PART 4: PROJECT NARRATIVE

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Overview: Village of Wisdom (VOW) was established in 2014 to address Black students' SEL development using the cultural strengths of Black families and parents to co-create and co-design the culturally affirming learning environments inside and outside the classroom. VOW created the _That's Just Good Teaching_ (TJGT) Program as a transformative approach to position Black parents to work in partnership with teachers, to increase teachers' self-efficacy to provide culturally affirming learning and instruction and promote Black students' positive SEL in schools. We are reimagining how Black students and other racially diverse high-need students are taught; equipping teachers with the content knowledge to build culturally affirming learning and instruction and creating a process to increase the teacher-partnerships needed to create classrooms that cultivate high-need and Black students' imagination, curiosity, and joy. In this proposal, we integrate our evidence-informed _Culturally Affirming Learning Environment_ [1](CALE) Framework with tenets of the _Dual Capacity-Building Framework_[2] to build the capacity of Black parents and teachers in schools across urban and rural schools and districts to transform the instructional climate of classrooms and promote SEL growth, academic achievement, and thriving for high-need and Black students. Building on existing evidence (_Absolute Priority 1_), TJGT implementation will address _Absolute Priority 4—Field-Initiated Innovations—Meeting Student Social, Emotional, and Academic Needs_ and _Competitive Preference Priority 1_, engaging HBCUs--Winston Salem State University and three of the NC10 (3 of the 10 private and public HBCUs in North Carolina advancing TJGT as an alternative teacher credentialing model) to advance research and evidence on interventions that prepares teachers to respond to the increasing diverse student population in US schools**.** The impact and implementation evaluation and use of a quasi-experimental design in partnership with ICF will test and document how our approach impacts student SEL outcomes and academic achievement. The proposed project is timely and responsive to the impact of COVID on the racial achievement divide, with Black students disproportionately impacted[3]. Ultimately, the TJGT Program we will expand high-quality professional development for teachers and increase equitable access to high-quality learning opportunities for more than 5,100 high-need students across more than 10 districts and schools.

A. SIGNIFICANCE _Background_: Teachers feel ill-equipped to respond to racially and culturally diverse students' SEL and academic needs[5-8]. Consequently, when acting on underlying negative stereotypes and biases, teachers are less likely to nurture, celebrate, and even value Black students' cultural knowledge, their strengths, and interests and more likely to contribute to disproportionate disciplinary actions, academic gaps in learning, and immeasurable untapped student potential[9-11]. _Why the Project is Needed:_ Overwhelming data shows Black students are a high-need student population due to increased exposure to racial discrimination, harsh discipline, limited access to high quality teachers, and attending underresourced schools[12-14]. A 2023 report by the Office of Civil Rights and the U.S. Department of Justice found 78% of racial discrimination investigations across school districts nationwide involved unfair treatment against Black students. Additional studies show teachers frequently have low expectations for Black student achievement and commonly misinterpret and misattribute their behaviors and refer them for school discipline. Durham Public Schools (DPS) - where VOW's school change work started - was one of the districts highlighted by the U.S. Department of Education[12-15]. In 2017, Black students were 6.1 times more likely to be suspended than their white counterparts; 44% of students identified as Black yet made up 72% of out-of-school suspensions. Black students nationally report their schools as being "less caring," offering fewer opportunities for participation, and being less safe than white students in the same school. Such factors like these that influence a school's instructional climate can lead to a myriad of negative outcomes for Black students including adverse socioemotional functioning (coping, cooperation, self- regulation), declines in emotional health (increase in distress, anxiety, depression), and academic achievement[10-11]. However, as is the case with most challenges and problems facing US schools, if the root cause is not accurately identified then solutions identified are likely to be ineffective.

The SEL skills the Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies as essential to student success - self-awareness, self-functioning, social awareness, relationship skills, and responsible decision making - requires cognitive resources[15]. Increased encounters with racial discrimination in schools drains the cognitive resources needed for memory, motivation, and

concentration - the exact capacities needed to learn (i.e., connect new information to prior knowledge) and engage SEL skills (e.g., self-awareness)[16-18]. Black students who spend time thinking about ways to minimize teachers' negative stereotypes and to buffer racial discrimination divert cognitive resources away from learning to cope[16-18]. Moreover, when Black students learn in culturally incongruent environments, they spend a significant amount of cognitive resources attempting to process unfamiliar cultural cues and content and learning simultaneously[17-20]. Often these forces combine to impede Black children's capacity to access the very cognitive resources they need to engage in essential SEL skills. Given this body of research, one can understand why SEL approaches are often criticized as being unable to meet the needs of Black students since they rarely attend to the ways in which racial discrimination impacts them. And, when Black students are in classrooms that are not culturally affirming, then these results only compromises DOE's goal of classrooms that *are supportive, positive, identity-safe and inclusive*.

SEL Approach CASEL's Transformative SEL (tSEL) [15] accounts for the reality of racial discrimination, the inequitable access to high quality schools and instruction and positions the teacher-parent partnership as an essential driver to changing learning and school climates. tSEL identifies teacher-parent partnerships as contributing to more positive academic, social, and emotional skills. Evidence continues to demonstrate that regardless of racial differences, all students exhibit higher academic achievement and improved SEL outcomes when there is a high degree of parental involvement and more positive teacher-parent relationships[21-24]. Parents who rate their relationships with teachers positively (rather than as adversarial) and have favorable perceptions of communication and trust are more likely to have positive beliefs about their ability to be engaged in school and academic decisions; similar results are reported by teachers[21, 22,25]. With authentic parent-teacher partnerships the TJGT program seeks to build the capacity of teachers to implement culturally affirming learning and instruction in their classrooms and to move students from growth to achieving more positive SEL and academic outcomes.

