

## Tulsa Promise Neighborhood

The Kendall-Whittier & Eugene Field Neighborhoods in Tulsa, Oklahoma



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**Background:** Over the last few years, Tulsa, Oklahoma has become a laboratory of innovation for testing a range of strategies intended to combat educational inequities, poor health outcomes, and intergenerational poverty. Numerous federal, state, and private investments in Tulsa have created ideal conditions under which to plan for implementation of a Promise Neighborhood. These ongoing, compatible efforts share a common commitment to evidence-based programming, communities of practice, dual-generation and place-based approaches, and collectively, they provide an exceptional foundation of assets to build upon. Prominent examples of these investments include:

**Choice Neighborhoods Initiative:** In 2011, HUD awarded Community Action Project of Tulsa County (CAP) one of only 17 planning grants nationwide through the Department's Choice Neighborhoods program - a centerpiece of the Obama Administration's interagency Neighborhood Revitalization Initiative. CAP, in conjunction with its partners, is using the two-year planning grant to help transform the distressed Eugene Field Neighborhood into a viable and sustainable mixed-income neighborhood by linking housing improvements with a wider variety of public services including schools and employment opportunities.

**Social Innovation Fund:** In 2010, Tulsa became one of only eight cities selected by the Mayor's Fund to Advance New York City and the Mayor's Center for Economic Opportunity to partner in the federal Social Innovation Fund (SIF), a new public-private investment vehicle designed to replicate proven anti-poverty and youth development programs that have demonstrated compelling evidence of impact. Through this process, Community Action Project of Tulsa County was selected as one of only four organizations in the country to implement SaveUSA, an asset development program that offers income-eligible individuals a 50% match if they deposit a portion of their tax refund into a savings account and maintain the initial deposit

for one year. Tulsa was also one of four communities chosen to launch a SIF program called WorkAdvance, a workforce development model designed to assist unemployed and low-wage working adults to increase their employment and earnings by finding good quality jobs in targeted sectors with established career pathways. Separately, the Edna McConnell Clark Foundation leveraged the Social Innovation Fund to introduce at selected schools in Tulsa the Carrera Adolescent Pregnancy Prevention Program - a teenage pregnancy prevention curriculum with effectiveness identified as “top tier” by the Coalition for Evidence-Based Policy. The Edna McConnell Clark Foundation also sponsored the creation of a Center for Employment Opportunities in Tulsa, which now offers comprehensive employment services exclusively for people with criminal records through a highly structured program of life skill education, short-term paid transitional employment, full-time job placement and post-placement services.

Beacon Community Cooperative Agreement Program: In 2010, the Department of Health & Human Services selected Tulsa as one of only 17 communities in the country to participate in a pilot program to strengthen health information technology infrastructures and exchange capabilities in underserved communities. The \$12M grant program (- conducted by many of the same partners committed to planning a Tulsa Promise Neighborhood) is being used to leverage broad community partnerships with hospitals, providers, and government agencies to share data and expand a regional medical care coordination system in order to achieve measurable improvements in health care quality, safety, efficiency, and population health.

Health Profession Opportunity Grants (HPOG) Program: In 2010, the Administration for Children & Families chose Community Action Project of Tulsa County as one of 32 organizations nationwide to participate in an evaluation of research-based training programs intended to help low-income individuals obtain employment with a family-supporting wage in

the high demand field of health care. CAP's five-year, \$10M grant award is being used to scale up *CareerAdvance*®, its dual-generation, workforce development program designed in collaboration with experts in human and economic development from the Ray Marshall Center at the University of Texas and the Harvard Graduate School of Education. A fourth cohort of parents of children enrolled at CAP and its partner's early childhood education centers - including centers located within the target areas of this proposal - is now receiving training, individual job coaching, performance-based incentives, peer support, life skills development, and assistance with child care and transportation - all of which is provided through partnerships with Tulsa Community College, Tulsa Technology Center, Workforce Tulsa, and local public schools.

