowed residents to give feedback on which measures they thought were most important. Additionally, residents discussed their ideas for change and ways the Promise Neighborhoods Initiative, a federal place-based initiative string to turn neighborhoods of concentrated poverty into neighborhoods of opportunity, could support them as part of a greater resident network and capacity building plan.

GT conducted residential and student surveys, which were prepared by Q2 Consulting, a firm with expertise in data gathering and measurement through surveys. Whenever possible, they based the local survey questions on existing survey items from nationally recognized surveys. Child Trends Newly and professors from the University of Tulsa (TU) provided input on newly formed questions to increase the likelihood of getting statistically valid information. For the residential survey, trained students visited with residents at pre-selected homes in the neighborhood, using data from Tulsa Public Schools to determine that a child between the ages of birth and either sixth or 8th grade was present. Child Trends reviewed the selections to ensure they were representative of the neighborhood. For the student survey, students at Will Rogers College Middle and High School (from 7th to 10th grade) self-selected to take the survey at school with school staff and trained TU students and serving. For both surveys, TU professors collated the survey results and sent them to Child Trends for segmentation analysis.

In 2017, GT conducted comprehensive neighborhood data collection. GT collected quantitative and qualitative data using information from Tulsa Public Schools, early childhood education providers, the Oklahoma Department of Education, the Oklahoma Office of Accountability, the Oklahoma State Board of Regents for Higher Education, Tulsa Tech, Tulsa Community College, the U.S. Census Bureau's 2010 Census and the 2011-2015 American Community Survey, the Tulsa City-County Library, Tulsa Police, Domestic Violence

Intervention Services of Tulsa, the Family Safety Center, the Tulsa County Assessor's Office Property Condition Survey, the Tulsa City-County Health Department's County Health Profile and the national Youth Risk Behavior Survey. Since the completion of the 2017 total needs assessment, GT has conducted focus groups with parents and students to get a deeper understanding of the survey results. GT centered these focus groups around understanding the survey results, the barriers that exist, and their ideas for creating a more vibrant community.

The 2012 and 2017 needs assessments guided Growing Together's implementation of the Communities In Schools program. Using this data-driven approach Growing Together was able to focus resources efficiently and engage community partners to fill gaps in services. Building upon the information of the 2012 and 2017 needs assessments, GT will conduct a new needs assessment to inform the TCSP over the next five years.

Conducting a Comprehensive Needs Assessment

Growing Together (GT) is dedicated to understanding the needs of the KWN to best serve its population. GT will build upon the needs assessments previously conducted to identify the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents during the planning phase of this TCSP.

The needs assessment process used within this project will utilize the framework provided by the National Center for Community Schools, which includes organizing key stakeholders, analyzing archival data, conducting surveys and focus groups, analyzing data, and reporting data. First, GT will collect archival data relative to each target school. Archival data will include school performance measures, student and staff attendance rates, disciplinary referrals and suspensions, and data on student wellness needs. Additionally, GT will collect neighborhood-level data using Policy Maps. GT will present the archival data in a convening of

the community school council, which will include the key stakeholders (students, families, educators, and partners) in each target school. After reviewing the data, the community school council will develop three items: 1) an initial list of priorities surfaced through archival data, 2) a list of key informant groups, and 3) a list of key questions to be used in the remaining steps of the needs assessment process.

Next, the Community School Council will develop and deliver surveys to key informant groups. Survey questions will be differentiated based on the informant group for whom they are created. Survey questions will use close-ended questions such as Yes/No or Likert-type scales. To increase response rates, GT will distribute both paper and electronic surveys and create non-monetary incentives for various stakeholder groups to participate. GT will distribute surveys at school events that have high participation. During the survey period, GT will identify focus group participants.

After the survey process, GT will conduct focus groups in each target school. Focus groups will target key informant groups identified by the community school council and will last 45-60 minutes. The purpose of the focus group is to gather more in-depth, nuanced data by asking participants open-ended questions. Such data will provide the necessary context to understand trends and patterns identified through surveys. A contracted community facilitator will conduct the focus groups in participants' language of choice, and an additional note taker will record participants' responses.

Finally, GT will compile, analyze, and report the survey and focus group data reported to the community school council. GT will present a high-level overview of the findings rather than a lengthy report. This will allow the community school council to review the data quickly, ask questions, and generate a list of 3-5 priorities on which to focus the community school initiative

in each target school.

Selection Criteria: Quality of the Project Design

The TCSP is focused on achieving the following goals, objectives, and outcomes that are clearly specified and measurable:

Goals	Objectives	Strategies and Resources	Measurable Outcomes
Goal 1: Students are prepared for kindergarten	1.1 Increase access to high-quality early childhood education	Enrollment Navigators Build-a-Reader Program Educare 1 Full-day Pre-K with qualified teachers Measures of Academic Progress (MAP) Assessments	1. Increase by 3% annually the percentage of kindergarten students scoring proficient in reading and math at kindergarten entry. (Project years 2, 3, 4, 5)
Goal 2: Students are achieving academically	2.1 Improve student attendance and reduce chronic absenteeism	Attendance Intervention Teams Mobile Mentors Program CIS Case Managers	1. Increase by 1% annually (Project years 2, 3, 4, 5) the average daily attendance rates at each school site. 2. Reduce by 2% annually (Project years 2, 3, 4, 5) chronic absenteeism rates at each school site.
	2.2 Increase student academic achievement in grades K-8	High Quality In- and Out-of-School Programming, including Reading Partners, City Year, and other CBOs. CIS Case Managers Family Captains Family Mentors Extended Learning	1. Increase by 5% annually (Project years 2, 3, 4, 5) the percentage of students scoring proficient in the Measures of Academic Progress (MAP) reading assessments over baseline set in Project Year 1. 2. Increase by 5% annually (Project years 2, 3, 4, 5) the percentage of students scoring proficient in the Measures of Academic Progress

		Coordinator (Elementary)	(MAP) Math assessments over baseline set in Project Year 1.
	2.3 Increase Academic Performance and Preparation for Postsecondary Education for High School Students	Operation Graduation College Summit On-Site Concurrent Enrollment with Postsecondary Education Institutions College and Career Counselors High Quality In- and Out-of-School Programming	1. Increase by 1% annually (Project years 2, 3, 4, 5) the percentage of students graduating in four years. 2. Increase by 5% annually (Project years 2, 3, 4, 5) the percentage of students participating in concurrent enrollment programming
Goal 3: Students are Safe, Healthy, and Supported by Engaged Parents.	3.1 Increase Access to Multi-Tiered Support Systems to Address Students' Social, Emotional, and Academic Needs	Community School Coordinator CIS Case Manager Community Health Connection Family and Children's Services Growing Together Mixed-Income Housing Services Collaborative for Academic, Social, and Emotional Learning (CASEL)	1. Reduce by 5% annually (Project years 2, 3, 4, 5) the percentage of students receiving disciplinary referrals at each school site. 2. Reduce by 5% annually (Project years 2, 3, 4, 5) the percentage of students receiving out-of-school suspensions at each school site. 3. Increase by 5% annually (Project years 2, 3, 4, 5) the percentage of students that report on the annual school climate survey that their school has a supportive environment.
	3.2 Increase the Ability and Opportunity for Family Members to Engage in their	Family Mentor Program Adult Education Programs (ESL, GED, Financial Literacy, Workplace	1. Increase by 25% annually (Project years 2, 3, 4, 5) the number of parents/caregivers accessing adult education programming. 2. Increase by 10% annually, the number of parents/caregivers volunteering in

	Child's Educational Experience and Provide Adult Education Pathways	Development) Avanzando Juntos Program Community Leadership Institute	the target schools (including those who serve in the Family Mentors program). 3. By the end of Project Year 5, achieve a 200% increase in the number of parents/caregivers who serve on Community School Leadership Teams or working groups over baseline set in Year 1.
	3.3 Increase Access to Health Services Available to Students and Families	Community Health Connection CIS Case Manager Community School Coordinator Family and Children's Services	1. By the end of Project Year 5, achieve a 10% increase in the number of students with access to physical health services over baseline set in Year 1. 2. By the end of Project Year 5, achieve a 20% increase in the number of students with access to mental health services over baseline set in Year 1. 3. By the end of Project Year 5, achieve a 20% increase in the number of students with access to vision care services over baseline set in Year 1. 4. By the end of Project Year 5, achieve a 20% increase in the number of students with access to dental care services over baseline set in Year 1.
Goal 4: Community Schools Maintain a Safe and Supportive Culture and Climate that	4.1 Increase Staff Training on Culturally Responsive and Restorative and Trauma-Informed Practices	School Leadership Teams Tulsa Public Schools Equity Team Collaborative for Academic, Social, and Emotional Learning (CASEL)	1. By the end of Project Year 5, achieve a 100% participation rate in Culturally Responsive Practices training for Community Schools staff. 2. By the end of Project Year 5, achieve a 100% participation rate in training for multi-tiered system of supports for Community Schools staff.

Addresses Community Violence		Family and Children's Services TPS Parent Facilitators	3. By the end of Project Year 5, achieve a 20% increase in the number of students that report on the annual school survey that their school has a supportive environment over baseline set in Year 1. 4. By the end of project year 5, achieve a 20% decrease in the number of students who receive office referrals over baseline set in project year 1. 5. By the end of project year 5, achieve a 20% decrease in the number of students who receive school suspensions over baseline set in project year 1.
	4.2 Increase the number of students and families who participate in violence prevention programming	Juvenile Justice Center Violence Prevention Programming Community School Coordinator Family and Children's Services	1. By the end of project year 5, achieve a 35% decrease in the number of students who receive school suspensions for violent offences over baseline set in project year 1. 2. By the end of project year 5, achieve a 35% decrease in the number of students who receive office referrals for violent behavior over baseline set in project year 1. 3. Increase by 10% annually (Project years 2, 3, 4, 5) the number of students participating in violence prevention programming.
Goal 5: TCSP's Systems Support	5.1 Increase the Engagement of Students, Parents, and	Community School Coordinator School Leadership Teams and Staff	1. By the end of Project Year 5, achieve a 200% increase in the number of students, parents, and community members who serve on each school's

Sustainable and Collaborative School Improvement	Community Members on Community School Leadership Teams	Community Leadership Institute	Community School Leadership Teams and working groups over baseline set in Year 1. 2. By the end of Project Year 1, establish site-based working teams focused on specific issues identified in the needs and assets assessment.
	5.2 Increase Retention Rates of Highly Qualified School Staff	TPS District Leadership TPS Instructional Mentors Professional Learning Communities	1. By the end of Project Year 5, achieve a 20% increase in the teacher retention rate over baseline set in Year 1. 2. By the end of Project Year 5, achieve a 100% participation rate in Culturally Responsive Practices training for Community School staff over baseline set in Year 1. 3. By the end of Project Year 5, achieve a 100% participation rate in training for multi-tiered system of supports for Community School staff over baseline set in Year 1. 4. By the end of Project Year 5, achieve a 100% participation rate in professional learning communities for Community School Staff over baseline set in Year 1.

TCSP Framework

Our organization is working to improve conditions for everyone living in our target neighborhood but is focused specifically on active inclusion and equitable opportunities for the target Kendall-Whittier neighborhood's Latino community. The TCSP framework represents a continuum of coordinated activities and interventions for children, their families, and Kendall-

Whittier neighborhood community members that integrate the four pillars of full-service community schools and are part of a continuous improvement cycle driven by a comprehensive need and assets assessment. To address the needs of students and families and to achieve the desired outcomes and objectives, TCSP will create two new pipeline services to be aligned with three existing pipeline services at Kendall-Whittier and Sequoyah elementary schools and four existing services at Rogers College Middle and High school.

All TCSP schools have an existing a Multi-Tiered System of Support (MTSS) established by TPS and Growing Together through the Communities In Schools (CIS) model for tiered student support. The pipeline services described below represent key programs and strategies to be provided by the TCSP consortium partners (see "Preliminary MOU") and other community-based organizations under the MTSS framework and the four pillars of FSCS. During the planning phase, the TCSP will enhance the quality of cross-sector collaboration and the inclusion of diverse perspectives (see "Quality of Project Services") to align and evaluate pipeline services under an enhanced community school framework guided by the four pillars (see "Description of Pipeline Services").

Each community school's framework will be customized and responsive based on extensive community engagement both initially during the planning phase and continuously during annual formative evaluations (see "Quality of Project Evaluation") In addition to the four pillars, TCSP planning, and implementation activities will be guided by four key features at each target school:

- A Full-time Community School Coordinator
- A Comprehensive Needs Assessment
- Equity and Cultural Relevance Strategies

- Shared Leadership Strategies

Description of Pipeline Services

Pipeline 1: High-Quality Early Childhood Education (Existing)

Oklahoma is a leader in providing universal access to pre-kindergarten, ranking 4th nationally. Tulsa benefits from a robust public-private partnership that looks to create long term success from early childhood to elementary school with university research, education nonprofit partnerships, and philanthropic support. The TCSP will align the neighborhood's early childhood education resources provided at Educare I with Kendall-Whittier and Sequoyah Elementary schools' pre-k programs. This alignment will create linkages for more families to improve their parenting strategies and access resources to help prepare their children for success in elementary, middle and high school with continuous support through postsecondary education and the workforce.

Early Childhood Education Opportunities: Serving as one of the TCSP's key partners, Tulsa Educare I is an early childhood center that serves 164 preschool students and is adjacent to Kendall-Whittier Elementary. Educare collaborates with local providers to provide high-quality early childhood education in the target neighborhood. Regular service providers include the Department of Health and Human Services (DHS), Tulsa Health Department, and SoonerStart, which is Oklahoma's early intervention program designed to meet the needs of infants and toddlers with disabilities and developmental delays. Educare partners with national organizations to implement evidence-based strategies to inform, train, and support professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers. These include Zero-to-Three, National Head Start, and the Center on the Social and Emotional Foundations for Early Learning Center (CSEFEL), which is focused on promoting the social-emotional development

and school readiness of young children from birth to age 5. Both Kendall-Whittier and Sequoyah elementary schools offer high quality Pre-K programs. PreK teachers are fully certified with bachelor's degrees, and they must pass Oklahoma's early childhood certification test. They use an evidence-based curriculum called "Tools of the Mind," which is based on developmentally appropriate teaching practices. Adult-student ratio is maxed at 10:1 because all Pre-K classes have a full-time teacher's assistant.