Unlike other interventions, VOW has leveraged the great promise of Black parents' deep cultural expertise to support teachers across the US (who frequently are white and lack cultural expertise outside their own) in using more culturally affirming learning and instruction in their schools and to promote transformative SEL[26,27,29]. Teachers in the US desire to be more culturally responsive and affirming to racially diverse students, yet they often do not possess the knowledge (e.g., cultural values, norms) to do so[15]. In parallel, Black parents want to be more involved in their children's learning but many have had negative experiences in school (mistreatment due to racial bias), encountered hostile schools, and do not feel their expertise and leadership are welcomed or valued[28-30]. Teachers and Black parents both desire to develop more positive relationships and build successful teacher-parent partnerships; however, the systemic exclusion of Black parents from schools threatens this potential and SEL development and achievement of Black students[26-30]. Using instructional strategies from VOW's CALEs framework (described earlier) primes teachers to see Black students according to their academic and cultural strengths and improves teachers' ability to positively impact Black students' self and social awareness and decision-making. Students in classrooms with teachers who use culturally and racially positive and affirming messages report improved socio-emotional health, academic outcomes, and positive ethnic-racial identity[31-35]. Additionally, when teachers draw upon the cultural knowledge of families, they can integrate the cultural assets, dreams, and aspirations of diverse parents into the classroom. When Black students have school experiences that affirm their racial/cultural backgrounds (i.e., racial fairness, respect for diversity), they report greater school connectedness, empathy, interest in school, and are more likely to engage in learning[31-36]. The TJGT program aims to build on the potential of teacher-parent partnerships, using the tenets of the Dual Capacity-Building Framework as a process solution and the core elements of VOW's *Culturally Affirming Learning Environment* (CALE) as a content solution to increase the collective capacity of teachers *and* Black parents to work together in a community of practice and solve instructional problems collaboratively to build culturally affirming learning environments. We will demonstrate that teachers who leverage our Culturally Affirming Learning Environment (CALEs) Framework in their instruction- which includes SEL-aligned factors including: interest awareness,

selective trust, social justice, multicultural navigation, can-do attitude, and racial awareness - in partnerships with parents will improve classrooms' instructional climate thus leading to improved SEL and academic achievement among high need and especially Black students.

Gaps in the Literature and Evidence Base This proposal aims to address several gaps in the literature and limited evidence. A review of the *What Works Clearinghouse* reveals promising evidence of interventions that target teachers and parents but limited evidence on such partnerships and high-need and Black students SEL and academic achievement. Most Clearinghouse models featuring parent-teacher interventions are unidirectional and aimed at improving knowledge and skills in teachers *or* improving knowledge and skills of parents and their school involvement; few centers Black students' experience. One model, *Caring School Community*, improves culturally responsive instruction and integrates cultural traditions and perspectives to improve school climate and student outcomes, but these were limited to students from middle to upper-class homes in a district with less than 2% Black students. While the model demonstrated improvement in students' academic achievement, attainment, and SEL, a lack of scalable approaches for Black students **compromises the ability of schools to support their SEL development and achievement**.

Demonstrating and Refining What Works: We fully meet the requirements for **Absolute Priority 1** by building on our internal validation processes and nationally demonstrated evidence of effectiveness:

- *Analysis of 1000+ students'* experiences found higher attendance, better academic outcomes, and fewer suspensions in classrooms with all six of VOW's CALEs framework elements: can-do attitude (growth mindset), interest awareness, multicultural navigation, racial identity affirmation, selective trust, and social justice. Findings collected via VOW's psychometrically validated Culturally Affirming Climate Survey (CACS) from students in North Carolina and Illinois[41].

- *Students* who receive more positive racial socialization and culturally affirming messages in the classroom reported higher academic and pro-social behavioral outcomes[38-38].

- *Teachers* increased their efficacy as culturally affirming learning practitioners: 80% indicate high agreement with being able to use elements of the culturally affirming framework in their teaching and 70% want to use the framework to improve relationships with Black students and parents.

- *Parents'* engagement with teachers in setting common learning goals for students, increased opportunities in school events and activities contributed to improvements in reading and math scores for Black and Latine students[38].

The proposed project, along with our evaluation partner, ICF, HBCU and community partner (Organizing Our People), will make a significant contribution to the field and to the research base on effective school/parent partnerships by building individual, institutional, and systemic capacity to support the SEL of Black students and improve academic outcomes. This project will address significant gaps in the literature on Black students' SEL by transforming learning environments through culturally affirming instruction and building the dual capacity of teachers and parents to reimagine their relationship through a teacher-parent residency.

B. PROJECT DESIGN: *Conceptual Framework:* We hypothesize that through rich partnerships between Black parents and teachers who use the CALE framework, the TJGT program will improve student SEL outcomes, particularly for Black learners. To test this hypothesis, we will expand and replicate pilots launched and tested by VOW - featured as a promising model in CASEL's 2023 report on authentic school-family partnerships[16] - to execute the following: 1) engage teachers to increase their knowledge of and ability to provide, culturally affirming learning and instruction in partnership with Black parents; 2) engage Black parents to increase teachers knowledge of culturally affirming learning, their knowledge of applying learning to instructional strategies, and testing those strategies; 3) produce evidence of improved SEL and academic outcomes for 5,100 high-need and Black students; and 4) advance scalability around teacher-parent partnerships and improved SEL for high-need and Black students. We will address **Absolute Priority 4**, *Meeting Student Social, Emotional, and Academic Needs*, building on VOW's success in improving SEL outcomes through our well-documented work that addresses **Absolute Priority 1** *Extending and Strengthening an Intervention with Significant Early*

Evidence of Effectiveness. We will address **Competitive Priority 1** through partnerships with HBCUs. WSSU will help VOW extrapolate the underlying mechanisms of the psychosocial impact of discriminatory school climates on Black students' SEL with three of the ten HBCUs in NC to prepare and credential teachers for rural and urban schools across the nation.

Although district-wide approaches target improvements in policies and increased family engagement broadly, Mapp and Kutner (2013) show such approaches can be premature without addressing barriers to successful teacher-parent partnerships. In the Dual Capacity-Building Framework for Family-School Partnerships[2] *process conditions* are conditions that change factors such as negative stereotypes, beliefs, interpersonal interactions, and communication between teachers and parents. The framework centers increased mutual trust, sustained relationships, and culturally responsive practices as foundational to strong teacher-parent partnerships. The Framework shows evidence of improved test scores, attendance, and increased parental engagement[2] and aims to be a guidepost for building teacher-parent partnerships and improving student outcomes. The Dual Capacity model is highly adaptive and evidence-informed, with the potential to scale across diverse schools and to develop comprehensive delivery that pairs the teacher-parent partnership with our content solution in the CALE Framework. We have aligned the Dual Capacity Framework's elements of effective parent engagement - *1) Linked to learning and instruction decisions; 2) Relational - activities designed to build trust between teachers and parents; 3) Developmental - both teachers and parents with a mindset of learning; 4) Collaborative teachers and parents are partnered in groups for learning; 5) Interactive - opportunities for practicing and coaching of new skills* - to three Key Innovations of the TGJT Program.