Fab Lab Tulsa: In 2011, one of the largest fabrication laboratories in the U.S. opened in Tulsa's Kendall-Whittier Neighborhood. Through collaboration with the Massachusetts Institute of Technology and a host of local partners including Community Action Project, this community workspace is providing access to an array of computer-controlled fabrication technology that can be used to conceptualize, design, and develop almost anything. As a community center for innovation, entrepreneurship, and technological education, Fab Lab Tulsa provides neighborhood students with a facility outside of a classroom environment where they can learn basic trade, problem solving, and critical thinking skills, while creatively exploring art, science, and engineering. Currently, 6<sup>th</sup> - 8<sup>th</sup> grade students from San Miguel, the neighborhood's subsidized Catholic middle school, are using the Lab as part of a pilot program to reinforce STEM principles through access to 21<sup>st</sup> century learning tools and technology.



Against this backdrop of innovative programs emerging in Tulsa, the city's largest public school system is also changing dramatically. As will be further explained in this proposal, a

series of rigorous and comprehensive school reform efforts now underway in Tulsa are fundamentally altering the local educational landscape. This ambitious strategy includes:

- a district-wide consolidation effort through which more than 20 schools across the city have recently been closed, reconfigured, or converted in order to eliminate inefficiencies and improve student outcomes;
- a comprehensive teacher and leader effectiveness initiative designed with assistance from Battelle for Kids and funded by the Bill and Melinda Gates Foundation;
- a flourishing partnership with Teach For America;
- Linkages – a project funded by the Kellogg Foundation to promote seamless school transitions for children ages birth to age eight and their families;
- adoption of a community schools model guided by the national Coalition for Community Schools;
- implementation of a college and career-readiness curriculum from ACT and America’s Choice;
- the transformation of a failing high school into a collegiate academy;
- replication of high-performing charter school models to create quality alternative choices for families and students; and
- participation in a community network to assess kindergarten readiness and the vulnerability of young children using the Early Development Instrument.

**The Eligible Applicant:** Leading the Tulsa Promise Neighborhood planning effort is Community Action Project of Tulsa County (CAP), one of the largest and most innovative anti-poverty organizations in Oklahoma. CAP’s relevant experience includes ongoing place-based neighborhood projects where the agency has built networks of housing, education, medical care,

and asset building services as part of a mission to help families achieve self-sufficiency. CAP's **theory of change** - that early education for very young children combined with interventions to strengthen the economic and physical health of low-income parents will substantially reduce intergenerational poverty - guides implementation of a range of programs designed to foster caring structures, basic security, educational attainment, occupational skills, personal responsibility, and a sense of hope.

A nonprofit organization and the designated community action agency and Head Start provider for Tulsa County, CAP is representative of the geographic areas proposed to be served in this application through an advisory board of which more than one-third is composed of residents and public officials tied to the target neighborhoods. CAP currently provides multiple programs in the target areas from the continuum of solutions proposed or likely to be identified during the planning process, including: early childhood education, college scholarship assistance, occupational training, adult education, free tax preparation, affordable rental housing, and first-time homebuyer promotion. CAP has established a \$250,000 commitment from the George Kaiser Family Foundation to provide matching funds for the planning process.

CAP's strongest partnership in the delivery of services to the local community is with Tulsa Public Schools (TPS), the second largest district in the state. This unique, nationally recognized relationship began in 1998 and is marked by co-location of CAP's early childhood centers next to TPS elementary schools, joint operation of pre-kindergarten classrooms inside TPS elementary schools, and shared service agreements to provide food services, facilities coordination, and free and appropriate care for children with special needs. Beginning in 2006, CAP also began college aspiration and scholarship promotion activities at six TPS high schools,

funded through a GEAR UP grant to encourage more low-income Oklahoma students to prepare themselves academically for a college degree.