Build A Reader Program: Research shows that healthy play builds the basis for reading, writing, and mathematical reasoning, and prepares children for adulthood. How adults interact with children aged birth to five dramatically affects the brain, impacting a child's social, emotional, and intellectual development. Provided by the Tulsa City-County Library in the Kendall-Whittier neighborhood, the Build A Reader program is designed and equipped to encourage adults and their children to learn and play together through interactive toys, books, and music that promote cognitive early childhood development. Staff are trained to provide free workshop programs to parents on nutrition, music play, speech therapy, and more to help prepare them for literacy and other skills they will develop in kindergarten. Beginning in Program Year 1, TCSP will bring the Build A Reader program into the two target elementary schools. This will be beneficial in two ways: 1) because parents/caregivers must already come to the school to pick up their school-age children, the program will be more accessible as it can be offered right before the schools' dismissal time, and 2) toddlers and preschoolers who participate will start becoming familiar with the school environment, making them more prepared for their transition to Pre-K or kindergarten.

Why this service was selected: Research indicates that children of color and children from economically disadvantaged families transition to kindergarten far less prepared than their peers.

(Reardon & Portilla, 2016). Achievement gaps that begin in kindergarten as a result of inequitable access to early childhood development and preparation are major predictors of gaps that persist through high school (Bradbury, et. al 2015). Tulsa has an existing pipeline for high-quality early childhood education opportunities, the primary partner being Educare I located in the TCSP target neighborhood. This pipeline service was selected in order to align the work being done in Educare I with the integrated pillars so that students and families can maintain access to a wide array of early childhood resources. Additionally, this alignment will create linkages for knowledge sharing between preschool and pre-K programs in multidisciplinary meetings and coordination strategies described under Pillar 4.

How this service improves student academic achievement: Early childhood skill development, especially in literacy, mathematics, and non-academic social-emotional skills such as self-regulation, has been found to be a predictor of academic success. This pipeline service will create linkages between Educare's high-quality framework for early childhood education and services and the Kendall-Whittier and Sequoyah Pre-K programs to provide a supportive pathway for families to meet their child's developmental needs as they prepare for kindergarten.

How this service will address objectives and outcomes: Services aligned under Pipeline 1 will address: **Goal 1: Students are Prepared for Kindergarten**; Objective 1.1 Increase access to high-quality early childhood education - Outcome #1. **Goal 2: Students are Achieving Academically** – Objective 2.2 Increase Student Academic Achievement in Pre-K-12 – Outcomes #1 and 2.

Pipeline 2: High-Quality School and Out of Schooltime Programs and Strategies (Existing)

Integrated Student Supports (ISS): Growing Together is the target schools' provider for ISS and implements the national Communities In Schools (CIS) framework at each of the TCSP target

schools. Working with school leadership teams, educators, and over 30 partner organizations on a regular basis, CIS staff coordinate school-wide, small group, and individual services ranging from food and housing assistance, tutoring, mentoring, after school activities, mental and physical health services, to family engagement strategies and resources for parents. At each school, the CIS case manager manages and maintains relationships with community partners to bring services into the school to create clear pathways for students and families to access critical resources. CIS program staff continuously monitor and adjust the level and type of services in real-time for case managed students and upon completion of annual school-level needs assessments for small-group and school-wide supports. This system of support will be improved by the addition of a *Community School Coordinator* at each TCSP school so that non-case managed students have more meaningful access to the benefits of a community school. This is especially merited because since returning to school from nearly one full year of distance learning due to the pandemic, target schools have seen an increase in students' needs for social-emotional and behavioral support. Under the CIS model, the ISS framework coordinates a wide array of service types described in more detail under Pillar 1 Integrated Student Supports.

Multilingual Literacy Programs: Students at each target school are given the opportunity to become multilingual by learning English and Spanish at the same time, which can increase career and college opportunities in their future. Multilingual programs strengthen and sustain students' connections to their culture and heritage and are available for students of all languages and cultures. At Sequoyah ES, the Spanish one-way model is offered for classrooms comprised of primarily Spanish-dominant speakers. At Kendall-Whittier ES, the two-way language program currently serves pre-K to 2nd grade students and will expand to another grade starting in 2023-24 to reach 5th grade by the 2025-26 school year. Kendall-Whittier's one-way language program

will serve 3rd through 5th grade along the same timeline. Students learn to read first in their dominant language in Pre-K - 1st grade. In 2nd - 5th grade, students take both Spanish language arts and English language arts with math in English and science and social studies in Spanish. Morning meetings, community circles, and breaks are done in the language of the day, which flips back and forth between Spanish and English. Students build fluency and comprehension through daily interactions in both languages with both English and Spanish dominant students. Rogers College Middle and High school houses the only secondary dual language program in the TPS district, allowing elementary dual language students a place to continue receiving instruction in both Spanish and English language arts, as well as instruction in full Spanish in one or more content areas.

Supplemental Academic Instruction: Key TCSP partner *Tulsa City Year* delivers holistic support to students, classrooms, and the whole school at Rogers College Middle and High. City Year AmeriCorps members serve as student success coaches—full-time, near-peer tutors, mentors, and role models who are uniquely positioned and trained to connect with students and support their academic and social-emotional growth and success. This program cultivates positive relationships, weaves academic social and emotional skill building, and enhances belonging and engagement. *Reading Partners* is a core partner in the TCSP elementary schools that provides a rigorous, nationally recognized Tier 2 reading intervention program for struggling students. Reading Partners serves kindergarten through fourth-grade students at Kendall-Whittier and Sequoyah ES who are reading up to two-and-a-half years behind grade-level. AmeriCorps members mobilize volunteers to offer one-on-one reading support following an evidence-based curriculum to improve academic outcomes. Reading Partners works with educators, school staff and leadership structures, including collaborative multidisciplinary teams to identify students

who would benefit from the program. During the pandemic, Reading Partners introduced a full-time role focused on engaging families to obtain feedback and coordinate resources that best fit their children's needs. This has resulted in additional bilingual literacy resources for parents and family surveys, among other program adaptations based on expressed needs of participants and families.

Extended Learning Opportunities: *Tulsa City of Learning* is a joint initiative of the Opportunity Project and Tulsa Public Schools that connects youth and families to high-quality camps, clubs, and after-school programs. Rogers College Middle and High offers 22 enrichment activities that emphasize real-world learning in art, music, drama, STEM, creative writing, speech and debate, and more. The TCSP will support additional capacity to expand and improve extended and enriched learning opportunities for students through the Community School Coordinators at all three target schools, and the *Extended Learning Time Coordinators* at the two target elementary schools.

Why this service was selected: According to the 2021 Tulsa Equality Indicators report, students who are not economically disadvantaged are 4.5 times more likely to score proficient or advanced on 3rd grade reading tests than economically disadvantaged students. The services included in the TCSP under Pipeline 2 were selected for their emphasis on maintaining a rich academic focus to address barriers to teaching and learning. Each of these core programs utilizes evidence-based strategies and nationally recognized models that are recognized by the What Works Clearinghouse for their demonstrated impact on student academic and non-academic outcomes that the TCSP aims to address (Jacob, Armstrong, Willard, 2015).

How this service improves student academic achievement: Currently, the level of service coordination for non-case managed students is leaving many students and families without a

trusted navigator or advocate to guide them to the resources they need. The TCSP will align resources and expand capacity to reach a greater proportion of struggling students who need particular types of support to overcome barriers to their success. The TCSP will implement the CIS model for ISS, which is listed as Tier 1 evidence-based intervention under the Community Schools Research Compendium showing a positive impact on student academic and non-academic outcomes (Balfanz, Byrnes, 2020). The emphasis on literacy within this pipeline includes strategies that have demonstrated impact on student academic achievement (Corrin, et al 2015). This is especially true for English Language Learners at the target community schools who participate in these pipeline services given that comprehensive instruction models like multilingual literacy instruction and tutoring integrate practices linked to improved academic outcomes for this student demographic (What Works Clearinghouse).

How this service will address objectives and outcomes: Services aligned under Pipeline 2 will address: **Goal 2: Students are achieving academically**; Objective 2.1 Improve student attendance and reduce chronic absenteeism – Outcomes 1 and 2; Objective 2.2 Increase student academic achievement in grades Pre-K-12 – Outcomes 1 and 2; Objective 2.3 Increase Academic Performance and Preparation for Postsecondary Education for High School Students – Outcomes 1 and 2; **Goal 3: Students are safe, healthy, and supported by engaged parents**; Objective 3.1 Increase access to multi-tiered support systems to address students' social, emotional and academic needs – Outcomes 1, 2, 3. Objective 3.3 Increase access to health services available to students and families – Outcomes 1, 2, 3, 4, 5. **Goal 4: Community schools maintain a safe and supportive culture and climate that addresses community violence**; Objective 4.2 Increase the number of students and families who participate in violence prevention programming – Outcomes 1, 2, 3.

Pipeline 3: Support for a Child's Transition Through School (Existing)

Enrollment Navigators: Growing Together (GT) has developed a bilingual navigation program to support families and students in the TPS enrollment process for children entering transitional grades (Pre-K to Kindergarten, 5th to 6th grades, and 8th to 9th grades). During TPS' two enrollment periods, GT hires contracted navigators to perform telephone outreach campaigns to help both English and Spanish-speaking families living in the TPS district area enroll in school and learn about key points of contact and processes to obtain resources. The community school coordinator will lead awareness and coordination efforts to ensure all stakeholders in the community school network are able to refer families to and receive referrals from the navigation program that will also provide insights into who is using the service and for what purposes to help guide program improvement. Throughout 2020 and 2021 GT observed major gaps in services and issues with access for immigrant families and non-English speakers. GT responded by shifting the focus bilingual navigation system to increase utilization of city-wide pandemic supports (e.g., rental assistance, broadband internet, the SBA's Restaurant Revitalization Fund, and TPS' supports). As the TCSP reveals school- or community-specific needs, this bilingual navigation service can be redirected quickly, on an as-needed basis to provide a flexible mechanism for community school coordinators to conduct targeted outreach and technical support to increase uptake and awareness of various programs.

Operation Graduation*:* TPS initiated the Operation Graduation program during the pandemic to assist high school students who are at risk of dropping out or failing to graduate. The program offers credit recovery and SEL support by pairing juniors and seniors with teachers and guidance counselors to engage in one-on-one mentorship. This initiative includes the Twilight Academy, which offers flexible learning environments for students struggling to keep up with grades and

credits. Participants in these programs are primarily those who face significant non-academic barriers, such as a need to maintain employment to support themselves or their families. This need increased substantially during the pandemic and evening and after school classes and credit recovery options have become game-changers for these students. Senior bootcamps are also offered to give seniors who could not graduate another chance to make up failed or missing credits during 4-week intensive tutoring workshops. Each of these programs are bolstered by teachers who work individually with students to overcome any emotional, social, or logistical barriers to graduation.

Academic Counseling: Each TCSP site has school counselors who collaborate with school staff, families, administration, and community partners to ensure individual student needs are met. School counselors are credentialed by the state and possess a master's degree. At Rogers, counselors meet with students to develop a 4-year academic plan beginning in the 8th grade. The plan is updated every year during the enrollment period. Academic intervention is also provided to students who need support throughout the school year. This may include, but is not limited to organization skills, time management and test anxiety. All counselors develop proactive counseling plans using the American School Counselors Association (ASCA) framework model.

Why this service was selected: One of the Kendall-Whittier neighborhood's greatest assets is the presence of Educare I, a high-quality early childhood education (ECE) center located next to Kendall-Whittier elementary. Despite the wealth of resources that this ECE center offers enrolled families, there is little support for children as they transition into to pre-k or kindergarten programs either at the neighborhood schools or elsewhere. When families transition from one school-based network to another, utilization and effectiveness is higher if they have trusted connectors to guide them (Carnegie Council on Adolescent Development, 1992). This pipeline

service was selected to create broader awareness of resources and to establish linkages between school-based resource hubs as families transition from outside and within the area's early childhood education center into the three target TCSP sites up through graduation. The services to be aligned under this pipeline will be more effective and highly utilized based on centralized location, extensive outreach campaigns, and responsiveness to the linguistic and cultural needs specific to the neighborhood population (Greenfader, Miller, 2014).

How this service improves student academic achievement: The confusing maze of public and private resources that students, families, and educators are expected to navigate is a very real barrier to student success. made more effective and utilized by the involvement of parent and community leaders at each school (see Pipeline 6: Family and Community Engagement Supports (New) that take a culturally relevant approach catered to the specific needs of the neighborhood population.

How this service will address objectives and outcomes: Services aligned under Pipeline 3 will address: **Goal 1: Students are prepared for kindergarten**; Objective 1.1 Increase access to high-quality early childhood education – Outcome 1; **Goal 2: Students are achieving academically**; Objective 2.1 Improve student attendance and reduce chronic absenteeism – Outcomes 1 and 2; Objective 2.2 Increase student academic achievement in grades Pre-K-8 – Outcomes 1 and 2; Objective 2.3 Increase Academic Performance and Preparation for Postsecondary Education for High School Students – Outcomes 1 and 2; **Goal 3: Students are safe, healthy, and supported by engaged parents**; Objective 3.1 Increase access to multi-tiered support systems to address students' social, emotional and academic needs – Outcomes 1, 2, 3. Objective 3.3 Increase access to health services available to students and families – Outcomes 1, 2, 3, 4.

Pipeline 4: Activities that Support Postsecondary and Workforce Readiness (Existing)

TPS' Post-Secondary Readiness Team supports educators and connects with higher education institutions and employers so that students have equitable access to opportunities that support student readiness for career, college, and community engagement. Rogers College Middle and High School has an existing pipeline of services for students to prepare for college and the workforce. The following programs will be aligned by the Community School Coordinator to ensure this pipeline is responsive to student needs at each school and promotes academic achievement in preparation for postsecondary education and the workforce.