Table 1. That's Just Good Teaching Program Dual Capacity-Building Framework Elements

	5 Elements of Dual Capacity-Building Framework				
'TJGT' Key Program Innovations	1	2	3	4	5
CALEs framework as a foundation for parent-teacher conversations about instruction	✔	✔			✔

Year-long '*Teacher-Parent Residency*' to explore CALEs	✔	✔	✔	✔	✔
Community-driven, focus-group-based assessment to develop an understanding of what stakeholders want parent-teacher relationships to look like (i.e. Dream Assessments)		✔	✔	✔	

The TJGT approach provides content (i.e., CALEs) and process (i.e., Dual Capacity) solutions that can transform learning environments and improve outcomes for high-need and Black students. The EIR funding will allow VOW to demonstrate that our intervention improves student outcomes for all high-need students–especially Black students. With the EIR funding, VOW can further develop our innovative model and expand the evidence that our intervention improves students' Self-awareness, Self-management, Relationship skills, Social awareness, and Responsible decision-making (i.e., CASEL's essential SEL skills). Our approach fulfills the requirements of Absolute Priority 4 by *providing high-quality professional development* and *developing and supporting teachers to support social and emotional learning and development*. (Note: specific goals from the grant announcement are italicized to show how our approach aligns with DOE priorities.) Through the CALE Framework, our <u>content solution</u>, we will build an asset-based mindset among teachers while equipping them to create classrooms that are *supportive, positive, identity-safe, and inclusive*. Our <u>content solution</u> will improve the instructional content teachers provide and increase the SEL and academic outcomes of Black students. Over five years, we will engage 7-10 schools in districts/independent LEAs, including ~three rural schools that meet the criteria below.

Table 2. Selection Criteria for Site Schools, Teachers and Students

School Type	Grade Level	% students eligible for free/reduced lunch	% of students identified as Black/African American	% of teachers identified as Black/African American	School Performance Grade
Public or Public Charter School	3rd - 8th	≥ 50%	≥ 40%	≥ 20%	≥ D

We will select schools based upon the number of high-need students, readiness, and ability to sustain long-term engagement. Two cohorts of 25 teachers will participate in a two-year experience:

- *First year of TJGT* (<u>content solution</u>): Teachers participate in 12-week immersive workshops that unpack the historical relationship between Black parents and teachers, introduce the CALEs Framework elements,[32] and help teachers implement aligned evidence-based strategies for each element into their instruction. Teachers receive instructional support from our Associate Director of Instructional Liberation and begin to increase their efficacy in providing culturally affirming learning and instruction, reflect on strength-based indicators and frameworks of Black child development, and learn evidence-based teaching practices that promote SEL. Sessions include bi-monthly professional development workshops and bi-monthly progress check meetings.

██ ███ ████ is an essential partner driving the success of our content solution and our emergent research findings. ██ ███ leads the Minority Academic Achievement and Development (M.A.A.D.) Research Lab at the HBCU Winston-Salem State University. ██ ███ brings national expertise in investigating the impact of a school's instructional climate on the mental health and SEL of Black students. With ██ ████ advisement and the support of her lab, we are positioned to identify emergent and publishable research findings that identify factors in the TJGT that contribute reduce racial biases, promote culturally affirming instructional climates and Black students' positive SEL. The lack of precision and clarity around culturally affirming learning has often led to, at best, instruction being interpreted as a whimsical/magical ability Black teachers just have, or, at worst, erroneously reducing culturally responsive strategies to simplistic tactics such as food sharing and playing music. ██ ███ and her Lab will work with ICF to co-generate knowledge that advances refinement, dissemination of the TJGT program and scaling.

Starting year two, our <u>process solution</u> brings teachers and parents together in a year-long residency; teachers apply their knowledge and skills from their TJGT first-year to continue to improve instruction:

- A *Dreams Assessment*, a generative process to identify and capture parents' and teachers' shared vision for the teacher-parent partnership that articulates action steps to achieve their vision. VOW has partnered with a community partner, Organizing Our People, a Durham-based parent-led advocacy group, to facilitate assessment sessions and synthesis. The Dreams Assessment *cultivates trusting*

relationships between teachers and parents and sets the foundation for Black parents and teachers from *diverse backgrounds to act as partners in school climate and improvement efforts*.

- *Second year of TJGT*-Teacher-Parent Residency: Parents and teachers participate in a 10-month immersive learning experience focused on building a community of practice (COP) to reinforce learnings and leverage collaborative problem-solving. Teachers will receive specific feedback on instructional strategy implementation and lesson plan design. At the end of the Residency, selected teachers will create an Education Manifesto (video recordings of lessons and instruction, examples of a student's work and reflection, a parent's reflection, and a growth analysis of the teacher's instructional aspirations). After review/refinement with VOW, teachers will present their Education Manifestos to their school leadership, which helps inform scaling within the school. In the final week of the Residency, teachers will participate in a reflection session with parents and narrate their learning, successes, and barriers to implementation, and a scaling vision.

- Ten parents/each teacher cohort will be identified from VOW's Parent Fellowship Program and matched with teachers in the teacher-parent residency. The parents will attend an annual workshop and monthly parent meeting to build research, human-centered design, culturally affirming learning, instructional observation, and evaluation skills. They will also increase their self-efficacy beliefs toward working with teachers and build competence around culturally affirming learning/instruction. The parents will be trained to observe VOW's approach with a classroom observation tool and provide teacher feedback. They will learn parental involvement/ advocacy strategies to equip them to build relationships with teachers and support teachers' capacity to *support SEL and development* of Black and other diverse students.

Table 3. *Relationship Between Problem and TJGT Program Key Innovations*

Problem	Addressable Factors re: the Problem	Opportunities	Key Innovations of the TGJT Program

Students at risk for: 1) Racially biased Treatment 2) Culturally incongruent teaching Result = Cognitive resources needed to support learning are diverted to coping with and navigating the above risk factors, that is Black students are experiencing classroom-based trauma	**Content Problem (The What)** 1) Teachers often lack cultural funds of knowledge to be culturally affirming 2) Parents lack medium for sharing their cultural expertise with teachers, schools **Process Problem (The How)** 1) Parents lack access to meaningful conversation about instruction with teachers 2) Teachers lack culturally competent support to create culturally affirming environments	**Students** including Black students have innate gifts to offer and be developed by the world; in Black children we refer to this as Black Genius® **Teachers** often have a willingness to learn and a commitment to student success. The ability to create culturally affirming instruction is a malleable skill. **Parents** love their children and are highly incentivized personally, intrinsically, and extrinsically to support the success of their child and they have lifetime worth of cultural knowledge	*Content Solution*: VOW's CALEs Culturally Affirming Framework, an instructional innovation increasing the likelihood that Black students will experience culturally affirming learning and just treatment. It provides both guideposts and a container for parents, teachers, and students to discuss what culturally affirming instruction looks like for learners at student/classroom levels *Process Solutions*: 1) **Dream Assessment** - Brings parents and teachers together to systematically and deliberately identify dreams for working together 2) **1 yr Teacher-Parent Residency** - teachers are supported by a Black parent for one year with integrating culturally affirming instructional strategies in the classroom using the CALEs Framework as the foundation of the practice and coaching that occurs.