It is through this existing collaborative framework that CAP and its partners in planning a Tulsa Promise Neighborhood propose to work with six public schools serving the targeted areas. At the time of this application, three of these schools (two high schools and a middle school) are designated as persistently lowest-achieving schools as determined by the State of Oklahoma (*see Other Attachments for the most current list*), while two of the elementary schools are low-performing. All six schools are either located within the identified neighborhoods or are outlying yet inclusive of the entire attendance zone of the target areas. Five private schools (four early childhood centers and a middle school) are also proposed to be included in the scope of planning for a Tulsa Promise Neighborhood.

### **Planning Grant Priority 1 (Absolute)**

#### **Proposal to Develop a Promise Neighborhood Plan**

##### **A. Need for the project**

**(1) The neighborhoods to be served and the level of distress:** Tulsa, Oklahoma has several neighborhoods characterized by too many children living in or near poverty and facing the prospect of unacceptably weak education, health, family, and economic outcomes. All these neighborhoods, and the children, families, schools and other institutions within them, can and should benefit from the opportunity to become a Promise Neighborhood. This proposal seeks to create these opportunities by, first, focusing on both the Kendall-Whittier (KWN) and Eugene Field (EFN) Neighborhoods, but explicitly and intentionally seeking to move as quickly as possible into other neighborhoods spread throughout Tulsa.

Rationale for including noncontiguous areas: The rationale for beginning in these two, noncontiguous neighborhoods, which border the east and south sides of Tulsa's downtown district, is that they are already synergistically linked in a number of ways that will benefit the Promise Neighborhood planning process. For example, both neighborhoods are already actively preparing similar plans for revitalization, including the tracking of relevant data - in Eugene Field through designation as a Choice Neighborhood, and in Kendall-Whittier through a locally funded neighborhood transformation effort. The planning processes in both neighborhoods are primarily funded by Oklahoma's most prominent philanthropic organization - the George Kaiser Family Foundation, the Tulsa Area United Way, and the national organization NeighborWorks America. Both neighborhoods are located within the Tulsa Public Schools district and thus share common challenges, options, and resources in regard to transforming their failing schools. The Eugene Field and Kendall-Whittier Elementary Schools represent two of the most thriving community schools in the district. And a common group of service providers already maintains footholds in both neighborhoods providing an array of complementary programs including early childhood education, after school and summer enrichment opportunities, health care, housing, and asset building services. When combined, these commonalities and existing linkages suggest that incorporating the momentum and resources from both neighborhoods into the Tulsa Promise Neighborhood planning process will strengthen the community's transformation effort, increase what can be accomplished during the planning year, and establish a strong foundation on which to build.

### **The Kendall-Whittier Neighborhood (KWN)**

Boundaries & History: The Kendall-Whittier Neighborhood is located on the east side of Tulsa's downtown district and is home to 11,000 residents, of which approximately 2,500 are children

and youth. The neighborhood covers 2.27 square miles and includes portions of census tracts 14, 20, and 21, and zip codes 74104 and 74110. KWN is bound on the north by the Burlington Northern Railroad, on the south by 11<sup>th</sup> Street, on the west by Utica Avenue, and on the east by Harvard Avenue.



Minorities represent 45% of the total population of KWN, and more than half of the school-aged population. The Hispanic population has nearly tripled since 2000, now at 27% of the population, while African-Americans represent approximately 11% and Native Americans almost 7% of the population. According to the 2005-2009 American Community Survey 5-Year Estimates, 34% of KWN residents lived below the Federal Poverty Level, compared to 15% in

Tulsa County, 16% in Oklahoma, and 13.5% in the U.S. Poverty levels are even higher for the 2,500 children living in KWN, with 40% under age 18 and 49% under age five living in poverty.



KWN was one of Tulsa's first suburbs and for 40 years it was a vibrant community with the downtown central business district and the University of Tulsa as hubs. In the 1960s, however, the neighborhood entered a period of decline. A number of developments - interstate highway construction that bisected the neighborhood, competition from suburban retail centers, replacement of single-family homes with apartments, more residential mobility, and increasing economic challenges, coupled with a lack of sufficient reinvestment - expedited the decline of the area into one of concentrated poverty, drugs, and prostitution.