Concurrent Enrollment: Rogers offers concurrent enrollment programs for students to earn up to 30 college credits for free through partnerships with Tulsa Community College (TCC). TPS funds all textbook purchases and provides transportation for all dual/concurrent enrollment students with support from TCC to cover all course fees and tuition costs. TPS also has concurrent enrollment programs at Tulsa Technology Center (Tulsa Tech) and the University of Tulsa (TU).

College Summit: The goal of College Summit is to transform the lives of students by preparing them for advanced coursework, by developing academic and life skills that apply to school and beyond, and by establishing a clear post-secondary pathway for the future.

Career Technology Education: TPS offers students the opportunity to gain industry-recognized certifications on campus and at TCC and Tulsa Tech through courses in 33 high-demand skills that can help students distinguish themselves as qualified and competent workers as they begin developing their career.

Workforce Readiness Skills Training: *NextUp* is a no-cost Tulsa-area initiative operated by Tulsa Community WorkAdvance (TCW) that helps 18 to 24-year-olds connect with effective job

placement, career training, college advancement, and other individualized interventions to better their lives. NextUp has a special partnership with Rogers College Middle and High to offer in-school workshops for seniors to gain resume writing and interviewing skills. Seniors are also given access to NextUp's full scope of out-of-school programming that can support them beyond graduation. This program has no diploma or GED requirement and thus provides a critical resource to students who are not able to graduate. Additionally, *Family and Children's Services* has a satellite office at NextUp to support participants with mental health and wraparound services as they go through the program.

School Year and Summer Internships: Tulsa Public School's *HIRE Up Internship program*—hosted in partnership with The Opportunity Project and supported by Green Country Workforce—provides students with a unique opportunity to explore post-secondary possibilities through paid and unpaid internships. Students are prepared for the program by taking a *Career Exploration Through Internship course* and then participating in a series of professional development activities prior to being placed in an internship. This program provides high school students with authentic work-based learning experiences, while allowing them an opportunity to develop critical workforce skills.

Why this service was selected: To prepare students for a healthy and bright future as adults, the TCSP has selected this critical pipeline service to align the network of existing supports to increase utilization of these highly effective strategies for postsecondary and workforce readiness. Tulsa's 2021 Equality Indicators report found that the dropout rate for economically disadvantaged 12th graders in Tulsa is 50% higher than for those who are not economically disadvantaged (Community Service Council, 2022). Moreover, non-English learner students in Tulsa are more than twice as likely to complete a postsecondary readiness option as English

learners (Community Service Council, 2022). This pipeline service will align the many available, high-quality postsecondary opportunities in Tulsa so that students can have the support and technical skills to enroll and succeed through a wide range of partnerships that GT and TPS have developed with local higher education institutions at low or no cost. By building these opportunities into the engagement and social support structures to be implemented under the four pillars of FSCS, the TCSP will make vast improvements in the outcomes for low income students and students from historically underserved populations that make up the majority of the TCSP's target population.

How this service improves student academic achievement: This pipeline service is directly aimed at improving academic achievement in high school to promote readiness for postsecondary education and preparation for high-quality jobs. Each of these interventions provides concrete skill development so that students can catch up if they've fallen behind and successfully graduate, and gain confidence in their ability to take on advanced coursework in college.

How this service will address objectives and outcomes: Services aligned under Pipeline 3 will address: Goal 1: Students are prepared for kindergarten; Objective 1.1 Increase access to high-quality early childhood education – Outcome 1; Goal 2: Students are achieving academically; Objective 2.1 Improve student attendance and reduce chronic absenteeism – Outcomes 1 and 2; Objective 2.3 Increase Academic Performance and Preparation for Postsecondary Education for High School Students – Outcomes 1 and 2; Goal 3: Students are safe, healthy, and supported by engaged parents; Objective 3.1 Increase access to multi-tiered support systems to address students' social, emotional and academic needs – Outcomes 1, 2, 3. Objective 3.3 Increase access to health services available to students and families – Outcomes 1, 2, 3, 4.

Pipeline 5: Juvenile Crime Prevention and Rehabilitation Programs (Existing)

The TCSP's juvenile crime prevention and rehabilitation service pipeline engages a variety of community partners to provide on-site programs and establish multiple entry points for resource provision. Working with agencies like the Family Center for Juvenile Justice, programs are designed to help detect and addresses the underlying causes of delinquent or problem behavior, intervene before problems escalate into chronic or more serious offenses, and improve collaboration between police, students, parents, juvenile justice, and treatment providers. The TCSP will also continue expanding school-wide programming and events that address related issues such as bullying, drug and gang awareness, positive relationship-building, and sexual health.

Girl Power Program: The Family Center for Juvenile Justice implements the *Girl Power* program, which provides evidence-based social and educational supports to female students at secondary school sites who have displayed signs of high-risk behavior including drug use, challenges with dating/romantic relationships, and absenteeism. The Girl Power group has met weekly at Rogers College Middle and High school for over five years to empower female students. The Juvenile Justice Center's Coordinator of Female Programming works on-site with participants to provide weekly strengths-based small-group intervention and prevention activities. These sessions address topics such as dating violence, sex trafficking, and gang awareness. This partnership empowers females to make healthy and appropriate decisions about their sexual health, relationships, education, and life choices. The Juvenile Justice Center is currently developing a similar program for young men, which will be offered at Rogers beginning in the Fall 2022 school year. The young men's group will provide male students with tools to recognize and avoid dating violence and online bullying.

100 Black Men: Rogers College Middle and High school partners with 100 Black Men of Tulsa, the local chapter of the national organization 100 Back Men. For nearly 60 years, 100 Black Men of America have improved the quality of life within black communities and enhanced the educational and economic opportunities for African Americans across the United States. 100 Black Men of Tulsa operates a comprehensive mentorship program that provides influence, guidance, and counseling. This program targets young men of color who do not have an active male role model in their lives. Community violence prevention is an included area of focus in their mentorship program through drug use and gang awareness and prevention activities that engage a range of law enforcement partners to implement restorative practices for community healing. Mentors meet weekly with these young men in a small group setting. This program provides long-term trusting and supportive adult-student relationships to help adolescent boys overcome adversity and achieve personal goals. 100 Black Men of Tulsa also participates in activities coordinated under National Youth Violence Prevention Week.

Referrals and Off-site Services: Under the CIS ISS framework, at-risk students, including those who are returning to school after interaction with the juvenile justice system, are identified and connected to providers for services delivered at school, at home, or at off-site primary service locations. Referrals for services that address juvenile crime prevention and rehabilitation programs engage mental health care providers and community-based organizations such as Family and Children's Services, Youth Services of Tulsa, The Grief Center, Planned Parenthood, Campfire Girls and Boys Club, DVIS and others that are frequent collaborative partners within the juvenile justice and social service networks that interact with TPS through multiple avenues. These services address protective factors that can impact a student's likelihood of engaging in criminal activity and can include strategies such as counseling, runaway and homeless youth

services, delinquency prevention, and youth leadership development.

Why this service was selected:

At least 75% of youth in contact with the juvenile justice system have experienced traumatic victimization. In 2021, approximately 18 percent of Oklahoma's children aged 0 to 17 years old experienced two or more adverse childhood experiences (ACES); **ranking 13th highest in the nation** and above the national rate of 15 percent (America's Health Rankings 2021). Experiencing one or more traumatic experiences (homelessness, family violence or mental illness, abandonment, neglect, sexual abuse, et al.) is directly correlated with social, emotional, and cognitive impairments that lead to increased risk of unhealthy behaviors, risk of violence or re-victimization, disease, disability, and early death. (Anda and Felitti, 2007) Studies have consistently shown that 65-70% of youth in contact with the juvenile justice system have a diagnosable mental health disorder; nearly 30% of those disorders are serious enough to require immediate and significant treatment. These services were selected for alignment within the proposed TCSP framework because they utilize research-based models for positive developmental experiences that are Trauma-informed. These types of interventions have been shown to reduce violence and aggression by improving young people's ability to form healthy relationships, create more opportunities for themselves, engage in goal setting, and develop supportive relationships with trusted adults (Benson, Scales, 2009).

How this service improves student academic achievement:

The components of this pipeline service include strength-based programs which aim to promote positive behavior, enhance social skills and improve academic performance in adolescent students with an emphasis on identifying students who have had contact with the juvenile justice system and are returning to school. Strength-based practice is a social work theory that

emphasizes self-determination, resourcefulness, and resilience for youth facing adversity. These strategies will reduce interactions with the school disciplinary team by promoting improved social and emotional regulation and social connections with adults and peers. This in turn will result in fewer absences and lost learning hours due to decreased rates of students who receive suspensions and referrals. These practices will also promote a more supportive school culture that is welcoming and can create the conditions for active family and student engagement to improve student academic outcomes.

How this service will address objectives and outcomes:

Pipeline 5 will address Goal 4: Community Schools Maintain a Safe and Supportive Culture and Climate that Addresses Community Violence; Objective 4.1 Increase Staff Training on and Presence of Programs that use Culturally Relevant and Trauma-Informed Practices – Outcomes 1, 2, 3, 4, 5; Objective 4.2 Increase the number of students and families who participate in violence prevention strategies – Outcomes 1, 2, 3.

Pipeline 6: Family and Community Engagement Supports (New)

The TCSP will add the following services to build a robust model for equitable family engagement and collaborative leadership in all four schools, guided by the principles outlined in the Dual Capacity-Building Framework for Family-School Partnerships (Mapp & Bergman, 2019). The TCSP framework fundamentally relies on authentic family and community engagement mechanisms. In order to create the conditions for active engagement, the TCSP will add the following family and community engagement strategies and programs at all three target schools.

Family Leadership Development: With FSCS grant funding, the TCSP will support Growing Together's (GT) new *Family Mentor Program* that will be structured based on the evidence-

based Parent Mentor Program established by the Parent Engagement Institute and the Logan Square Neighborhood Association (LSNA) (Hong, Warren, Mapp, 2011). Under this model, GT will recruit parents and guardians to volunteer in classrooms (not their own child's) for two hours per day for a minimum of 100 hours per semester. These Family Mentors will provide individual or small group support in the classroom and fill gaps for students needing extra help, especially for English Language Learners. This program uses a peer-to-peer approach by establishing a Family Captain at each school who will guide and socially support their team of Family Mentors. These stipended volunteers will participate in an initial onboarding and training period, and then attend weekly training sessions on SEL and Trauma-Informed practices for effective academic instruction, professional development, leadership skills, and peer-to-peer community engagement strategies by GT's Manager of Community Leadership & Mobilization. Once they have served 100 volunteer hours in a given semester, Family Mentors and Captains will be eligible for $1000 and $1500 stipends, respectively, with the opportunity to earn another stipend in the following semester.

GT established the *Community Leadership Institute,* which is a cohort-based training program through which Latino residents of the Kendall-Whittier neighborhood gain the technical skills, confidence, and social support needed to enter decision-making arenas that they have been historically excluded from. Participants receive a stipend for attending the 8-session training. CLI engages two cohorts of 15 participants each year, one of which is an intergenerational cohort called *KW Fuerza* in partnership with *Tulsa Changemakers* that matches 8 adult-youth pairs to develop foundational skills and links to opportunities for leadership. The curriculum is tailored based on the preferred focus areas of each cohort. CLI is establishing an ever-growing *Community Leaders Network* consisting of graduates who are trained in equitable community

engagement strategies that enable them to become trusted knowledge bases for other parents and neighbors, and to share the skills and decision-making power that they've gained in the program. Graduates of the program have permanent access to the Network, mentorship and GT's community connections to resources and logistical support that they need to facilitate change for their families, school, and community.

Educational, Employment, and Social Service Resources: Based on the most recent year-end parent and community surveys conducted under Growing Together's CIS program, these services will include interventions that address barriers for families who have recently immigrated to the United States and who have limited English proficiency (LEP). Resources will be coordinated each semester based on community input mechanisms outlined under the Description of the Four Pillars of FSCS. GT has previously worked with the city's only provider of bilingual GED classes, and the very few providers of no-cost adult English as a second language (ESL) classes and citizenship preparation assistance. GT will leverage these and other relationships to collaboratively design customized educational and social customized supports at each school.

GT has established a monthly resource mobilization program called *Cafe En Communidad* that gives community members a monthly opportunity to spend time with other families, educators, TCSP staff, and community organizations and providers at the centrally located neighborhood bakery, Pancho Anaya. During these events, parents, students, and neighborhood residents can build relationships with various stakeholders and engage with their neighbors. Events also serve as a jumping-off point for our CLI participants to build relationships with residents and encourage greater participation in the initiatives and advocacy efforts that they've designed. This program was re-launched after the pandemic in August 2022 (and was previously called *Café*

con Padres) and has been highly attended by a diverse range of participants and providers. GT also operates a bilingual navigation service to mobilize internal and external community resources targeted at or have historically low utilization rates among Latino immigrant populations.

Economic Advancement Opportunities: GT has established *Avanzando Juntos* which provides educational and capital lending supports to Latino entrepreneurs and small business owners. Working with *Trust Neighborhoods*, GT has established and currently operates the *Kendall-Whittier Mixed-Income Neighborhood Trust* (KW-MINT). This innovative, research-based model for affordable rental housing buys, builds, rehabilitates, and manages multi- and single-family units based on the expressed preferences and needs of the community. The Trust serves as a control mechanism that secures affordable rents, holds management accountable, and prevents displacement through resident voting rights that are built into the legal structure of the Trust. This program was developed as a fundamental component to holistic student support and will aid student achievement by reducing transience.