To ensure VOW is positioned to scale our innovations beyond this federal funding, we will <u>expand our organizational capacity to scale, finance, and sustain</u> our work in four distinct ways:

1. *Deep Scaling: Ensuring Impact in District with Maximum Saturation*: Through our partnership with DPS Equity Affairs office, we will leverage the "Equity Champions" network (teachers tasked with leading culturally affirming learning initiatives within their schools) to expand the TJGT program and implement the strategies that emerge from teachers who complete their Education Manifestos (portfolios).

2. *Wide Scaling: Developing Tools/Resources to Facilitate Expansion outside of NC:* To ensure our model can be successfully implemented in other contexts, we will further codify readiness factors to efficiently and reliably identify schools primed for TJGT implementation. Through our evaluation, we will refine and expand tools and practices to facilitate broader implementation and sustainability.

These tools may include readiness assessments, supports for Dreams Assessments, visioning and SMART goal development repositories, data collection and analysis visualizations, professional learning implementation guides, action planning workbooks, and stakeholder engagement tools. We are in early conversations with districts in Cleveland, OH where we can potentially scale out the TJGT program in diverse contexts.

3. *Systems Reform via Innovative Credentialing Models*: This project will address the challenge that teachers feel ill-equipped and supported to deliver culturally affirming learning and instruction to racially and culturally diverse students. Leveraging the evaluation results, we will explore opportunities to create a teacher credentialing program in partnership with Jobs for Future Fund, whose mission is to fix our education and workforce systems to make them more equitable, better connected, and easier to navigate. We will work with long-time VOW partner Center for Racial Equity in Education (CREED) and leverage their relationship with the NC10 network (all ten NC public and private HBCUs) to engage the schools of education from three of the NC10 member schools. We will work with these HBCUs to identify potential alternative credentialing models and explore a cross-institution certificate program where teachers who complete our 1-year residency will receive a co-endorsed certificate. We will complete a feasibility study by the third year of this grant; assuming there is a viable model, we will begin to create a plan to design an alternative credentialing program in partnership with the HBCUs to scale our work and generate revenue to expand impact and increase organizational sustainability.

4. *Scale via Digital Access: Expanding Access to Validated Culturally Affirming Strategies.* We will expand the number of instructional resources, Toolkits, and strategies available to the public through VOW's resource library of culturally affirming learning strategies. This library (launching Q4 of 2023) will serve as a hub for TJGT resources vetted using our standardized third-party ratings. These resources will be accessible and potentially reach more than 10,000 teachers and parents annually.

<u>*Goals, Objectives, and Outcomes:*</u> VOW's goals, objectives, and outcomes will ensure demonstrated impact across educators, parents, and students (see Section E.). We will accomplish:

GOAL 1: Increase the number of high-need students, especially Black students, in culturally affirming instructional climates who exhibit more positive SEL and academic outcomes.

Objective 1.1. End of year 4 - 5,100+ TJGT students perceive the instructional climate as more culturally affirming compared to students in non-participating classrooms.

> **PM 1.2.1:** 60% of Black students, 50% of non-Black high-need students report instructional climates as more culturally affirming compared to students in non-participating classrooms.

Objective 1.2. End of year 4 - 5,100+ TJGT students will achieve academically and exhibit growth in SEL development.

> **PM 1.2.1:** 60% of Black students, 50% of non-Black high-needs students w/ improved SEL outcomes (i.e., responsible decision-making, relationship skills, self-management, social awareness) compared to non-participating classrooms.
>
> **PM 1.2.2:** 60% of Black students, 50% of non-Black high-needs students w/ improved academic outcomes compared to non-participating classrooms: Annual Math and Reading/ELA average class Grades; 3rd through 5th: Annual State Assessment for Grades 3rd through 8th: End-of-Grade Scores in Reading and Math

GOAL 2: Increase teachers' positive perceptions of the teacher-parent partnership and the use of culturally affirming learning and instruction.

Objective 2.1. End of year 4 - 50 teachers in the TJGT Program will *increase* positive perceptions of the teacher-parent partnership compared to non-participating teachers.

> **PM 2.1.1.** 70% of participating teachers w/ improved trust and positive perceptions of parent-teacher relationships compared to non-participating teachers.
>
> **PM 2.1.2**. 100% of participating teachers build a *community of practice* and use *collaborative problem-solving* with parents.

Objective 2.2. End of year 4 - 50 teachers in the TJGT Program will *increase* self-efficacy beliefs toward using culturally affirming learning and instruction compared to non-participating teachers.

> **PM 2.2.1:** 70% of participating teachers w/improved self-efficacy beliefs for using culturally affirming learning and instruction with parents compared to non-participating teachers.
>
> **PM 2.2.2:** 70% of participating teachers increase *use of* culturally affirming learning and instruction by 30%.

GOAL 3: Increase Black parents' positive perceptions of the teacher-parent partnership and schools' instructional climate.

Objective 3.1. End of year 4 - 20 Black Parents in the TJGT Program will increase positive perceptions of the teacher-parent partnership.

> **PM 3.1.1.** 70% of parents w/ improved trust and positive perceptions of parent-teacher relationships.
>
> **PM 3.1.2.** 70% of parents w/ improved self-efficacy beliefs re: working with teachers.
>
> **PM 3.1.3.** 100% of parents build a community of practice and use collaborative problem-solving with teachers.

Objective 3.2. End of year 4 - 10,000+ site school parents (especially Black parents) perceive the instructional climate as more culturally affirming.

    PM 3.2.1. 60% of parents, especially Black parents, w/ increased perceptions of the instructional climate as more culturally affirming.

GOAL 4: Design and produce TJGT protocols, Toolkits, and resources to support educators, parents, and districts in building teacher-parent partnerships and promoting Black students' SEL.

Objective 4.1. End of year 4 - develop, refine, and disseminate protocols, toolkits, and resources through an online and open-access platform.

    PM 4.1.1. 10,000+ parents and teachers will access and use resources.