In 1990, residents worked with the City of Tulsa to create a master plan for the revitalization of the neighborhood. Designating the area as a target for urban renewal, the City targeted many of its resources towards implementation of the master plan over a multi-year period. In the years following, KWN saw some positive changes, including the construction of a new public library, the renovation of several landmarks, increased code enforcement, and an improved police presence. As the neighborhood began to recover, the University of Tulsa - a comprehensive, doctoral-degree-granting institution located on a 200-acre campus in the heart of the neighborhood and enrolling 4,000 students - launched a major campus expansion and physical improvement plan, co-investing millions of its private dollars along with the City's public investments and embracing the symbiotic relationship between the institution and the neighborhood surrounding its campus by supporting various health, social, legal, and nutrition programs.

In 1997, Tulsa Public Schools demonstrated its commitment to the area by demolishing two of the oldest, decaying elementary schools in the city, and merging the two student populations at the newly constructed Kendall-Whittier Elementary School (KWE), built in the heart of the neighborhood as a replacement. KWE has become a source of pride for the area, and is now a designated community school designed to facilitate a network of supportive partnerships between the school and the students and families living in the surrounding community.

Nearly a decade later, in 2006, the George Kaiser Family Foundation (GKFF) led Tulsa to join the national Educare network with the announcement that a broad group of philanthropists were funding construction of Tulsa's first Educare center. CAP helped to lead the search for the best place to build the new 30,000 square foot facility, and ultimately selected the land directly adjacent to Kendall-Whittier Elementary. This state-of-the-art center now provides early childhood education services and extensive family supports to 200 of the neighborhood's most vulnerable children. Over the same time period, the health needs of KWN residents began to receive special attention as a new Federally Qualified Health Center was established. The Community Health Connection clinic was funded by a \$4.6 million federal grant from the Affordable Care Act in 2010, and the 16,000 square foot clinic will open in November of 2011. GKFF and the City have also invested in residential, business, and open space development initiatives across KWN, and have engaged the country's leading developer of mixed-income housing to develop a comprehensive housing plan for the land adjacent to KWE (*see Planning Grant Priority 7: Quality Affordable Housing*). Most recently, one of only 34 MIT-chartered Fab Labs in the U.S opened in KWN (*see Background section*).

However, despite these reinvestments in the area by multiple stakeholders seeking to improve the well-being of KWN residents, and the strong initial components of the education pipeline being provided by Educare (and two other effective private schools described later) to a small percentage of neighborhood children, the overwhelming majority of KWN's children are not doing well academically and fail to graduate from high school, much less go on to post-secondary education. Additional efforts are required to expand early learning opportunities to more children, and there is an urgent need to build a continuum of supports that can address children's needs during the subsequent stages of their development and educational journey to ensure that all of the KWN children graduate from high school and matriculate into post-secondary education.

**\*\*Note: The *Indicators of Education Need* section follows the description of the boundaries, history, and family and community indicators of both neighborhoods.\*\***

Indicators of Family & Community Support Need: (a) **Health** is a challenge across Oklahoma and there is no evidence that KWN is better in that regard than the state as a whole. State-level data indicate that 12% of Oklahoma children have reported *asthma*, tying four other states for the highest rate in the country (after D.C. at 14%), 30% of children statewide ages 10-17 are *obese* and among Tulsa Public School students, 41% of elementary students did not meet the Oklahoma State Physical Education Standards for a healthy Body Mass Index. A higher percent of children statewide have special health care needs (23%) than nationwide (19%) and among low-income families in the state 20% of children aged 2-17 have one or more emotional, behavioral, or developmental conditions compared to 15.5% nationwide. Children in the state are

less likely to receive mental health services (38.9%) than children nationwide (45.6%). (b)

**Immunization Rates:** In 2010, Oklahoma ranked 7<sup>th</sup> lowest for the percentage of two-year olds who were immunized, 70.8% in Oklahoma compared to 76.3% nationwide. According to the 2010 Oklahoma Toddler Survey, a two-year follow-back survey given to 4,000 mothers across the state, mothers who were less than 20-years old and mothers who reported their pregnancy was unintended were more likely to report difficulties getting immunizations for their children.