Why this service was selected:

Currently, the KWN community has limited opportunities for families and students to engage in leadership, advocacy, and decision-making alongside educators. Moreover, the voices of families are not adequately included in the design, planning and implementation processes for various school improvement and community and family engagement activities. This asymmetrical power structure has prevented the creation of a collective vision for each target school. The TCSP's objectives and outcomes depend heavily on meaningful pathways for active family and community engagement that are guided by culturally responsive and restorative practices. By enhancing TPS' existing components of engagement structures (namely TPS' Parent Facilitators

whose role is to increase parent involvement in school activities) with the added capacity that comes with the community school leadership structure, the TCSP will create a coordinated pipeline of services that support family and community engagement which will play a key role in services provided under each of the four pillars (see Description of Four Pillars of FSCS). "Family engagement is one of the strongest predictors of children's school success, according to more than 40 years of steadily accumulating evidence" (Garcia et al., 2016, p. 1). Working alongside families in the community for over ten years, GT has worked extensively with Kendall-Whittier Neighborhood (KWN) residents and leaders to find that many families want to be more engaged in their children's education but lack the confidence or experience to navigate the U.S. school system. They also face challenges associated with poverty, underemployment, and fear of government or social reprisal due to their immigration status. Additionally, educators in KWN schools do not have the consistent training or tools to effectively partner with families facing these challenges. Recent research has documented that, historically, family engagement efforts do not often recognize the power imbalances between parents and educators, or the structural challenges faced by many low-income families and/or families of color (Ishimaru, 2020). This new pipeline service was selected to dismantle these barriers and ensure families, educators, and students are essential knowledge bases in the planning and decision-making process to ensure strategies are a reflection of beneficiaries' needs and lived experiences.

How this service improves student academic achievement: This pipeline service will formally establish programs that will address the psychological factors that lead parents to become engaged in their children's education based on the Hoover-Dempsey & Sandler Model of the Parental Involvement Process (Hoover-Dempsey, Walker, et al. 2005). Parent and family engagement is a predictor of student academic achievement throughout all levels of a child's

education. These services emphasize family skill building, leadership development, and resource mobilization strategies that will help form relationships and trust between participants and TCSP consortium partners. This will lay the groundwork for strategies outlined under Pillars 3 and 4 (described in the following section).

How this service will address objectives and outcomes: Pipeline service 6 will address Goal 2: Students are achieving academically; Outcome 2.2 Increase student academic achievement in grades K-8 – Outcomes 1 and 2. Goal 3: Students are Safe, Healthy, and Supported by Engaged Parents; Objective 3.1 Increase Access to Multi-Tiered Support Systems to Address Students' Social, Emotional, and Academic Needs – Outcome 4; Objective 3.2 Increase the Ability and Opportunity for Family Members to Engage in their Child's Educational Experience and Provide Adult Education Pathways - Outcomes 1, 2, and 3.; Objective 3.3 Increase access to health services available to students and families – Outcome 2. Goal 5: TCSP's Systems Support Sustainable and Collaborative School Improvement; Objective 5.1 Increase the Engagement of Students, Parents, and Community Members on Community School Leadership Teams – Outcomes 1 and 2.

Pipeline 7: Social, Health, Nutrition, and Mental Health Services and Supports (New)

The TCSP will engage community providers to establish a robust continuum for social, mental and physical health services provided in schools, at home, and in central locations to expand access for students, families and community members. The TCSP will coordinate this pipeline service under the program's ISS framework that will establish multiple points of entry. A fundamental strategy for this pipeline service will be to use the planning phase of the TCSP to establish policies and procedures for flexible and responsive service coordination and referrals across the different pipeline services to be aligned and deployed with the added capacity of the

Community School Coordinators.

Mobile Mentors Program: Transportation is a common barrier for students in Kendall-Whittier and Sequoyah elementary schools. TPS' district policy requires that elementary students live 1.5 miles from their school to qualify for bus transportation. Many families who do not have reliable transportation and cannot walk their kids to school themselves do not feel safe letting their children walk this distance due to the necessity of crossing busy streets and/or encountering stray dogs. The Mobile Mentors program will recruit volunteers from the neighborhood to meet children at strategic locations in the neighborhood and walk with them to school. Mobile Mentors will also be trained in essential mentoring skills, such as the Developmental Relationships framework from the Search Institute. Mobile Mentors will receive a stipend for serving in this capacity for a full semester.

Attendance Teams: The TCSP will establish an Attendance Teams in each of the three target schools that will include TPS school counselors and CIS case managers who will meet weekly to review attendance data and coordinate interventions for students with recurring absences. In addition to addressing barriers through ISS case management, the Attendance Team will conduct phone calls, home visits, and other services as needed to ensure students have consistent support to reduce absences and get to school on time. This intervention will be integrated with the broader system of new and existing pipeline services at each school through collaborative working structures established with the site-based Community School Coordinators and school leadership teams.

Crisis and Mental Health Service Continuum:

Family and Children's Services (FCS) school-based children's mental health programs currently operate inside 46 local at-risk schools (including Kendall-Whittier Elementary) and 9 Head Start

locations to improve the success of students who risk failing due to untreated mental, emotional, and behavioral health disorders. School-based services' objectives positively affect a child's well-being while improving their classroom behavior and academic performance. The TCSP will replicate FCS' school-based mental health continuum in Sequoyah ES and Rogers College Middle and High. This will include hiring a full-time case manager and therapist dedicated to each school to provide mobile crisis services, service coordination, educator training and consultation in multi-tiered system of support, prevention services (including suicide prevention), therapy, psychological first aid, parent engagement psycho-educational groups, and participation in multidisciplinary team meetings and planning.

Services are provided through individual, family and group counseling sessions and are provided in accordance with the client's individualized treatment plan. To ensure the best possible outcomes for children with mental, emotional and behavioral challenges, this integrated health service continuum will provide evidence-based treatments, including the adolescent and community reinforcement approach (A-CRA) and will provide additional evidence-based practices through clinical care using collaborative assessment and management of suicidality (CAMS), medication management, motivational interviewing (MI), parent-child interaction therapy (PCIT), solution-focused therapy (SFT) and trauma-focused cognitive behavioral therapy (TF-CBT). FCS uses the nationally standardized evaluation tool – the Ohio Youth Problems, Functioning, and Satisfaction Scales (Ohio Scales) – to assess the improvement and outcomes of children who have received mental health services. The Ohio Scales were developed to be practical, yet rigorous; multi-content; multi-source measures of outcomes for children and adolescents receiving mental health services. They are considered to be a valid and reliable predictor of a child's response to treatment. The Ohio Scales have been adopted by the

Oklahoma Dept. of Mental Health and Substance Abuse Services (ODMHSAS), aligning FCS with other state child-serving entities in measuring children's mental health outcomes.

Expanded Access to Coordinated Physical Health Services: As part of the TCSP, *Community Health Connection (CHC)* will increase their presence at the target school sites to promote awareness of services through school-wide events and screenings. CHC is a Federally Qualified Community Health Center (FQHC) located in the Kendall-Whittier neighborhood that provides comprehensive medical, dental, pharmacy and social services. CHC is a key provider of a full range of comprehensive primary and preventive health care for all ages. They accept most private insurance and serve individuals without insurance, those with Medicaid (SoonerCare), Insure Oklahoma and Medicare. CHC has on-site staff to serve patients who speak English or Spanish and uses a certified language line for those who need additional translation services. CHC has always been a referral partner for TPS' ISS but will now take part as a collaborative partner in the planning and implementation of the TCSP (see MOU).

Currently, CHC does not coordinate its services with the ISS framework at the target schools and has served students and families off-site through referrals made on an as-needed-basis by case managers. Moving forward, CHC will participate in the TCSP's multidisciplinary planning and implementation meetings as the neighborhood's primary provider of culturally responsive physical health services. They will conduct informational sessions at each school and participate in the *Café en Comunidad* program to connect with families and educators. CHC will also work with the Community School Coordinator to arrange school-specific interventions based on the comprehensive needs assessment and ongoing community engagement activities. Growing Together will ensure that key TCSP personnel (see Quality of Management Plan) receive at least one professional training per year at CHC on protocols and procedures for

navigating CHC's care coordination system on behalf of families and students who engage with the school to access resources.

Why this service was selected: The negative impact of the pandemic and school closures on students is exacerbating the already high rates of youth in Oklahoma who struggle with poor mental health and are not receiving treatment. The same can be said for physical health. Pulse Survey data from the April 23–July 5, 2021 period indicate that a significant portion of U.S. and Oklahoma families delayed preventative medical appointments for children because of the COVID-19 pandemic (U.S. Census Household Pulse Survey). Substance use prevalence estimates for Oklahoma indicate that more than 13,991 children and youth ages 6–17 will experience a substance use condition in any given year (Substance Abuse and Mental Health Services Admin. 2016-18).

Under the CIS model, TPS and GT have established connections with health providers that vary between each target school and serve as reliable referral partners. However, the COVID-19 pandemic severely disrupted traditional in-person learning, with closed school buildings and altered school-based services and supports. Students and families were able to access on-site resources in mid-2021, but changes in service delivery and availability are leaving many students without clear pathways to various supports. The consequences of a less-than-consistent approach to service delivery are becoming more and more dire. In order to serve students and families at a level that reflects the urgent and rising demand for treatment, the TCSP has selected this pipeline service so that high-quality providers with the city's most diversified service offerings can be integrated into the fabric of the community school's ISS framework and the school buildings themselves.

How this service improves student academic achievement: Regular access to health care, housing

stability and other social determinants of health have important implications for children's academic achievement. The interventions and strategies to be deployed under this new pipeline service will address many of the non-academic barriers related to social, health, nutrition, and mental health conditions for a student or family that are either directly or indirectly tied to academic achievement indicators. These include barriers leading to chronic absenteeism based on student or family physical/mental health challenges, in- and out-of-school school learning barriers due to adverse childhood experiences (ACEs) or trauma, and transportation barriers among many others as part of the coordinated framework across the other pipeline.

How this service will address objectives and outcomes: Pipeline 7 will address: **Goal 2: Students are achieving academically;** Objective 2.1 Improve student attendance and reduce chronic absenteeism – Outcomes 1 and 2; Objective 2.2 Increase student academic achievement in grades K-8 – Outcomes 1 and 2. **Goal 3: Students are Safe, Healthy, and Supported by Engaged Parents**; Objective 3.1 Increase Access to Multi-Tiered Support Systems to Address Students' Social, Emotional, and Academic Needs – Outcomes 1, 2, 3, and 4; Objective 3.3 Increase Access to Health Services Available to Students and Families – Outcomes 1, 2, 3, and 4. **Goal 4: Community Schools Maintain a Safe and Supportive Culture and Climate that Addresses Community Violence**; Objective 4.1 Increase Staff Training on Culturally Responsive and Restorative and Trauma-Informed Practices – Outcomes 2, 3, 4, and 5.

Description of Pillars of Full-Service Community Schools

The planning and implementation of the TSCP will be organized around the four pillars of Community Schools: 1. Integrated Student Supports, 2. Expanded and Enriched Learning Time and Opportunities, 3. Active Family and Community Engagement, and 4. Collaborative

Leadership and Practices. The guiding assumption for the TCSP's integration of the four pillars is that sustainable school improvement can only occur when the community is equipped and mobilized to drive change.

Pillar 1: Integrated Student Supports (ISS)

As a local affiliate agency for CIS Mid-America, GT is the lead agency providing a school-based system for Integrated Students Supports (ISS) in the Kendall-Whittier neighborhood Tulsa Public schools. As the selected responder for TPS' bid for ISS, Growing Together operates under a formal operational and data sharing agreement with TPS to implement this pillar of the community school model. The program tailors the provision of services to respond to each school's improvement plan that is annually revised to reflect the most recent school-wide needs assessment and community engagement activities to gain a diversity of perspectives in evaluation cycles. This program is integrated with TPS' Multi-Tiered System of Supports (MTSS) which is now a district-wide practice as of the start of the 2022-23 school year.

GT is the lead operating agency for Tulsa's Communities In Schools (CIS) program as an affiliate of CIS Mid-America. The Tulsa CIS program follows the national evidence-based model which aims to reduce dropout rates by integrating community and site-based support services into the fabric of neighborhood schools. The CIS ISS model offers three Tiers of support: Tier 1 services are broadly available to all students at a school and are usually low-intensity, short-term activities or services (for example, organizing a school-wide career fair, making clothing or school supplies available to students, or operating an in-school food pantry). Tier 2 services are targeted at small groups of students with common needs or interests. These often include activities such as small-group tutoring, attendance improvement programs, and other student interest or support groups. Tier 3 case management services are intensive and

individualized to meet the needs of students displaying one or more significant risk factors for dropping out, including poor academic performance, absenteeism, or behavioral problems. GT manages a team of full-time *CIS case managers (formerly known as CIS Site Coordinators)* embedded in each school. Currently, CIS case managers are responsible for coordinating all three tiers of support, which includes managing a caseload of 55-65 students with complex needs. As part of the TCSP, GT will make several key changes to the structure of the ISS system at each community school in order to enhance the quality and scope of service delivery and integration of the other FSCS pillars.

The amount of staff time required to maintain a caseload of high-need students greatly limits the CIS case managers' ability to coordinate robust school-wide (Tier 1) and targeted group (Tier 2) pipeline services. The commitment to case management also reduces the capacity to develop and sustain an effective system of coordination and collaborative leadership among the many providers, partners, and stakeholders involved in the school. Under the TCSP, Growing Together will hire three full-time Community School Coordinators (CSC) who will oversee the planning and implementation process for ISS including the management of collaborative working groups that will be tasked with improving coordination and utilization rates of school-wide and targeted group supports (see full description of CSCs under "Adequacy of Resources"). This will allow the CIS case managers to focus their time on their caseload students and their families. This will allow for more comprehensive support and service coordination for students with the most complex needs.

Under the TCSP ISS framework, lead agency Growing Together (GT) will work with TPS and the broadly representative consortium to coordinate a comprehensive network of school-based resources and interventions that will be adapted to meet identified needs at each

proposed community school. These can include combinations of the following service types that will be coordinated based on extensive community engagement to inform and collaboratively lead the planning phase of the TCSP and continuous improvement cycles.

Academic Services: Adult or peer tutoring, homework assistance, study skills activities, student-teacher conferences

Behavioral Interventions: Conflict resolution groups, anger management or other behavioral counseling, violence prevention activities, behavior monitoring and interventions;

Attendance-Improving Services: In-person attendance check-ins and planning; Social or life skills services.

Basic Needs Support: Provision of school supplies; coordination of external partner assistance with utilities, rent, food and clothing assistance NOTE: CIS coordinates resources but does not provide direct financial assistance;

Mental and Physical Health Services: Coordination of health-related education and checkups/referrals;

College and Career Preparation. College admissions preparation and assistance, career counseling, college visits and career field trips, college awareness activities and programs;

Enrichment and Motivational Activities: Community service, sports and physical activities, scouting, arts and crafts, student recognition activities and incentives; goal-setting strategies; self-esteem enhancement strategies; positive social, relationship, and communication activities; team-building activities; crisis and grief counseling services;

Family Support Services: Parenting education, home visits, parent conferences and outreach, parent and family events and activities, connections to family counseling.