Project Design to Address Needs of Target Population. We are committed to supporting Black students. As a result, our organization's work, project design, and previous research initiatives have been centered on the lived experiences of Black students who are routinely forced to learn in environments that label them high-need without considering their needs. As outlined in detail above, our approach partners with Black parents and a rigorous review and integration of evidence-based practices for delivering and implementing culturally affirming learning, instruction and transforming school climates. High-need students in the U.S. and NC are disproportionately self-identified as Black.[4,5,11,13-14] In Durham County alone, the school district reports lower proficiency in math and reading, decreased participation in advanced and gifted programs, and higher chronic absenteeism for Black students.[15] Moreover, the aftermath of COVID-19 further magnified the opportunity achievement gap between Black students and their peers. Teachers across the nation have indicated they were ill-equipped to respond to and address the academic and SEL needs of such students and experienced limited support from schools [5-8]. Prior to COVID, schools often relied on traditional family engagement models even though such models are limited in scope and often ineffective in engaging Black families. The pandemic has led to schools continuing to erect barriers to teacher-parent partnerships and leaving many Black parents feeling as if they should "be seen and not heard." Despite schools and districts across the U.S. prioritizing parent engagement and teacher-parent partnerships as an integral part of education reform efforts, Black families

and parents remain an underutilized resource and are less engaged than peers of other races in the instructional decisions of schools and teachers.[30,32,40]

As their children's first teachers, VOW recognizes that Black parent expertise is essential to creating culturally affirming learning environments. When schools value parents' wisdom and cultural expertise, they foster a climate primed for strong Black parent-teacher partnerships and better student outcomes. We have always approached our mission to protect Black children's intellectual curiosity and positive racial self-concept through the love and wisdom of their families and communities. VOW has leveraged Black parent wisdom and knowledge to develop an evidence and research-based framework that outlines the elements of culturally affirming learning, integrates these elements into instructional strategies for school and home environments, and an assessment that measures students' perceptions of the instructional climate of schools[41].

C. PROJECT PERSONNEL Our project team is uniquely qualified to implement the scope of work in this federally funded project. One hundred percent of VOW's Staff and Board are former Black students, 67% of staff are Black parents (four are former VOW programming participants), and six are former teachers in public or charter schools. Seventy-three percent of staff are women. VOW has successfully managed municipal grants of over $1 million, independently attracted and executed multiple million-dollar grants (three to date, two pending), and designed and managed two successful research validation studies in partnership with R1 institutions. Our project team has the organizational capacity to design, deliver, and manage this initiative. For nine years, we have developed deep relationships with parents based on our organizational values of love and wisdom. Our capacity to identify and support the development of parent leaders as educational thought leaders has been highlighted in Forbes[28] and Stanford Social Innovation Review.[29] Our parent leaders have gone on to lead and found organizations (e.g. Organizing Our People), serve on national advisory boards, and present their research at national conferences. Below we list our key personnel from VOW's team.

Project Lead (.25 FTE)

██████████████████ VOW-Director of Research and Power Building, will supervise VOW staff and management practices to ensure all project activities and goals are successfully achieved. She will lead collaboration between VOW staff, ICF, and M.A.A.D. and ensure all receive clear performance expectations, regular and ongoing feedback, and that fiscal, human subjects research, and data security compliance are managed. ███████████ has a Ph.D. in Community Psychology with 21 years of experience in higher education, including Duke and North Carolina A&T State. She has spent much of her career leading mixed-methods research with school and community-based initiatives; she has written over 40 journal articles, book chapters, commentaries, and op-eds and received the 2022 Society of Community and Action Research (SCRA) award for Distinguished Contribution to Practice in Community Psychology.

Sr. Project Manager (1.0 FTE)

█████████, (contingent hire) is committed to joining staff full-time upon grant award. █████████ will oversee all aspects of project management, ensuring the project plan is implemented according to the timeline, coordinating the activities of internal and external partners and regular updates, planning and implementing project planning, and working with VOW leadership and partners on any challenges that may arise. █████████ is an experienced project manager, and Certified ScrumMaster, bringing 10+ years of experience supporting multiple federal teams and grants.

School Partnerships & PD Lead (.75 FTE, .25 supported by matching funds)

██████████ Associate Director of Instructional Liberation, will work directly with educators and parents and lead all major elements of teacher Professional Development for the TJGT project. He will manage and facilitate the Teacher-Parent Residency and be the main point of contact for school leaders. █████████ is a former educator, school administrator, and instructional coach who has led culturally responsive pedagogy and supervision across private, charter, and public schools and brings extensive experience coaching teachers, parents, and students on maximizing culturally affirming learning. As a parent and former educator with international experience, he leverages his experience in multicultural community organizing to seamlessly move between parent and teacher communities.

Digital Tool & Research Leads + Evaluation Support

██████████████ Director of Research and Innovation (.30 FTE), and ███████████ (.25 FTE, .25 FTE supported by matching funds) will advance VOW's digital tools and resources to impact educators' instructional practices. █████████ will also support ██ ███ research efforts and serve as the principal evaluation liaison on behalf of VOW to ICF. ████ █████ has a Ph.D. in Applied Developmental Sciences with a background in social work. She has 7+ years of experience in research, evaluation, and design with Black parents and communities. ██ ██████████ has 10+ of product design experience, including developing two nationally-produced and award-winning board games targeting Black communities.

Co-Project Lead (.10 FTE)

Our Executive Director, ██████████████ will provide the ongoing strategy, fundraising and scaling support to the TJGT project, helping to problem solve particularly difficult issues that arise. ████████ is a former teacher and a current parent. He led the development of VOW's first educational equity assessment and planning tools and established the organization's first research partnerships with R1 institutions. ████████ has a Ph.D. in Educational Psychology and is a highly sought after strategist and well-respected expert on educational justice. As the founder of VOW, he established our unwavering commitment to the success and care of Black learners.

Finance Lead (.15 FTE)

████████████ Associate Director of Finance & Operations, will oversee all financial aspects of the project. He bring a strong background in organizational administrative and fiscal policies, guidelines, and oversight procedures. ██████ has a Ph.D in Accounting and 10+ of bookkeeping, accounting, and reporting experience overseeing budgets over $10 million dollars.

Project contractors and their qualifications are listed here:

Expert Research Advisor - ██ █████ █████ & the MAAD Lab @ WSSU

██ ████ will lead the SEL and research advisory group at Winston-Salem State University, an HBCU. ██████ is an Associate Professor in the Dept. of Psychological Sciences and has served as the Chief Editor for Urban Education and the special issue, Race and Social Emotional Learning for Black Students in Urban Schooling Contexts. She has been PI on federal grants, including a NSF award, a DOE multi-university collaboration, and multiple foundation grants. She has 31 publications, over 50 presentations, and has mentored underrepresented undergraduate students to conduct social science and STEM research. She specializes in Black youth experiences with race-related processes and the consequences of these experiences for outcomes, including educational-related outcomes, psychological adjustment, and health behaviors.