(c) **Crime Rates** in the KWN have improved but still exceed state averages - 1,107 violent crimes and 4,521 total crimes per 100,000 inhabitants. Juvenile crime in KWN is well above Tulsa levels. 68 of every 1,000 youths in KW were suspected of a criminal offense per year since 2005, compared to 51 of every 1,000 in the county. Among schools in the KWN, KW Elementary reported 207 Part I crimes in the geographic area of the school in 2010, Sequoyah 96. Among elementary schools, 43 or 78% reported lower rates. Rogers High School reported 105 crimes in the geographic area, including 39 Part 1 Crimes in school, the highest number among all high schools. (d) **Student mobility rates** in the KWN ranged from 11% in the elementary school to 23% in the high school, far exceeding the state average of 10%. (e)

**Teenage Birth Rates:** The KWN falls within two zip codes: 74410 and 74104. The 74110 zip code has the 2<sup>nd</sup> highest rate of teenage pregnancy in Tulsa County at 9.7%. Within the 74104 zip code 2.5% of all births were to teenage mothers. (f) **Single-parent families** account for

22.3% of the families in the KWN according to census tract data, exceeding Tulsa County at 15.9%, the state of Oklahoma at 14.7% and the nation at 14.4%. (g) **Housing** in the KWN is of poor quality. In 2010, 61% of KWN residential properties were in “below average” condition according to the county assessor, compared to 12% countywide. The vacancy rate in the neighborhood was 14.9% according to census tract. (h) **Federal poverty levels:** 34% of residents

in the KWN lived below the Federal Poverty level according to census tract data. Poverty levels are even higher for children living in KWN, with 40% of children under 18 and 49% of children under five living in poverty (census tract data). Median household income in KW ranged from \$16,977 (census tract 21), \$28,859 (14) and \$30,123 (20), all lower than the Tulsa County median of \$45,264.

### **The Eugene Field Neighborhood (EFN)**

Boundaries & History: The Eugene Field Neighborhood is located on the south side of Tulsa’s downtown district and is home to 3,000 residents, of which approximately 900 are children and youth. The neighborhood covers .24 square miles and includes census tract 46 and zip code 74107. EFN is bound on the north by W. 17th Street, on the south by W. 25th Street, on the west by Southwest Boulevard, W. 23rd Street, and S. Maybelle Avenue, and on the east by S. Jackson Avenue.



Minority residents comprise 50% of the population of EFN, and well over half of the school-aged population. Nearly 30% are African-American, while Hispanics and Native Americans each make up 10% of the total. The 2005-2009 American Community Survey 5-Year Estimates indicates that more than 62% of these residents subsist below the Federal Poverty Level - a stark contrast compared to the rate of poverty in Tulsa County (15%), in Oklahoma (16%), and in the U.S. (13.5%). The prevalence of poverty among the neighborhood's 900 youth is even greater, as 86% under age 18 and 89% under age five grow up in poor households.



EFN began as part of a separate community on the edge of the Arkansas River opposite Tulsa's central business district. Its initial growth was tied directly to the discovery of oil in the surrounding area, a history still evident by the many refineries and other remnants from the boom days of heavy industry. Today, EFN is one of Tulsa's poorest and most isolated communities, surrounded by processing plants and railroad tracks, and plagued by a high violent crime rate. Following years of urban renewal efforts with varied results, and major highway construction that further compressed the neighborhood, much of the single-family housing in the area has been replaced with a concentration of three large multi-family complexes and a high-rise apartment building that are now home to hundreds of low-income families. The population is so dense within EFN that no busses even travel to the local elementary school since all students from the neighborhood catchment area reside within walking distance.