Key implementation and leadership staff from all consortium members will receive

comprehensive training in the TCSP's updated model for ISS that includes any improvements to referral, data sharing, communication, and other policies and procedures that will be specifically designed for this model during the planning phase. These trainings will also incorporate the external client system procedures that providers, particularly health and mental health providers, have established in the greater Tulsa community. These efforts will ensure that all client-facing staff and key family and community leaders that engage with the schools are aware of the ever-growing network of resources available to support students and families.

Pillar 2: Expanded and Enriched Learning Time and Opportunities

Developing powerful environments where young people can thrive requires coordination, critical backbone services, support and continuous quality improvement. The TCSP's primary partner for expanded and enriched learning time and opportunities is the local nonprofit the Opportunity Project (The Opp). As an intermediary organization, the Opp is the underpinning for a network of student-facing partners – from educators and program providers to transportation services, municipal agencies and others – who are committed to helping students thrive both in and out of the classroom. The Opp has partnered extensively with Tulsa Public Schools (TPS) to create a system that connects the city's array of programs, services and curriculum-based efforts to students and families across the district. The Opp's Learning Partner Network provides partner organizations with a variety of tailored supports, such as program evaluation tools, marketing assistance, personal and professional development trainings, and access to Tulsa's Integrated Data-System for Expanded Learning (TIDEL).

The TPS district has established effective systems for expanded and enriched learning time and opportunities that engage over 80 partners in collaboration with the Opp. However, a utilization gap still exists at the school-level in the three target schools due to a lack of

intentional coordination for students who are less likely to participate in these programs. This is often the case for students who do not have a proactive family member or case manager coordinating logistics on their behalf, who come from families that are unaware of resources, are generally avoidant or afraid of school staff and institutions or are unable to navigate the school's current support framework for a variety of reasons. Particularly in the Kendall-Whittier neighborhood where so many students come from Latino-immigrant families, there is a need for more on-the-ground coordination by trained staff that know the school's culture and have built trusting relationships with students and caregivers. CIS case managers have made great strides in these areas but simply do not have the capacity to implement the advanced level of school and community-wide coordination in addition to managing a full caseload of high-need students. Thus, the TCSP's hiring of a full-time Community School Coordinator for each of the three schools will allow for greater levels of customization, responsiveness, and sustainability in their school's strategies and services to be implemented under this pillar. These efforts will also be supported by an Extended Learning Time Coordinator who will assist with after-school logistics (pickups, dropoffs, sign ups, etc.). This will result in more students being served by each school's unique service continuum and clearer pathways being laid for non-case-managed students to get the support they need.

Pillar 3: Active Family and Community Engagement

Prior to the pandemic, Growing Together had made substantial inroads with families to build trust and familiarity to improve their level of engagement in the Kendall-Whittier neighborhood target schools. Pandemic school closures resulted in a dramatic loss of connection between families, educators, and partners, as in-person resources and engagement activities came

to a halt. Since the schools' reopening, TPS and GT have been working with stakeholders and partners to reintegrate family and community members into the fabric of the neighborhood schools through successful pilot programs that will expand and evolve under the TCSP (see Pipeline 6: Family and Community Engagement Supports).

Utilizing information revealed through the needs assessment and asset mapping processes set to occur during the TCSP planning phase, the Community School Coordinator (CSC) will identify the types of adult opportunities and programs that are considered high priority for the community and parents and will coordinate services that respond to those expressed needs through experienced partner networks that Growing Together and TPS have convened. The CSC will then coordinate community-based organizations, stakeholders, and funding partners to integrate particular services into their school.

GT is solidifying new programs under the TCSP that empower students and families to become collaborators in the entire school improvement process. GT's Community Leadership Institute (CLI) brings together families from multiple school sites to help them develop tools and strategies to work alongside established school and community leaders. CLI is currently available to all parents and /or legal guardians of students enrolled at Kendall-Whittier Elementary School, Sequoyah Elementary School, and Will Rogers College Middle and High School who want to be involved in the development and well-being of their children's education and be an agent of change in their community. The CLI occurs over eight sessions. During each session, participants focus on information, data, and perspectives about a certain system, challenge, or sector that impacts participants' families, children, and community. The program refines the different skills necessary for participants to engage as community leaders within this sector or topic. During this experience, participants carry out a cohort impact project where they

decide upon a theme and objective, and are provided with advice, various resources and connections to plan and implement their project. As the CLI builds up a network of community leaders, GT will continue to expand their interests, abilities, and skills as community leaders and work with our Manager of Community Leadership and Mobilization and other staff to identify various places, initiatives, and roles that need community leaders. This program creates a network of highly skilled community leaders, who can provide and collect community feedback, analyze situations to identify gaps in services, and mobilize the community to be part of the solution or plan.

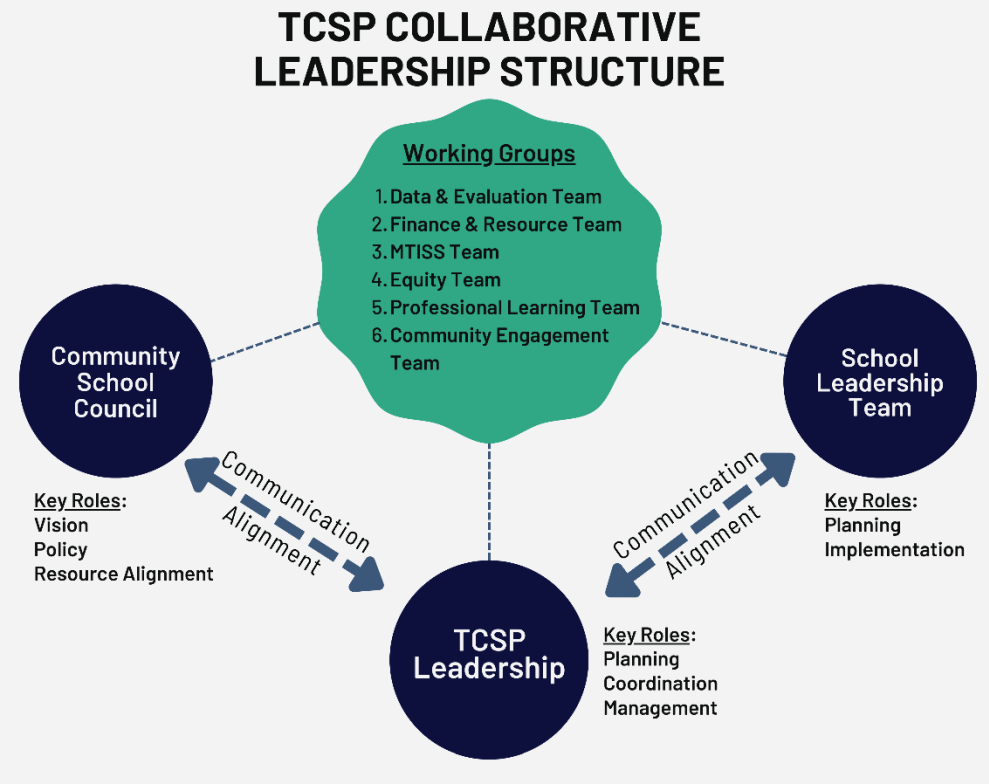
GT also conducts Fuerza K-W, which is an intergenerational leadership development and community mobilization program. Fuerza K-W engages secondary students and adults who live in the Kendall-Whittier neighborhood in grassroots community mobilization. Spanish-speaking participants are recruited from all three target schools. Participants engage in dialogue around power, action, and the history of Latino community organizing and social movements. They are trained in how to conduct a "house meeting," which is essentially a meeting of individuals who share a common concern for various community challenges. Participants work together to identify a problem in their community they want to work collectively to address. They research the problem and devise potential solutions and then pitch their ideas at a community meeting in which community members and leaders are invited. They then work with GT staff to implement their plans to improve neighborhood conditions in their selected field or focus area.

The TCSP will purposefully avoid taking a deficit lens towards families and will focus its engagement efforts on developing the capacities of an entire community of educators and families to engage with one another equitably and to share leadership and decision-making practices. This work will be guided by the Dual Capacity-Building Framework for Family

School Partnerships (Mapp & Bergman, 2019). Key activities within this strategy include providing training for both families and educators in how to develop partnerships with one another, creating structures and processes that leverage parents/family members as leaders, and creating classroom-based volunteer opportunities for families.

Pillar 4: Collaborative Leadership and Practices

The TCSP will design and implement collaborative leadership and practices that build a culture of professional learning, collective trust, and shared responsibility for each community school. The guiding framework for the TCSP's planning and implementation phases will be uniquely designed to accommodate site-specific needs and assets but will share the following core leadership structure components that form the basis of an effective community school based on the implementation standards and common features cited under the Community Schools Playbook.



The proposed program will support a seven-month planning phase that will drive the structures and formally establish shared procedures, policies, goals and objectives and continuous improvement cycles across the TCSP Consortium and integrated partner network. A key strategy of TCSP is creating structures and processes that makes students, families, school staff, and community partners a central component of the overall framework. TCSP will implement quarterly convenings of community school councils in each of the three target schools. The councils will include school leaders, staff members, parents/caregivers, and students. The Community School Coordinator will facilitate the council. Together, they will develop a shared vision of success and ways to monitor the school's progress towards this vision. The Community School Councils will be based on UCLA Community School's (UCLA-CS) vision of collaborative decision-making "to support an inclusive and empowering learning environment that recognizes and values all community members" (Kang, R., Saunders, M., & Weinberg, K., 2021). UCLA-CS utilizes a democratic governance structure grounded in a flat ecosystem of governance as opposed to a top-down hierarchical model. This means that students, parents, teachers, staff, and principals share roles in the decision-making process, so solutions reflect their shared priorities and commitments. The community school councils will enhance collaborative leadership at each of the three schools and help improve relationships between educators and families.

Within each of the three community school councils, families will work together, alongside educators and service agencies, to address concerns, such as student attendance or discipline practices. They will develop strategies/interventions to address concerns, test them, reflect on results, and engage in a continuous cycle of improvement. For example, one of the major challenges at all three schools during the 2021-2022 school year was online bullying. If

this issue is identified as a priority during the planning phase, the community school council could develop a Trauma-informed approach that links educators, families, and service providers to a collectively designed and agreed upon intervention strategy. Similar shared leadership approaches within other urban school contexts have been associated with improvements in many of the TCSP's key performance indicators, including parents' feelings of empowerment, student test scores, student behavior, and student attendance (Alameda-Lawson & Lawson, 2016).

Working Groups: The TCSP will establish multidisciplinary working groups comprised of members of the Community School Council, School Leadership Team, and TCSP Leadership to perform key system functions and lend a diversity of perspectives to inform implementation and achieve shared goals, objectives, and outcomes.

Professional Development: Currently, professional learning communities are implemented as Elementary and Secondary subject area teams that work collaboratively to plan lessons and examine student-level academic data. This group will apply an educational lens to the results of the comprehensive needs assessment and ongoing student and partner data to recommend strategies that will integrate specific evidence-based practices that are shown to improve academic achievement through instruction methods, student and family referral procedures, community and family engagement efforts, ISS coordination, collaborative leadership practices, and extended and enriched learning time activities. The TCSP will establish a Professional learning working group that will be comprised of a highly representative group of stakeholders from each of the TCSP's collaborative leadership structures to include students, family leaders, educators, school staff & leadership, TCSP key personnel, key providers, TPS leadership, among other stakeholders who are deemed essential for particular program components. The standard composition for each of these working groups and leadership structures will be designed during

the planning phase to ensure that a diversity of perspectives is brought to bear across various stakeholder categories. based on broad and diverse perspectives leadership community leaders, key providers, et al. This group will leverage the expertise of the TPS district's Organizational Learning and Equity team that provides professional development, meeting facilitation, coaching, and design structures to support TPS community initiatives.

Selection Criteria: Quality of Project Services

Growing Together (GT) is part of the Purpose-Built Community network and has positioned itself as a "Community Quarterback" that operates as both a direct service provider and a resource convener for members of the surrounding community. Through funding received under a Promise Neighborhoods grant, GT has convened funders, partners, and stakeholders of all kinds to develop pipelines for high-quality mixed-income housing, cradle-to-college education, and community wellness.

This work has resulted in a sustained investment in a holistic, research-based approach intended to address the root causes of intergenerational poverty within a defined neighborhood. The utilization and effectiveness of these interventions depend on the neighborhood schools serving as hubs for resource provision and community-led improvement cycles. Despite the incredible progress in developing holistic strategies for inclusive neighborhood growth, the existing framework for community schools has not reached the level of advanced organization and structure necessary to produce sustainable school-wide improvements in academic achievement among non-case managed students.

The TCSP will add missing links in capacity for lead agency Growing Together to expand community-driven strategies for broad stakeholder and beneficiary engagement toward a

comprehensive system of support. GT will lead the planning phase (January 1-July 31, 2023) that aims to accomplish the following objectives with leadership from the three Community School Coordinators to be hired under the TCSP:

- Establish formal structures for collaborative leadership including three School Leadership Teams and Community School Councils with representation of student, parent, and family leaders and a community member voice. comprised of students, youth, families, educators and school staff, beneficiaries of services, school leadership, and community leadership.
- Build a comprehensive vision, led by the Community School Councils toward shared goals, objectives and outcomes.
- Conduct a comprehensive community- and school-wide needs assessment that includes extensive qualitative and quantitative data obtained from residents, students, parents, providers, and other stakeholders
- Engage in an asset-mapping process to identify gaps that impede student and family success, identify solutions and work to alter, expand or create efforts that utilize evidence-based approaches for academic achievement
- Formalize the TCSP consortium with additional stakeholders and partners identified during the needs and asset assessment process to develop a 5-year community-wide strategic plan and annual school-level strategic plans.