External Evaluator - ICF Incorporated, LLC (ICF)

ICF is an independent global advisory and technology services firm. Since 1969, ICF has provided nonprofits like VOW with research, capacity-building support and evaluation to address the most pressing challenges in K-12 education and beyond. ICF served as a subcontractor to the WWC between 2002 and 2016. The Lead Project Manager and Evaluator, ██████████████████ is an external evaluator for a current EIR grant and has successfully provided reports for three Investing in Innovation (i3) grants (the predecessor of EIR), including two Validation and one Development grants. She brings a deep level of expertise, problem-solving capabilities, and a results-driven approach and the use of a culturally responsive, collaborative, and transformative evaluation approach. ████████ is also a Black parent living in North Carolina. ███████████████ the Lead Researcher on the project, has 13 years of experience in education, research, and program evaluation. She has provided professional learning and TA support to numerous agencies on topics including SEL, Culturally Responsive Pedagogy, and Family and school partnerships.

Dream Assessment (Participatory Research Facilitation) - Organizing Our People (OOP)
OOP, trained in conducting Dreams Assessments by VOW, will manage and lead the Dream Assessment process and the synthesis of learnings, resources, and strategies. Comprised of Black parent leaders and community organizers, OOP has over 20 years of combined experience supporting parents in education settings and helping to increase parent engagement.
HBCU Alternative Certification Program Development Team
Jobs for the Future Fund (JFF) and Center for Racial Equity in Education (CREED) will take on complementary roles to support VOW in developing an alternative credentialing/certificate program for pre-service and in-service teachers that will be co-endorsed by VOW and interested North Carolina HBCUs. ● JFF has 40+ years of experience creating innovative solutions to ensure that individuals, families, and communities achieve economic advancement. They will provide the technical assistance to structure the credential program ● CREED coordinated the NC-10, the first coalition of all 10 HBCUs in North Carolina. CREED will support VOW in convening and facilitating an advisory group of the HBCUs to identify opportunities for bringing a co-endorsed certificate program to reality.

D. MANAGEMENT PLAN As outlined above, ███████████████ (.25 FTE), will oversee all project deliverables, staff, consultants and timeline and ensure the goals of this project are effectively completed. ███████████ will ensure all reporting is completed per the federal requirements and that the VOW team/partners fully engage in the TA available from DOE. ██████████will work closely with ████████ who will serve as the daily project manager leveraging her SCRUM and Agile training. To ensure successful implementation of this project we will develop a detailed, weekly timeline/work plan in the first month of this project within digital planning software SmartSheet. All team members - VOW staff and partners ICF, WSSU, OOP, CREED and JFF- will have appropriate levels of access to see relevant goals, deliverables, timelines and responsibilities. There will be bi-weekly meetings of the VOW team to review and update the timeline and identify any factors that will impact the work; the external partners will meet at least monthly to review the work plan, and more often as the work requires. We will document all activities and work from the schools and teachers to ensure each school's work is on track.

We have spent the last seven years building and refining the practices and policies embedded in this approach and are confident in our ability to achieve the objectives within the timelines and budget.

████████ from VOW will take point on supporting the complimentary project of developing a co-sponsoring Educator certificate program with partners CREED and JFF. ██ ███ will take point on supporting █████ coinciding research and support her collaboration with JFF. Both ██████ and ██████ will report and follow the direction of the project leadership team of █████████ and ██ Due to space constraints we only include ██ ████ lab participation in our project timeline.

Below is a table to describe the first two phases of recruitment including dates

Project Phase & Descripiton	Participants (P) & Milestones (M)	Time points
Recruitment Partner with school leadership of participating schools to facilitate workshops on culturally affirming instructional strategies to recruit educators	**P:** PD Lead, School Admin, Black parent leaders **M:** Recruit 20-50 educators for TJGT, deliver 2 professional development workshops, track attendance and collect PD feedback surveys	Cohort 1 - Y1 (Spr 2024, Q1 & Q2) Cohort 2 - Y3 (Spr 2026, Q1 & Q2)
Identification & Selection Secure participation commitment from teachers who meet readiness criteria	**P:** PD Lead, Project Lead, Co-Project Lead, Tools & Rsrch Lead, **M:** Select 20-50 teachers for TJGT program	Cohort 1 - Y1 (Spr 2024, Q2-Summer) Cohort 2 - Y3 (Spr 2026, Q2-Summer)

The five year project timeline below outlines clearly defined responsibilities as indicators of success, timelines, participants, and measures for each activity of the TJGT program, which is explained on pages 21 and 22.
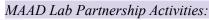
Table 4: 5 Year TJGT Timeline: Activity duration is indicated by yellow color filled cells and (X). Legend below provides icons for key activities

ICF Evaluation Activities - See full evaluation

1) Data Collection - Data analysis and sharing team meeting align with teacher manifesto completion points   Ⓒ—Ⓓ
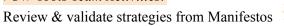
2) DOE Annual Reports Prep meetings

MAAD Lab Partnership Activities:

 Based on literature or study findings Enhance CALEs PD material for greater racially affirmation effect prior to Credentialing

 Extrapolate emergent research findings from analysis outside of Eval Team scope, work synced to eval data collection points

VOW Tools Team Activities:

Review & validate strategies from Manifestos   Prep+Publish Validated Strategies

Project Phase & Description	Year 1 (2024)				Year 2 (2025)				Year 3 (2026)				Year 4 (2027)				Year 5 (2028)				Participants (P) & Milestones (M)
	Quarter																				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Phase 1: Credentialing of Cohort Immerse a cohort of 20-25 teachers in the "That's Just Good Teaching" Program.			X	X	X	X					X	X	X	X							**P:** PD Lead, Black Parent Leaders, Tool & Rsrch Lead, ▪▪▪ **M:** VOW will use TJGT documents to track attendance and assess credential completion for each cohort of 20-25 teachers
Phase 2: Dreams Assessment Pair 20-25 teachers with Black parents to complete a Dreams Assessment outlining shared vision of parent-teacher partnerships						X								X							**P:** PD Lead, school admin, teachers, OOP., Project Lead, Tools & Rsrch Lead **M:** To meet fidelity, VOW staff will collect each teacher's and parent's reflection feedback and completion of Dreams Assessments

Project Phase & Description	Year 1 (2024)				Year 2 (2025)				Year 3 (2026)				Year 4 (2027)				Year 5 (2028)				Participants (P) & Milestones (M)
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Phase 3: Teacher-Parent Residency Reflect, refine, and build upon the strategies learned in Phase 1 through a year-long intervention. Align SMART goals with the CALEs Framework.							X	X	X	X					X	X	X	X			**P:** PD Lead, school admin, teachers, OOP, Black parent leaders, Tools & Rsrch Lead **M:** VOW will track attendance, conduct site visits and observations, collect surveys, implement year-long intervention, and collect teacher manifestos to assess whether teachers attended 80% of sessions to meet fidelity.
Phase Four: Lessons Learned & Refinement Showcase Manifestos, a portfolio capturing the 10-month *Residency*. Position 5 teachers as coaches for the upcoming cohort to support scaling and sustainability.										X	X						X	X			**P:** Director of Instructional Liberation, school admin, teachers, Black parent leaders, Director of R+I **M:** Up to 50 manifestos produced, 5 coaches identified, up to 5 schools activated for continued support. VOW and ICF will track participation in support activities offered.