Notwithstanding these constraints and similar to the efforts in the Kendall-Whittier Neighborhood, considerable momentum has been gained in recent years in EFN through a revitalization process spurred by significant financial investments and grassroots involvement led by members of Tulsa's faith-based community. In 2005, Tulsa Public Schools demolished the

neighborhood's old elementary building and built a new Eugene Field Elementary School. A dynamic principal (now one of the state's most acclaimed) was hired and placed at the new school, which under her continuous leadership has since become a thriving, year-round community school, and is the only target school in this proposal not sanctioned to a needs improvement list. In 2008, Community Action Project, with funding support from the City of Tulsa and private philanthropists, constructed a 23,000 square foot state-of-the-art preschool next door to the elementary, thereby creating a seamless birth through fifth grade pipeline of high-quality educational services. Throughout this time, the Oklahoma State University Center for Health Sciences enlarged its neighborhood presence. The Center - a teaching hospital with a campus located at the north end of the neighborhood - has brought extraordinary medical resources to EFN and is an active partner in caring for the children and families residing in the area. More recent improvements include the arrival of The Westside Harvest Market – a non-profit grocery store established as the neighborhood's lone alternative to convenience stores, and Global Gardens - engaging local students through hands-on science education in public garden spaces; and the continued development of job training programs provided by Goodwill Industries, which is headquartered near the neighborhood, and youth development programs provided by the Boys & Girls Club, which has a center near the elementary school.

However, much like in the Kendall-Whittier Neighborhood, even with the emergence of quality early learning and elementary school options along with other family support services, the majority of children raised in EFN fail to graduate from high school or go on to post-secondary education. In order to transform the neighborhood's existing assets and momentum into a sustainable, long-term renewal strategy that will yield improved student outcomes, there remains a great need for a comprehensive assessment, coordinated planning with residents and

service providers, and organizational capacity building to both expand early learning opportunities to more children and to build a continuum of supports that addresses children's needs during the subsequent stages of their development.

Indicators of Family & Community Support Need: As mentioned above, (a) **Health** is a challenge across Oklahoma and there is no evidence that EF is better in that regard than the state as a whole. State-level data indicate that 12% of Oklahoma children have reported *asthma*, tying four other states for the highest rate in the country (after D.C. at 14%), 30% of children statewide ages 10-17 are *obese* and among Tulsa Public School students, 41% of elementary students did not meet the Oklahoma State Physical Education Standards for a healthy Body Mass Index. A higher percent of children statewide have special health care needs (23%) than nationwide (19%) and among low-income families in the state 20% of children aged 2-17 have one or more emotional, behavioral, or developmental conditions compared to 15.5% nationwide. Children in the state are less likely to receive mental health services (38.9%) than children nationwide (45.6%). (b) **Immunization Rates:** In 2010, Oklahoma ranked 7<sup>th</sup> lowest for the percentage of two-year olds who were immunized, 70.8% in Oklahoma compared to 76.3% nationwide. According to the 2010 Oklahoma Toddler Survey, a two-year follow-back survey given to 4,000 mothers across the state, mothers who were less than 20-years old and mothers who reported their pregnancy was unintended were more likely to report difficulties getting immunizations for their children. (c) **Crime Rates** in the EFN there were 27 violent crimes per 1,000 inhabitants. More than 1.5 times the rate for the City of Tulsa as a whole (12 violent crimes per 1,000 inhabitants.) Crime rate as a ratio to the city rate was EFN 2.3 vs. City of Tulsa 1.0. Among schools in the EFN, EF Elementary reported 120 Part I crimes in the geographic area of the