In working to accomplish these planning objectives, key TCSP personnel (see Quality of Management Plan) will add additional providers to the TCSP consortium based on the needs assessment and asset mapping process and will work to formalize new community stakeholder groups that represent program beneficiaries (to be defined during initial engagement activities

but will likely take the form of Youth and Parent Councils). These groups will be added to the Consortium and included in the required final MOU to be submitted at the end of the planning phase.

The initial stakeholder and community engagement process will be intentionally fluid to ensure planning activities are not relying on disproportionate power structures that favor district leadership over beneficiary and community leadership in decision making processes and strategic planning. Rather, the TCSP will build upon the leadership development and community mobilization strategies that GT has piloted in the neighborhood (see Pipeline 6 and Description of Pillars of Full-Service Community Schools) to provide all technical and social support that families and community members need to be effective decision makers and advocates. With authentic, culturally relevant strategies for exponential student, parent, and community member engagement, lead agency GT can create the conditions for the following assumptions to guide a sustainable community school framework that extends beyond this 5-year funding period (see TCSP Logic Model).

- Consortium members are working toward systems-level change.
- Consortium members maintain a deep familiarity with the evolving challenges that target populations face and are constantly working to eliminate barriers to student success.
- A primary focus for the Consortium is to continuously identify, cultivate, and support leaders from underrepresented cultures and backgrounds to be key players in neighborhood and school improvement.
- Leadership structures can swiftly adapt to create operational elements that directly fill gaps in services for adults and students.
- The TCSP will add the capacity needed to restructure and implement a more effective

Tulsa Community Schools Program (TSCP) Logic Model

Inputs	Outputs *Activities*	Outcomes -- Impact *Short*	*Medium*	*Long*
Eligible Entity: Growing Together Tulsa Public Schools Program funding: • 5-year grant FSCS grant • Match funding • Development of Sustainability Plan Stakeholders: • GT Program Staff • Family and Community Members • Students • Educators • School/District Leadership • Partner Agency Leadership/Staff Community Partners: • Communities In Schools of Mid-America, The Opportunity Project, Reading Partners, City Year, Tulsa Community College, Educare, Family and Children's Services, Community Health Connection, Family Center for Juvenile Justice Target Schools: Kendall-Whittier ES, Sequoyah ES, Will Rogers College Middle & High School.	Integrated Student Services • Coordination of school-based services for all students and their families (food, clothing, housing, health, mental health et al.) • Intensive, individualized case-management services for 55-65 students/site Extended learning opportunities • Small-group/individual tutoring using research-based curriculum • Hands-on, enrichment activities using the CASEL social-emotional learning framework • Full-day Prekindergarten taught by certified teachers Family Engagement • Training for educators on equitable family engagement practices • Adult education opportunities for families: GED, ESL, parenting education, financial literacy, entrepreneurship support • Family Mentors program Collaborative Leadership • Community School Council (facilitated by Community School Coordinator) • Community Leadership Institute • Fuerza KW	Student outcomes: • Increased academic skills • Increased awareness of college/career readiness programs • Improved attitudes toward school • Increase in families' understanding of early childhood education Parent/family outcomes: • Increased awareness of social, mental health, and health services • Increased understanding of how to communicate and partner with school • Improved awareness of adult education programs Educator outcomes: • Increased understanding of how to engage diverse families as partners • Increased understanding of culturally-relevant and trauma-informed practices	Student outcomes: • Improved course grades • Increased participation in college/career readiness programs • Improved attendance rates • Increased enrollment in Pre-Kindergarten Parent/family outcomes: • Increased participation in social, mental health, and health services • Improved communication with school/educators • Increased enrollment in adult education programming (GED, ESL, financial literacy, technology) Educator outcomes: • Increased communication with families • Increased use of culturally-relevant and trauma-informed practices	Student outcomes: • Increased math and reading proficiency • Improved graduation rates and attendance at post-secondary education institutions • Decreased chronic absenteeism • Increased kindergarten readiness Parent/family outcomes: • Improved familial health • Improved relationships and trust between families/educators • Work advancement and/or enrollment in higher education Educator outcomes: • Improved relationships with students' families • Improved school culture

comprehensive community school framework that integrates the four pillars into the core of each target school.

Selection Criteria: Adequacy of Resources

The Consortium representing the TCSP provides a wide range of services, knowledge, and skills to develop and implement full-service community schools into Sequoyah Elementary, Kendall-Whittier Elementary, and Will Rogers College Middle and High School. The roles and responsibilities of each of these organizations is outlined in the MOU.

As the lead applicant, GT plays an essential role in coordinating the pipeline services at each community school. Since 2013, GT has been dedicated to improving KWN and empowering its families and working with TPS to enhance its students' educational experiences. GT is the managing partner of the national Communities In Schools (CIS) program in Tulsa. GT makes it a priority to maintain the integrity of the national CIS model and its longstanding success in Tulsa schools. GT is accredited by CIS Mid-America, which allow staff to access the national CIS data and outcomes tracking tools, as well as other resources traditionally afforded to CIS affiliates around the country, including an annual program audit under the CIS Total Quality Standards.

As the LEA, TPS school sites will act as hubs for students and their families to access a range of pipeline services offered by the Consortium and additional partners. TPS will provide the current site-based partners a dedicated space at each school to offer their services. Each of schools currently has a CIS Case Manager. A CIS Case Manager is site-based employee that aids in the coordination of resources and services to meet the needs of the whole child and align the resources and strategies within a school. They will play a key role in working across multiple sectors to identify and match students and families with resources, help students to meet their

growth goals, and achieve academic success. This position provides case management support to a minimum of 55 students/families, which includes completing a student needs assessment and support plan and providing ongoing small group and/or individualized supports to ensure case-managed students' progress in improving their behavior, attendance, and/or academic performance. Due to their extensive case management workload, the CIS Case Manager needs to focus their resources on the case management students. The Community School Coordinator (CSC) will strategize the coordination and expansion of pipeline services provided to students and families.

To increase the resources available to this program, Growing Together will hire a full-time CSC for each of three schools. The CSC acts as a strategic thought partner responsible for executing the coordination and alignment of resources within their assigned community school. This position oversees all the work in partnership with students, families, and the community, under the vision and direction of the school principal and the Director of Education Partnerships. The Community School Coordinator (CSC) is responsible for coordinating programming across all four pillars of the full-service community school. The position's role is dependent on unique needs present in the school. They will address key priority areas, including academic, social-emotional, health, and basic needs as well as others. Having a position specifically focused on coordinating programming will enhance the effectiveness of the pipeline services and allow it to reach more students. The CSC will directly support the implementation of district and school goals, increase collaboration between community partners, and enhance family and community engagement. The *Quality of Management Plan* section includes a full list of resources this position will provide.

Growing Together will facilitate a competitive hiring process to find one CSC for each of

the three schools served through this program. Applicants must have at least five years' experience working in public schools or youth/family-serving agencies and have experience creating community partnerships. This position will possess an understanding of various cultural and socioeconomic characteristics and have experience working with children, youth, and families of diverse populations. Additionally, the CSC position will require a bachelor's degree in education, social work, or a related field.

Selection Criteria: Quality of the Management Plan

Plan to Establish a Broadly Representative Consortium

The TCSP will be led by a broadly representative consortium of community partners to deploy its comprehensive plan to implement three full-service community schools. A Memorandum of Understanding (MOU) between the seven consortium members is included as an attachment to this application. These key partners are responsible for unique aspects of the TCSP. The Community School Coordinator at each school will work with the consortium to coordinate their services to ensure students' needs are being met and the program is achieving its desired educational outcomes. They will also coordinate the provision of services from additional community partners to create a fully supportive pipeline for the schools.

Applicant History of Effectiveness in Diverse Stakeholder Engagement

Lead agency *Growing Together (GT)* regularly engages with community members, including students and their families. Growing Together has implemented the Communities In Schools program at seven Tulsa Public Schools since 2020. (Prior to 2020, the Communities In Schools program was implemented by Communities In Schools of MidAmerica.) The program currently provides tiered integrated student services to 3891 students in total across five schools.

Growing Together oversees a CIS "case manager" in three elementary schools (Eugene Field, Kendall-Whittier, and Sequoyah) and two secondary schools (Will Rogers College Middle and High School, Daniel Webster Middle and High School).

Prior to the pandemic, GT hosted a monthly community engagement event, “Cafe con Padres (Coffee with Parents),” which was a bilingual event aimed at helping parents in the Kendall-Whittier neighborhood engage with educators and organizations that serve children. GT recently relaunched the event as Café en Comunidad (Coffee in Community), which invites community members to engage with organizations to discuss a variety of topics. On August 25, 2022, Café en Comunidad drew a full house to discuss education-related services and provide an opportunity for school leaders and the Communities In Schools team to meet with community members, most of whom were parents of children in the target schools.

GT developed Parent Leadership Councils at Kendall-Whittier and Sequoyah Elementaries. These councils brought diverse parents/caregivers together with an aim to elevate their vision for their children’s education. The councils were active during the 2018-2019 school year, but due to staffing challenges, were not continued. However, what became evident through the initiative was that many parents/caregivers, particularly those who immigrated to the United States as adults, did not understand how the school system functions. These families did not know how to navigate challenges their children faced at school, transitions between schools, or how to support students through the many burdensome tasks required to enter post-secondary educational programs and institutions. This led to the grassroots development of the Community Leadership Institute (CLI). CLI is a leadership building program that focuses on helping immigrants develop their understanding of systems, particularly the school system, as well as their interpersonal leadership skills, so that they can become advocates and champions for their

children and other youth in the community.

Finally, GT has engaged youth through the Fuerza K-W program, which is an intergenerational leadership and community organizing program. The first cohort in 2020 invited youth and adults, who live in the Kendall-Whittier neighborhood, to participate in a series of house meetings with the purpose of identifying a community-level challenge, studying it, and organizing community members to make recommendations to address the challenge. They chose to focus on crime prevention in the neighborhood and advocated at the city level for increasing the number of working street lights in the neighborhood. Currently, GT staff is actively recruiting participants during the months of August and September 2022 for the second cohort of the Fuerza K-W program.

Local Educational Agency *Tulsa Public Schools (TPS)* is dedicated to engaging diverse perspectives. The district's strategic plan for 2022-2027, "Pathways to Opportunity," was developed in partnership with the community. TPS held eleven community meetings at locations across the district, so families, students, and community members could provide input in prioritizing goals and discussing barriers that may prevent students from reaching academic success. TPS used a similar process in the development of its previous strategic plan.

The district has made great strides in engaging non-English speaking families by increasing services that were designed through collaborative leadership strategies with members of the key beneficiaries. The district uses multiple translation tools, such as Talking Points and Propio, to provide real-time interpretation services. Hispanic students make up the largest ethnic group in the district (37%). Many Spanish-speaking families have expressed their desire for their children to be educated in their native language, which has meant the expansion of dual language educational tracks in nine elementaries and one secondary school. Students who progress

through this track can graduate with a certificate of biliteracy. The district also holds a monthly meeting with Spanish-speaking parents/caregivers to share updates and get regular feedback.

During the 2021-2022 school year, based on the recommendation of the North Tulsa Community Education task force, the district opened the Parent Resource Center, located in North Tulsa, which is a predominately African American, historically underserved section of the city. The Parent Resource Center provides adult education programming, workshops on how to be more engaged in children's education, and connections to resource providers.

Though these services enhance the district's ability to effectively serve students and families, the constraints faced by families in the district, such as long working hours, lack of transportation and other essential resources, limits these services' reach. The TCSP initiative would allow essential services to be provided within a hyperlocal context, making them more accessible to the community.

TPS hosts quarterly community partner convenings. These convenings invite representatives from organizations that provide supports or activities for TPS students. Typically, the agenda involves a brief update of district news and/or policies that affect partners' work with students, followed by an interactive professional learning activity, and closes with a networking session in which partners can connect with district leaders and other organization representatives. In this way, partner organizations can serve students more effectively.

Key TCSP Personnel

GT's leadership and school-based staff will be the key personnel who will drive the planning and implementation phases of the TCSP. The strategic planning and facilitation of the program is overseen by the Growing Together's Director of Education Partnerships. This position will directly manage the Community School Coordinators, who will coordinate

programming by the consortium of partners across the three target schools. The following descriptions lay out the roles and responsibilities of each of the key staff members. Resumes of current staff and job descriptions for new positions are included as attachments.