E. PROJECT EVALUATION. *Methods of Evaluation that will Produce Evidence that Meets WW*

Standards: ICF is the External Evaluation partner and will conduct a rigorous quasi-experimental impact

and implementation evaluation study to inform learning throughout TJGT Program implementation,

produce actionable findings, and generate evidence that aligns with What Works Clearinghouse standards

with reservations. To do this, ICF will employ a QED design to compare student outcomes between 50

classrooms of each group of teachers who did or did not participate in the TJGT Program. The impact

study will begin in the fall of 2024 when approximately 25 treatment teachers and 25 comparison teachers

and their classroom students consent to participate as Cohort 1 in the program across two consecutive

years: Cohort 1 will include about 2,480 students across SY2024-25 and SY2025-26; Cohort 2 will

include 25 new teachers serving about 2,480 students in SY2026-27 and SY2027-28. On average,

teachers in the treatment group will include about 240 3rd-5th grade students/per school (1:20

teacher-student ratio) and1,040 6th-8th grade students/per school (1:80 teacher-student ratio) each TJGT

implementation year. To ensure comparability between treatment and comparison groups, students in the

comparison group will be selected using propensity score matching (PSM) by variables including

students' race/ethnicity, gender, free/reduced lunch status, and pretest achievement (students instructed by

non-participating teachers across the same schools for both cohorts will serve as the comparison group).

In the final analytic sample, we will examine and establish baseline equivalence between treatment and

comparison groups at the end of Year 2 and Year 4. The study will meet WWC Standards with

Reservations if baseline equivalence is established.

   Evaluation Questions and Data Sources: Table 5 below outlines ICF's approach to the three

impact study evaluation questions, one confirmatory (Q1) and two exploratory study questions (Q2 and

Q3), multi-data sources, and timeline. Student SEL and academic data will be tracked for both cohorts of

TJGT Program teachers' and comparison teachers' (non-participating) classrooms over two years each.

The North Carolina Math and Reading/ELA End of Grade Assessment (NC EOG) will serve as the

confirmatory outcome measure aligned with academic achievement. NC EOGs are a statewide

standardized assessment that annually measures students' academic achievement in Math and

Reading/English-Language Arts. We also propose to access report cards through PowerSchool and compute mean scores across Math, Reading and ELA annually. The CACS student survey[1] is a 42-item scale assessing students' perceptions of the classroom instructional climate. We will administer the CACS student survey alongside a selection of items to measure SEL; both will be used in exploratory analyses to examine how TJGT is associated with students' increased self- and social awareness, relationship skills, responsible decision-making, and perceptions of the instructional climate in their classrooms. Both years will involve the administration of pre- and post-student survey measures. The ICF team will also develop and administer a modified version of the CACS survey for parents to be administered twice annually at the site schools and comparison schools at the beginning of each year. Additionally, ICF will support the development and inclusion of items in an educator survey[2] to measure teachers' self-reported perceptions of self-efficacy, parent-teacher trust, and parent-teacher relationships. These questions will be pulled from previously validated scales (e.g., Teacher Trust in Parents; Parent-Teacher Relationships; Culturally Responsive Teaching Self-Efficacy).

   Evaluation Methods to Provide Performance Feedback: ICF will conduct an implementation evaluation to consider the social-cultural factors and the impact of project staff, partnerships, operations, and key structures on teachers, students, and their families. Table 6 below outlines implementation questions, data sources, and timeline. Several data sources will be used to address the three implementation study questions proposed below, guide program adjustments, and inform mid-stream decision-making through regular planning with VOW. A variety of Program and Training documents will be provided to ICF for analysis in the implementation study, including: (1) Feedback surveys; (2)

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[1] The first, large-scale pilot of the Culturally Affirming Climate Survey (CACS) was conducted in 2018 with more than 1,000 7th-12th grade students across five schools, including 2 public schools, 2 charter schools, and 1 private school; subscale demonstrated internal consistency alpha scores ranging from .74 to .91.

[2] Educator surveys will explore educators' development as cultural learners, educators' self-efficacy regarding the use and integration of culturally responsive teaching practices and use of practices. Educators' self-efficacy will be examined through a 40-item likert scale measuring teachers' beliefs about their abilities to successfully design and teach culturally affirming instructional environments (Siwatu, 2007; α=.96), as well as measures of their trust in parents (Hoy & Tschannen-Moran, 2003; α=.97) and their parent-teacher relationships (Vickers &Minke, 1995; α=.89).

Outlines, (3) Agendas, (4) Rosters, and (5) Feedback session data[3]. ICF will conduct focus groups and

interviews and review Dreams Assessment documents, access resources, and work samples (e.g.,

Educator Manifestos[4]). ICF will provide ongoing updates to program directors throughout the academic

year with a brief report summarizing collected data and an annual report after each year with

recommendations for the next cohort. The implementation evaluation will enhance understanding of the

co-generative process in developing teacher-family partnerships and ways the program is enhanced based

on feedback and co-construction.

In partnership with ICF, VOW will submit an **annual performance report** demonstrating our

progress in meeting approved project objectives. This report will include the most current financial and

performance measure data for each year of the project. Annual performance measures will include: (1)

annual target number of students served as specified in the application; (2) annual target number of

high-need students served as specified in the application; (3) performance feedback and how it has

informed project design; (4) evidence of effectiveness at improving student outcomes; (5) information

from evaluation about the key elements and the approach of the project so as to facilitate testing,

development, or replication in other settings; and (6) the cost per student served by the grant. At the end

of the project period VOW, in partnership with ICF, will submit a **final performance report** that includes

a cumulative summary of the performance measures outlined in Tables 5 and 6.

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[3] The ICF team will design a reflection document to be used between teachers and parents to document the conversation and provide feedback during the sessions. The ICF team will work collaboratively with the VOW leadership and staff to develop unique protocols for Feedback Sessions.
[4] ICF will collaborate with VOW to refine in-house rubrics, based on goals and objectives of the TJGT Program, to review each Educators Manifesto. This tool would be used with participants as they reflect on their instruction and the teacher-parent residency. Work samples, including educator and parent designed products/resources and student work samples, will be reviewed for themes related to goals, objectives, and outcomes of the project.