school in 2010. Among elementary schools, 48 or 87% of schools reported lower rates. Clinton Middle School reported 60 crimes in the geographic area including 11 in the school and Webster High School reported 41 crimes in the geographic area, including 1 Part 1 Crimes in the school. (d) **Student mobility rates** in the EFN ranged from 171% in the target elementary school and middle school to 19% in the target high school, far exceeding the state average of 10%. (e) **Teenage Birth Rates:** The EFN falls within one zip code, 74107 which has the 7<sup>th</sup> highest rate of teenage pregnancy in Tulsa County at 5.9%, compared to 3.8% countywide. (f) **Single-parent families** account for a 58.9% of families in the EFN according to census tract data, far exceeding Tulsa County at 15.9%, the state of Oklahoma at 14.7% and the nation at 14.4%. (g) **Housing** in the EFN includes three HUD-assisted housing projects, including a 200-unit complex operated by CAP and the target of a Choice Neighborhood grant. The vacancy rate in the neighborhood was 11.5% according to census tract data. (h) **Federal poverty levels:** 62% of residents in the KWN lived below the Federal Poverty level according to census tract data. The prevalence of poverty among the neighborhood's youth is even greater, as 86% of children under 18 and 89% of children under five were in poor households (census tract data). Median household income in the EFN was at \$13,142 according to census tract data, far below the Tulsa County median of \$45,264.

### Indicators of Education Need

#### **(for both the Kendall-Whittier & Eugene Field Neighborhoods)**

Explanation of Oklahoma's public school accountability system: Oklahoma's Academic Performance Index is a school rating system of zero to 1,500 points based on a variety of educational indicators that was created to comply with the federal No Child Left Behind Act - which requires schools to make "adequate yearly progress" (or AYP) in reading and math test Tulsa Promise Neighborhood (CAP - Community Action Project of Tulsa County)

scores, and in attendance or graduation rates. Every school is required to make AYP in its reading and math test scores. Additionally, elementary and middle schools and junior highs have to have an attendance rate of at least 92%, and high schools must have a graduation rate of 67.8% or an improvement of 10% or more. Schools face being sanctioned to the Oklahoma School Improvement List if they do not make AYP for two years straight. It takes two years of making AYP to be removed from the list.

**\*\*Note:** In late August of 2011, Oklahoma’s State Superintendent announced that all school districts would have to wait at least one more month for critical student performance data because of significant delays and data errors by the state's testing contractor (*see press coverage of this matter under Other Attachments*). Data quality questions persist about both the Oklahoma Core Curriculum Tests given to all students in grades three through eight, and exit exams taken by every secondary student. As such, the annual release of Academic Performance Index scores and the Oklahoma School Improvement List has been pushed back to the September meeting of the Oklahoma State Board of Education. The State Superintendent confirmed that “there is no way of knowing for sure at this point which [school] sites will be sanctioned to the list for failing to meet state standards.” **Given this unique and unfortunate situation, most all of the “indicators of education need” and the performance status of each school provided in this application are based on the most recent information available, typically from reports released in 2010.\*\***

Tulsa Public Schools (TPS): Tulsa Public Schools has a population of over 40,000 prekindergarten -12th grade students taught by 3,155 teachers at 76 school sites, making it the

second largest school district in Oklahoma. The district's large minority populations (33% identify as African-American, 22% as Hispanic, 11% as Native American, and 2% as Asian) and substantial poverty rate (83% of all students qualify for free or reduced lunch) mirror those of other challenged districts across the country. Currently, only 7% of TPS students graduate college-ready (compared to 9% for the state, and 13% nationally).

### **Schools serving the Kendall-Whittier Neighborhood**

Will Rogers High School: The entire KWN is within the attendance zone of Will Rogers High School (Rogers), currently listed as a persistently lowest achieving school, and sanctioned to the Oklahoma School Improvement List for six consecutive years (as of 2010). In 2010, the high school enrolled 1,098 students, of which 29% were African-American, 35% were Hispanic, and 12% were Native American. The four-year graduation rate at Rogers was 48.2% (2009), the four-year dropout rate for the class of 2010 was 38% (compared to 18% and 11% at the district and state levels respectively), and the average ACT score was 15.9 (compared to 19.5 and 20.8 at the district and state levels respectively). Of the students that do graduate from Rogers, only 37.8% attended college, compared to 52% at all area high schools (class of 2008); and of those enrolled at a college in Oklahoma, 80% end up taking at least one remedial course in math, English, science, or reading (2007-2009). The school's total Academic Performance Index score was 635 (well below the state average score of 1,092). The average number of days absent per student was a staggering 37 (compared to 14 and 10 at the district and state levels respectively). Significant achievement gaps between subgroups of students also abound at Rogers, as African-American, Hispanic, and ELL students all tested lower in reading and math than white students,

and more than half of all African-American and ELL students tested at a Limited Knowledge Performance Level in English II (2010).