Director of Education Partnerships (DEP) (1 FTE; Match funded):

The main role of the DEP for Growing Together is to oversee the full strategic planning and evaluation of this model and grant. They will communicate and guide the entire vision of the TCSP model to the various operating partners and GT project staff. The DEP will meet regularly with stakeholders, district leadership, and partners to improve and evaluate the overall effectiveness of the TCSP model and coordinate the various independent strategies and project evaluations. The DEP's Priorities are to:

- Directly manage the CIS Program Manager and Community School Coordinators
- Create strategic alignment between program pillars (including partner or staff development priorities, needs assessment processes, program adjustments for improvements, etc.)
- Oversee the needs assessment process during the program's planning phase
- Work collaboratively with the independent evaluator to ensure best practices in data collection, maintenance, and analysis on program's long-term outcomes and overall Evaluation Plan
- Regular reporting and communication to various stakeholders, partner leaders, and school district
- Create and co-implement the Collaborative Leadership strategies and sessions with the Manager of Community Leadership and Mobilization

- Participate in national and regional professional organizations and conferences related to research and best practices in full-service community schools
- Develop professional development resources and training materials for program staff; implement staff development workshops
- Maintain communication and collaborative practices with consortium members and other key partners
- Facilitate annual project evaluation meetings with each community school council in which evaluation results will be discussed and recommendations for project improvements can be made
- Serve as project liaison to the U.S. Department of Education for all reporting requirements

Community School Coordinator (3 FTE; TCSP funded) The Community School Coordinator (CSC) is responsible for coordinating programming across all four pillars of the full-service community school. Each CSC will be based at their assigned school and will affect student outcomes year-round. The CSC acts as a strategic thought partner responsible for executing the coordination and alignment of resources within their assigned community school to achieve desired educational outcomes. This position is expected to carry out all the work in partnership with students, families, and the community, under the vision and direction of the school principal and Director of Education Partnerships. Coordination is guided by the pillars of a community school and other relevant frameworks; it is also dependent on the needs present in the school and addresses key priority areas, such as academic, social-emotional, health, basic needs, and others. The following are the CSC's responsibilities under each pillar:

Collaborative Leadership

- Support implementation of district and school goals
- Regularly collaborate with school leadership and staff
- Participant in Growing Together, school, and community leadership teams/meetings
- Provide collaborative and timely communication to appropriate partners
- Facilitate convenings of the community school council to develop a common vision, share project updates, and seek continual feedback

Integrated Student Supports

- Collaborate with the Communities In Schools case manager to ensure integrated student supports are available to all students within the multi-tiered system of support
- Build strong relationships with school partners and diverse community stakeholders, and identify opportunities for them to align services critical to school and community needs
- Coordinate partnerships to strengthen wrap-around services in response to student & family needs (individual and school)
- Support student transition times (e.g. from grade-to-grade and school-to-school)

Active Family & Community Engagement

- Connect in meaningful ways with families through various means to ensure their voices are heard and needs are being identified and met
- Lead or participate in family engagement events with the school and community partners
- Coordinate educational opportunities for the family related to academics, basic life skills, or other identified needs
- Provide training and support to Family Mentors and Family Captains
- Oversee the implementation of the Family Mentors program

- Coordinate adult education programming

Expanded and Enriched Learning Time and Opportunities

- Serve as primary coordinator of extended learning activities before, during or after school, as well as the summer months. Maintain a lens of college/career readiness for all students
- Bridge communication between school day and afterschool staff
- Identify and provide support for students needing equitable academic enrichment (e.g. tutoring)
- Other Duties
- Manage and assist with volunteer and community events representing the school and Growing Together
- Gather, analyze, and use data to inform decisions and keep meetings results-focused
- Set and work toward goals
- Maintain purpose and vision of the work to progress in defined long-term outcomes

Communities In Schools (CIS) Program Manager (1 FTE; TCSP/Match funded):

The CIS Program Manager oversees the implementation of the multi-tiered integrated student supports program that operates within each target school site. This position serves as the primary liaison with Communities In Schools of MidAmerica. This position:

- Directs, manages, and evaluates the integrated student services provided by the CIS case manager in each target school
- Monitors data for all tiered student supports in each of the schools
- Provides ongoing support and direct supervision of CIS case managers

- Ensures integrated student support services meet CIS Accreditation Standards and the priority objectives for the FSCS grant
- Forms relationships and maintains ongoing communication with local stakeholders and partner agencies
- Communicates regularly with school site leadership teams on the progress of their site's CIS program and outcomes

CIS Case Managers (4 FTE; Match funded):

A CIS Case Manager is a site-based employee that aids in the coordination of resources and services to meet the needs of the whole child and align the resources and strategies within a school. They will play a key role in working across multiple sectors to identify and match students and families with resources, help students meet their growth goals, and achieve academic success. Through their ability to make data-driven decisions, they will also be essential to building a skilled collective leadership strategy that engages multiple stakeholders to make collective impact. The CIS Case Manger will:

- Develop, in conjunction with school leaders and CIS program manager, an annual school support plan that aligns with identified needs
- Provide a multi-tiered integrated student supports system
- Stock and maintain a basic needs resource bank, which includes clothing, food, hygiene items
- Maintain a database of partner agencies in order to refer families who need support (e.g. rental assistance, immigration information)
- Provide case management support to a minimum of 55 students/families, which includes

completing a student needs assessment and support plan, and providing ongoing small group and/or individualized supports to ensure case-managed students progress in improving their behavior, attendance, and/or academic performance

- Maintain relationships and communications with other agencies to broker their services to students who need them
- On-going data tracking and monitoring of student and school needs

Manager of Community Leadership & Mobilization (1 FTE; Match funded):

The Manager of Community Leadership & Mobilization is instrumental in bridging the gap between community and schools to create an effective TCSP model. The main priority of this role is to direct the work that involves, engages, and supports the families in the community and the GT school pipeline. The Manager of Community Leadership & Mobilization elevates the voice and role of family members in and out of the school and ensures there is an open line of communication and continuous relationship development between families and schools. This position will:

- Design and implement the Community Leadership Institute and Fuerza KW and ensure families from each target school have access to participate
- Support overall community engagement and leadership strategies
- Lead design and implementation of Collaborative Leadership strategies and sessions with the Director of Education Partnerships
- Serve as key facilitator of community listening sessions, focus groups, and other events aimed to gather community feedback
- Plan and facilitate neighborhood-based events that serve the needs of families in all three

target schools

- Recruit and support ongoing development of Family Captains and Family Mentors

Family Captains (3 stipend positions; TCSP grant funded):

A Family Captain is an elevated community leader within the school community with the support of the Community School Coordinator, Manager of Community Leadership & Mobilization, and the school's collaborative leadership team. Family Captains undergo continuous training to develop their skills and confidence as community leaders. Family Captains support the Family Mentors at their school. Their main priority is to support other family members to find an enhanced way to get involved in their school to ensure academic success for their children and the students of their community while also elevating their perspectives, needs, desires, and skills. By leveraging the power within the community by developing a leader that comes from the community, the TCSP model is consistently guided and supported by the community perspective. The Family Captain will:

- Engage in collaborative planning with school leadership
- Assist in developing Family Mentors training curriculum
- Recruit, oversee, and support Family Mentors
- Assist the Community School Coordinator in facilitating weekly debriefing and development sessions for Family Mentors and supported staff members as needed to continue building the roles of a Family Mentor
- Assist in the planning and coordination of family engagement strategies and events
- Participate in the community school council to provide the parent perspective and give critical feedback to the success of the TCSP model and program/partner effectiveness

- Build ongoing communication and deepen the relationship between families and school staff
- Serve a minimum of 25 hours per month

Family Mentors (28 stipend positions; TCSP grant funded):

Family Mentors will serve in various roles and initiatives to support the learning, development and success of the students, families, and school during the school day and/or in the classroom. Outside of their assigned, in-classroom role, their stipend position will allow them access to constant development and learning opportunities on how to support and make an impact in their school and community. Family members will be trained to support the growth of students by serving as mentors, academic and social-emotional learning support providers, small group leaders, and more. These Family Mentors will participate in general community leadership training, professional development opportunities, and other opportunities to grow their skills and abilities in the Family Mentor program. Growing Together will assign to grades K-2 at Kendall-Whittier and Sequoyah Elementary. Based on the number of K-2 classrooms, 18 will be assigned to Kendall-Whittier and 10 will be at Sequoyah. Family Mentors will:

- Attend family engagement events and communicate with the broader family population
- Build strong relationships with school staff and families in the school
- Meet weekly with the Community School Coordinator and Family Captain to learn more about how to engage with the school and other families
- Regularly discuss and reflect on how families can support students' learning
- Enhance the classroom environment to create a positive and loving learning environment
- Share perspectives with educators on how the school can better partner with families

- Participate in family engagement initiatives
- Engage in a minimum of 20 hours/month of classroom-based volunteerism, assisting students in academics and social-emotional development

Extended Learning Time Coordinator: (2 stipend positions; TCSP funded)

The Extended Learning Time (ELT) Coordinators will be school, site-based employees who earn a stipend to coordinate after-school programming for students at Sequoyah and Kendall Whittier Elementary schools. (Note: Rogers Middle and High has the same position funded from a 21st Century Learning Grant under Tulsa Debate League) The ELT Coordinator will work with the community partners that provide after-school programming, and project staff to ensure after-school programs run smoothly. The ELT Coordinator will:

- Manage and coordinate high quality, intentional programming within the site's extended learning time space
- Assist with program recruitment and registration
- Conduct on-going data collection of program impact and effectiveness, and participant engagement

Project Timeline and Key Milestones

Planning/Implementation Period January 2023-July 2023 During this phase, the TCSP will implement pre-existing pipeline services while planning and developing new pipeline services.			
Project Activities	Time	Milestones	Key Personnel Responsible
Form collaborative	January	Develop structures/goals for each leadership team (school leadership team;	Director of Education

leadership teams		community school council) Identify preliminary members of community school council at each site (ensure at least one member of each of the following stakeholder groups is included: students, parents/caregivers) Invite participants to meet At the initial meeting, discuss project milestones for the planning period; welcome feedback from team on best practices	Partnerships
Extended Learning	January-May	Continue implementation of existing extended learning programs (Reading Partners, City Year, after-school tutoring, and enrichment clubs) Survey students to gauge their interests to help develop new after-school clubs Survey school staff and students' families to look for new after-school club leaders	Community School Coordinators
Transition and early childhood enrollment support	January-February; April-July	Enrollment navigators will reach out to identified families of students entering PreK, kindergarten, 6th, and 9th grade to provide outreach in enrolling children during periods of open enrollment	Enrollment navigators (GT contracted providers)
Hire Community School Coordinators	February	Open and publicize position; invite applicants from the school community Interview candidates Hire three Community School Coordinators	Director of Education Partnerships School principals
Onboarding	March	Provide onboarding and training to Community School Coordinators, including overview of community school framework and TCSP, orientation to school, orientation to community, connection to consortium members, best practices in restorative discipline, equitable family engagement, and collaborative leadership	Director of Education Partnerships
Finalize	March	Execute contract with independent	Director of

evaluation plan		program evaluator Revise and finalize five-year evaluation plan (with input from collaborative leadership team and evaluator)	Education Partnerships Independent Evaluator
Needs Assessment	April-May	Conduct needs assessment (see evaluation plan for details) Communicate results to community school council Using results of needs assessment, identify 3-5 priorities for TCSP initiative in each school for academic year 2023-2024	Director of Education Partnership Community School Coordinators
Refinement of key services and partnerships	May-July	Using results of needs assessment, refine site-based action plans for pipeline services Collect baseline data relative to all quantitative indicators Connect with key partners to discuss implementation goals; determine funding/logistics required to bring off-site programming to school sites Refine membership of community school council team to ensure representation reflects the diversity of each school's population Recruit for Family Mentors program and develop training curriculum Collaborate with school leaders to develop staff professional development plans for the next academic year Finalize plans for next academic year's after-school programs and adult education programs	Director of Education Partnership Community School Coordinators Director of Community Engagement Family Captains Manager of Community Leadership & Mobilization
Implementation Period August 2023-July 2026 Academic years 2023-2024, 2024-2025, 2025-2026			
Professional development	August; ongoing	Ensure provision of professional development for program staff and	Director of Education

		teachers includes culturally competent communication/family engagement strategies, restorative discipline/positive behavior interventions, social-emotional learning, and strategies for building a trauma-sensitive school culture	Partnerships School leaders TPS Equity Team
Community school council	August; quarterly throughout each school year	In School-year launch meetings in August, review priorities for each school, best practices in collaborative leadership (co-creating agendas, equity of voice, and shared decision-making processes) In quarterly meetings (fall, winter, spring), review strategies and services implemented as well as data (participation in services, aggregate student data) to refine or modify services provided and outreach strategies	Director of Education Partnerships Community School Coordinators Manager of Community Leadership & Mobilization
Coordination of pipeline services across pillars	August-May	Ensure pipeline services are well-publicized to families Ensure pipeline services support family engagement in schools and are accessible to diverse families Ensure pipeline services support student transitions and student academic success	Community School Coordinator CIS Case Manager
Implement new programming: Family Mentors	August-May	Train Family Mentors in key strategies to support student learning Empower Family Mentors to advocate for students at school and district level Each Family Mentor provides at least 100 hours of classroom-based support to students	Community School Coordinator Director of Community Engagement Manager of Community Leadership & Mobilization
Implement new programming:	August-May	Form teams and set annual school attendance goals	Community School

Attendance intervention teams		Meet weekly to identify students with attendance challenges Develop and implement strategies to prevent chronic absenteeism (home visits, parent education, connect to services/resources, referrals to Mobile Mentors)	Coordinators CIS Case Managers
Implement new programming: Mobile Mentors	August-May	Recruit Mobile Mentors Train in safety practices and mentorship framework (Developmental Relationships research and best practices)	Community School Coordinators
Continue transition and early childhood enrollment support	January-February; April-July	Provide outreach to families during open enrollment periods Host PreK recruitment events	Enrollment navigators Community School Coordinators
Annual evaluation	April-July	Collect and analyze quantitative and qualitative data Present data to community school council and school stakeholders Use evaluation results to refine and improve pipeline services	Independent evaluator Director of Education Partnerships Community School Coordinators
Implementation and Sustainability Period June 2026-May 2027			
Sustain funding for Community School Coordinators	June-December	Identify local and national funders to sustain funding for Community School Coordinators and pipeline services Use program data to support request for funding support	Director of Education Partnerships Community School Coordinators
Implement sustainability plan	June-December	Implement professional learning communities and working groups committed to maintaining pipeline	Community School Coordinators

		services	School leaders
Final evaluation	February-May	Collect and analyze quantitative and qualitative data Present data to community school council and school stakeholders	Independent evaluator Director of Education Partnerships Community School Coordinators

Selection Criteria: Quality of the Project Evaluation

Evaluation of this proposed project will use a mixed method approach to evaluate both process/implementation and outcome components. Both qualitative and quantitative methodologies will be used formatively and summatively. This evaluation plan is rooted in empowerment evaluation. Empowerment evaluation seeks to involve and empower diverse stakeholders with the aim of evaluating their own performance and in eliciting diverse, critical feedback to ensure collective progress toward program goals (Fetterman & Wandersman, 2005). Therefore, many evaluation strategies used in this plan focus explicitly on including the perspectives of diverse stakeholders, which is highly appropriate to this community-focused initiative.

Formative evaluation strategies will include an initial needs assessment at each school as well as implementation evaluations once per school year to ensure program components are being implemented using best practices, and to regularly assess stakeholder buy-in and support of the program. These formative strategies will also provide stakeholders and TCSP stakeholders with ongoing progress updates and will allow for programmatic shifts or improvements, should

they be needed. Additionally, GT staff will assist the independent evaluator in collecting data. The independent evaluator will analyze data associated with project objectives annually to preemptively identify potential programmatic shortfalls and to adjust accordingly. The summative or outcome evaluation components will provide stakeholders with a final report at the end of the project, which will summarize project outcomes, identify best practices, and provide recommendations for continuation and replication.