Table 5. *Impact Evaluation Questions, Data Sources and Timeline*

Impact Evaluation Questions	Data Sources	Academic Year (Data Collection Time Period)							
		Fa24 (T1)	Sp 25 (T2)	Fa 25 (T3)	Sp 26 (T4)	Fa 26 (T5)	Sp 27 (T6)	Fa 27 (T7)	Sp 28 (T8)
Q1. To what extent does the TJGT Program impact students' academic outcomes (as measured by Reading & Math scores on North Carolina's EOG assessment and Reading and Math annual grades) relative to students in classrooms not participating in TJGT? **(Confirmatory)**	NC EOG Data		X		X		X		X
	CACS (students)	X (pre)	X (post)	X (pre)	X (post)	X (pre)	X (post)	X (pre)	X (post)
	ELA/Reading and Math Annual Grades		X		X		X		X
Q2. To what extent does the TJGT Program impact students' SEL development, grades and perceptions of classroom climate relative to students in classrooms not participating in TJGT? **(Exploratory)**	NC EOG Data		X		X		X		X
	CACS (students)	X (pre)	X (post)	X (pre)	X (post)	X (pre)	X (post)	X (pre)	X (post)
	ELA/Reading and Math Annual Grades		X		X		X		X
	Students' SEL Data	X (pre)	X (post)	X (pre)	X (post)	X (pre)	X (post)	X (pre)	X (post)
Q3. To what extent does the TJGT Program impact teachers' and parents' capacity to support students' positive outcomes and change classroom climate relative to educators not participating in TJGT? **(Exploratory)**	Teachers' & parents' SEL assessments (efficacy, trust, & teacher-parent relationship		X	X (pre)	X (post)		X	X (pre)	X (post)
	Focus Groups-teachers, parents		X		X		X		X
	Program and Training Documents		X		X		X		X
	Parent CACS survey		X		X		X		X

Table 6. Implementation Evaluation Questions, Data Sources, and Timeline

Implementation Evaluation Questions	Data Sources	Academic Year (Data Collection Time Period)							
		Fa24 (T1)	Sp25 (T2)	Fa25 (T3)	Sp26 (T4)	Fa26 (T5)	Sp27 (T6)	Fa27 (T7)	Sp28 (T8)
Q1. To what extent are the components of the TJGT Program and activities implemented as intended? What facilitates or impedes replication and scalability of programmatic features and processes?	TJGT Program and Training Documents	X	X	X	X	X	X	X	X
	Dreams Assessment Documents and Materials		X	X			X	X	
	Focus Groups-Teachers, Parents, Program Staff		X	X			X		X
	Feedback session data (reflections from monthly COP sessions, coaching, etc.			X	X			X	X
	Educator Manifestos (rubrics, reflections)				X				X
Q2. How are educators and parents supported as they engage in a COP, collaborative problem-solving process to co-create culturally affirming learning and instruction?	Feedback Session Data (reflections from monthly COP sessions, coaching, etc.)			X	X			X	X
	Focus Groups-Teachers, Parents, Program Staff				X				X
	Educator Surveys		X		X		X		X
Q3. What is the cost associated with the TJGT implementation per student?	Administrative Records								X

Key Project Component, Mediators, Outcomes, and Measurable Threshold for Acceptable

Implementation. The program logic model (see Appendix J1) specifies three primary activities of the

TJGT program, the Dreams Assessment, the teacher-parent residency, and high-quality professional

development. Two distinct cohorts of 25 teachers and 10 parents will participate in these activities. VOW

staff will use attendance sheets and feedback surveys to track whether participating teachers and parents

attended the four indicators of project implementation: Phase I. Credentialing of TJGT, Phase 2: Dreams

Assessment Completion, Phase 3: Teacher-Parent Residency, and Phase 4. Lessons learned and

refinement (see Table 4 for details). Indicator scores will be calculated for each teacher based on levels of

participation in project activities, which will then be coded to represent the extent to which each meets the

indicator's implementation threshold (e.g., low, medium, or high). Finally, we will calculate the

percentage of treatment teachers meeting the criteria for "high" implementation for each key component

and compare this to a threshold for "high" fidelity at the sample level (e.g., greater than 80%) to

determine whether the project meets its fidelity of implementation threshold. The implementation

evaluation will help VOW assess the progress toward achieving the project goals and identify areas to

improve implementation fidelity.

Survey analysis will include descriptive statistics with forced-response items and disaggregation of

data by sub-groups (where applicable and possible). Student outcomes will be modeled using Ordinary

Least Squares (OLS) regression to assess the long-term confirmatory and exploratory program outcomes.

NC EOG scores, Math/Reading and English/ELA annual grades, SEL scale score, and perceptions of

classroom climate outcomes. Mediating variables include the extent to which teachers' perceive

positive/negative teacher-parent relationships, students and parents have positive attitudes toward the

instructional school climate, and teachers' completion of TJGT activities. We will employ the "path

analysis" approach to the mediator analysis (Baron and Kenny,1986). We estimate that the sample size of

50 teachers across each cohort intervention timeline (25 treatment, ≥25 comparisons) will be large enough

to detect a minimum detectable effects size (MDES) of 0.258. This estimation is based on the following

assumptions: comparison group CER=.51 (National Center for Education Statistics, 2016), treatment

group CER=.60 (a conservative estimate considering prior internal research on CP), 2-tailed test, power=0.80, α=0.05, N=50 teachers, and a minimum of 2,500 students from 10 schools. **Cost Analysis.** ICF will estimate the cost required to implement the proposed project and achieve impact in year 5 through the review and analysis of project documents and budget. ICF's cost analysis will document the costs associated with implementing the TJGT program overall and per student and teacher by school.

    Risks. The impact and implementation evaluation indicate we can conclude the impact of the TJGT Program on students SEL and academic outcomes with limited risks. For one, VOW has developed deep partnerships with district-level administrators and school leaders across a local urban school district and burgeoning partnerships with urban and rural independent charter schools serving K-8 students. We have established initial buy-in at the school leadership level and are developing and securing similar partnerships with school districts in other urban and rural NC areas. Since our primary unit of analysis is teachers, we project there will be limited attrition of students. Using an opt-in consent process, we aim to obtain a maximum number of student participants, and non-response on surveys is limited. In addition, our initial assessment of teachers' readiness, accompanied by an incentive structure that is comparable and equitable aims to limit teacher attrition. **Data Security Procedures.** ICF's IRB will review all data collection instruments and protocols to ensure that evaluation activities are conducted with minimal physical, psychological, and social risks to participants. The ICF IRB complies with all requirements specified in the Code of Federal Regulations (45 CFR part 46) on protecting human subjects. The ICF IRB is registered with the Federal Office for Human Research Protections (OHRP) (IRB00001920) and has a Federal wide Assurance (FWA00002349) for the protection of human research subjects.

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