The attached logic model is foundational to the evaluation process that will be used in this project. The logic model depicts inputs, outputs, and short, medium, and long-term outcomes.

Management of Evaluation Plan

[redacted], Ph.D., will serve as the primary liaison in coordinating the independent evaluation of this project. [redacted] serves as the Director of Education Partnerships for Growing Together and has worked in the target community since 2007 as a teacher, instructional coach, principal intern, and researcher. [redacted] holds a Ph.D. in Educational Leadership and Policy Studies from Oklahoma State University. [redacted] research has focused heavily on family and school partnerships, particularly in examining how low income and/or minority family members engage in their children's school settings.

Selection of the Independent Evaluator

Three independent evaluators have been contacted by Growing Together regarding this project, two of whom have expressed interest and have the capacity to perform the independent evaluation under the guidance provided in the FSCS NIA. The Director of Education Partnerships met with the two potential evaluators in order to choose the best fit for this project. Dr. Mike Stout, with Oklahoma State University's Human Development and Family Science

department, has agreed to serve as the project's evaluator. [redacted] was provided with the FSCS grant evaluation guidelines, this evaluation plan, and the project's logic model. [redacted] provided feedback on ensuring alignment of short, medium, and long-term outcomes in the logic model. Additionally, [redacted] provided an estimate of the cost of the evaluation as described in this plan.

Protection of Human Subjects/Institutional Review Board

Growing Together will submit this evaluation plan and any needed human subject consent forms to the Tulsa Public Schools IRB prior to launching any evaluation activities, as well as collaborate with the District's Office of Research and Evaluation to implement evaluation activities.

Formative Evaluation Strategies

Formative evaluation will be used to identify key priorities for the full-service community school initiative and to provide data annually to inform program improvement during the five-year grant period. Formative evaluation components include an annual needs assessment, qualitative process/implementation evaluation strategies, and quantitative objectives-based evaluation strategies.

Needs Assessment: The needs assessment process used within this project will utilize the framework provided by the National Center for Community Schools, which includes organizing key stakeholders, analyzing archival data, conducting surveys and focus groups, analyzing data, and reporting data. First, archival data relative to each target school will be collected. Archival data will include school performance measures, student and staff attendance rates, disciplinary referrals and suspensions, and data on student wellness needs. Additionally, neighborhood-level data will be collected using Policy Maps. Archival data will be presented in a convening of the

community school council, which will include the key stakeholders (students, families, educators, and partners) in each target school. After reviewing the data, the community school council will develop three items: 1) an initial list of priorities surfaced through archival data, 2) a list of key informant groups, and 3) a list of key questions to be used in the remaining steps of the needs assessment process.

Next, surveys will be developed and distributed to key informant groups. Survey questions will be differentiated based on the informant group for whom they are created. Survey questions will use close-ended questions such as Yes/No or Likert-type scales. To increase response rates, both paper and electronic surveys will be distributed and each stakeholder group will be incentivized to participate through a raffle or prize. Surveys will be distributed at school events that have high participation. Additionally, focus group participants will be identified when surveys are distributed.

Then, focus groups will be conducted in each target school. Focus groups will target key informant groups identified by the community school council and will last 45-60 minutes. The purpose of the focus group is to gather more in-depth, nuanced data by asking open-ended questions of participants. Such data will provide necessary context to understand trends and patterns identified through surveys. Focus groups will be facilitated in participants' language of choice by a facilitator, and a note taker will be present to record participants' responses.

Finally, survey and focus group data will be compiled, analyzed, and reported to the community school council. This data will be presented in a highly condensed manner rather than a lengthy report, which will allow the community school council to review the data quickly, ask questions, and generate a list of 3-5 priorities on which to focus the community school initiative in each target school.

Qualitative Process/Implementation Evaluation Strategies: Assessing program implementation successes and challenges will happen each school year. Additionally, outcome indicators relative to the collaborative leadership pillar necessitate the collection of qualitative data. Data collection strategies to assess implementation will include the following: (1) observation of program activities in action, (2) program staff performance evaluation meetings, and (3) focus groups involving school leadership teams and family/community members. Observation of program activities by the Director of Education Partnerships will take place throughout each school year, but formal observations by the independent evaluator will be conducted at least once per school year. The evaluator will observe community school council convenings as well as working groups formed around key priorities. These observations will provide data on the level of engagement of diverse stakeholders, how a shared vision is communicated within the community school council, and how working groups are advancing the priorities of the community school initiative.

Since program staff are central to this program's success, their annual performance evaluations, which will occur in May, will be essential components of the evaluation. These evaluations will use a rubric to capture the performance levels of full-time program staff (CIS Case Managers, CIS Program Manager, Community Engagement Director, and Community School Coordinators), program staff' perspectives on their own professional needs for coaching and support, as well as their perspectives on program implementation quality. Direct supervisors of program staff will perform a collaborative evaluation in which staff members assess their performance alongside their supervisor using the performance rubric. After the completion of staff evaluation conferences, rubric-based evaluations will be shared with the Director of Education Partnerships and the independent evaluator. The Director of Education Partnerships

will engage staff members from each school in a discussion of potential coaching or professional development needed, and potential for program improvement.

Focus groups will be conducted with key stakeholders at least annually. During Year 1, the focus groups will be part of the needs assessment process. During years 2-5, focus groups will take place to provide qualitative data on program quality and accessibility. Focus groups will utilize open-ended probing questions aimed at eliciting stakeholders' perspectives of program successes, limitations, and barriers. Additionally, focus groups will be instrumental in collecting data relative to the collaborative leadership pillar of the full-service community school. Focus groups will be offered in Spanish and English using similar protocols discussed in the needs assessment section above.

Quantitative Outcome/Objectives-Based Evaluation Strategies: Metrics relative to program outcomes will be collected annually. Objectives 1-3 focus on student attendance and academic performance improvements, and objectives 6 and 8 focus on student discipline outcomes. Each of the metrics tied to these outcomes are collected by Tulsa Public Schools (TPS), and through a data sharing agreement that is already in place, Growing Together staff have access to TPS' data dashboard. Utilizing the dashboard, each of these metrics will be collected at the end of each school year and measured over time to examine program impact and to potentially elevate program deficiencies. Ongoing analysis of student attendance, discipline and academic performance will provide program staff with an understanding of program impact over time, and if progress is not being made, staff can make programmatic adjustments. Additionally, quarterly and annual progress reports will be created, which will list the names of services provided, a brief description of the service, and the numbers of student and family participants.

In addition to collecting and analyzing student performance and attendance data,

Objectives 3-5 focus on tracking participation of students and families in integrated supports and family engagement activities, and collaborative leadership structures. Attendance at all GTFSCSP events will be monitored and collected by program staff. Attendance records will show the number of individuals attending, the names of parents/family members, the number of children in the family, and the children's grade levels. Tracking participation in family engagement events, parent teacher conferences, parent volunteerism, and parent participation in collaborative leadership structures will provide annual checkpoints into how well the GTFSCSP is engaging families to become active participants in their children's schools in a variety of ways.

This component of the evaluation is essential because increased family engagement is strongly associated with student growth on a variety of indicators. Additionally, program staff will utilize participation data to generate questions to be used in focus group facilitation. (For example, if participation in family engagement events is low, the focus group will be asked to share their input into what barriers may prevent participation and can offer strategies to improve it moving forward.) In addition to collecting participation numbers and rates, short feedback surveys will be provided to participants at family engagement events to gather data on participants' satisfaction and perceived value of the events, which will allow for adjustments to be made to better meet the needs and desires of participating families. Finally, tracking participation at family engagement events will inform the selection of focus group participants. Focus groups will intentionally consist of parents/family members who regularly attended family engagement events as well as those who did not attend to develop a nuanced understanding of why some families participated while others did not.

Within Pillar 2: Expanded and Enriched Learning Time and Opportunities, Tulsa Public Schools will work with The Opportunity Project ("The Opp") to implement their evidence-based

program evaluation methods. The Opportunity Project follows David P. Weikart Center's Youth Program Quality Intervention process, specifically using the Social Emotional Learning Program Quality Assessment (SEL PQA) tool. They also provide support to their 21st CCCLC partners who are required to use the Youth Program Quality Assessment (YPQA). This process includes a full day Basics training, self- assessments, and then Planning with Data, a facilitated workshop on how to read, understand, & then use the data to make SMART goals. The Opp also has several walkthrough tools, one is a walk-through tool that can be used in both in-school and out-of-school settings, was co- developed with Weikart and CASEL. Other walkthrough tools have been adapted for virtual and/or hybrid settings.

Tulsa's Integrated Data-system for Expanded Learning (TIDEL) was developed with Cityspan after Tulsa community members went through a six-month process of selecting the data system vendor. Over the last couple of years, The Opp has built out the system in partnership with Tulsa Public Schools. TPS data from Powerschool, including student demographics, grades, and attendance, is shared through the system. Extended learning partners use this data system to track enrollment and attendance and to create a variety of data reports.

Reporting and Using Evaluation Results

All data collected through formative evaluation strategies will be analyzed, summarized, and reported on by the independent program evaluator and will be shared with program staff, key stakeholders, and the U.S. Department of Education. Additionally, the results of the evaluation are aimed at empowering all stakeholders impacted by the community school initiative. Therefore, at the end of each program year, this data will be presented to the community school council so that the council can make recommendations on improving program quality.

Recommendations will be summarized and acted upon in subsequent years. The results of the annual formative evaluation may result in changes in what services are provided, how they are provided, and/or how data is collected relative to these services. The overarching goal of the formative evaluation is to ensure services are aligned to prioritized needs, services are accessible to students and families, service providers are culturally competent, and that the program retains a focus on continual improvement. (In other words, the formative evaluation is instrumental in ensuring that the program's services are done *with* the community and not *to* the community.)

Strategy	Key Evaluation Question(s)	Rationale	Timeline	Stakeholder Groups Providing Feedback
Needs Assessment Survey	What are the most significant needs in the school community?	Identifying and prioritizing needs is essential for a community school to serve its community	Program planning phase (January-July, 2023	Parents/families, school leaders, teachers, support staff, and partnering agencies
Program Staff Performance Evaluation and Conference	How are program staff performing and what professional support is needed?	Excellent staff performance and support is key to program success	Annually in May	Program Staff; school staff
Observation of	Are program	Instrumental in	Ongoing with	Program Staff and

Program Activities	services being implemented effectively? How equitable are collaborative leadership practices?	assessing program quality and engagement of students and families	formal data collection/analysis each fall and spring	program participants
Focus Groups	What do stakeholders perceive to be program successes, barriers, and potential areas for improvement?	Rich, detailed stakeholder feedback is necessary for gaining buy-in and making appropriate program adjustments	Annually	School Leadership teams and families
Objectives/Outcomes-based evaluation	What progress is being made toward program objectives and outcomes?	Progress is monitoring is essential in order to gauge program success	Annually	N/A
Quarterly School Progress Reports	How many individuals are participating?	Progress monitoring is essential to gauge program success	Quarterly	N/A

Summative Evaluation Strategies

Summative evaluation strategies will use both qualitative and quantitative methodologies with a focus on reporting final outcomes, lessons learned, and implications/suggestions for replication. At the end of the five-year grant period, data relating to all program objectives will be collected and analyzed to explore trends over time in participation in family engagement and collaborative leadership structures as well as changes in student outcomes. This data will be summarized into a report, which will present what specific strategies and services were implemented each year along with a longitudinal summary of student outcomes during each year of the program. This report will provide stakeholders with a robust understanding of how the program was implemented and what outcomes were generated as a result.

In addition, a final component of the summative evaluation will involve an in-depth qualitative exploration of key stakeholders' experiences, lessons learned, and recommendations for best practice. This data will be collected in two ways: questionnaires and focus groups. Questionnaires will be sent in early spring of Year 5 to the following groups from each school: program staff, family captains, family mentors, school leaders, teachers, representatives from key partner agencies, and the broader parent/family population. Questionnaires will ask open-ended questions designed to gain understanding of each stakeholder group's perceptions of program quality, barriers to success, suggestions for improvement, and how the program affected the respondent's personal or professional life.

Questionnaire responses will be analyzed to determine that a sufficient representation from each key stakeholder group is included (and follow-up efforts to engage more respondents will be employed if needed), and qualitative data analysis will be used to determine significant trends and themes in responses. This analysis will take place in April of Year 5 and will be used

to inform the selection of focus group participants and the design of questions to be used in focus groups.

Focus groups will be convened for each school, and each will include a purposeful sampling of teachers, school leaders, agency representatives, family captains and/or mentors, and other parents/family members. The purpose of this round of focus groups will be to clarify the qualitative data gleaned from questionnaires. More specifically, participants will be asked questions to better understand the reasons behind the trends and themes present in questionnaire responses. Participants will also be asked to make recommendations for how program successes could be replicated and how program shortfalls could potentially be avoided in other settings.

Evaluation Reporting Practices

Reporting evaluation findings to the U.S. Department of Education and all program stakeholders will be done strategically throughout the implementation of the GTFSCSP. Progress reports on the implementation of school-wide integrated student services and the progress of case-managed students will be produced by Communities In Schools case managers (with support from the CIS program manager) and provided to school leadership teams quarterly. Additionally, progress reports documenting services provided will be provided to site and district leaders quarterly. Annual evaluation reports, which will include the quantitative and qualitative data mentioned previously, will be provided to the U.S. Department of Education and all stakeholder groups annually. Additionally, since engaging families in school improvement is a key focus of this project, two versions of the annual report will be drafted--one designed for professionals trained to read evaluation reports and one designed for lay people to read that removes potentially confusing terminology and provides graphic representations that are easily interpreted. Stakeholder feedback will be sought after each round of annual reporting to assess

whether the evaluation report may leave remaining questions or if specific components need further clarification. In this way, the evaluation report can be refined each year to better inform stakeholders of the program's progress and overall impact.

Finally, at the end of Year 5 of the program, a final report will summarize annual progress in implementing programs with specific information on what partners participated and how services were delivered. Additionally, summaries of trends in key program goals and objectives will be included. A rich narrative will accompany this summary, which will be aimed at presenting key lessons learned, impact statements from program participants, implementation best practices for each key program service, and suggestions for replication.

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