Grover Cleveland & Woodrow Wilson Middle Schools: In 2011, as part of a district-wide reform effort called Project Schoolhouse designed to improve the efficiency of operations and to replace many of the worst-performing schools, the two middle schools serving KWN were shuttered. Grover Cleveland & Woodrow Wilson Middle Schools were two of the most challenged schools in the district, routinely yielding extremely poor student outcomes. Beginning in the 2011-12 school year, students previously destined for Cleveland or Wilson have now been reassigned to one of the neighborhood's two elementary schools or the high school, each of which added grade levels to accommodate the changes. (More information about the impact of Project Schoolhouse on the target neighborhoods can be found in Section 2 – the plan to build a continuum of solutions.)

Kendall-Whittier Elementary School: Kendall-Whittier Elementary School (KWE) is located within the Kendall-Whittier Neighborhood and has spent one year on the Oklahoma School Improvement List (as of 2010). In 2010, the elementary school enrolled 1,067 students, of which 13% were African-American, 58% were Hispanic, and 9% were Native American. The school's total Academic Performance Index score was 1,012 (below the state average score of 1,092). The average number of days absent per student was 10 (compared to 14 and 10 at the district and state levels respectively). 62% of the elementary school's 1<sup>st</sup> through 3<sup>rd</sup> graders received reading remediation (compared to 52% and 34% at the district and state levels respectively); 46% of third grade Native American students tested at a Limited Knowledge Performance Level in

reading and math; and only 24% of fifth grade ELL students tested at a Proficient Performance Level in reading compared to 72% of fifth grade white students (2010).

Sequoyah Elementary School: The attendance zone of Sequoyah Elementary School (Sequoyah) includes parts of the Kendall-Whittier Neighborhood. Sequoyah has spent one year on the Oklahoma School Improvement List (as of 2010). In 2010, the elementary school enrolled 433 students, of which 12% were African-American, 48% were Hispanic, and 13% were Native American. The school's total Academic Performance Index score was 748 (well below the state average score of 1,092). The average number of days absent per student was 11 (compared to 14 and 10 at the district and state levels respectively). Just like at Kendall-Whittier Elementary, 62% of Sequoyah Elementary School's 1<sup>st</sup> through 3<sup>rd</sup> graders received reading remediation (compared to 52% and 34% at the district and state levels respectively); and African-American, Hispanic, and ELL students at all grade levels tested significantly lower in reading than their white peers, for example - 71% of fifth grade African-American students, 50% of fifth grade Hispanic students, and 60% of fourth grade ELL students tested at an Unsatisfactory Performance Level in reading (2010).

Non-public schools serving the Kendall-Whittier Neighborhood: Three high-quality early childhood education providers and a Catholic middle school also serve KWN and have joined the planning group for a Tulsa Promise Neighborhood. Tulsa Educare (described previously) enrolls 200 children as part of a growing national network of cutting edge early learning centers employing research-based best practices to ensure the school readiness of children most at risk for academic failure. Crosstown Learning Center has operated in KWN for over 40 years and

today provides a level of care accredited by the National Association for the Education of Young Children (NAEYC) to 70 children. The Bilingual Institute of Guadalupe at St. Francis Church is a private preschool serving approximately 30 children in the Kendall-Whittier Neighborhood. The preschool provides affordable instruction, in both Spanish and English, to children from predominately Spanish-speaking families. San Miguel School is the neighborhood's coed, Catholic middle school, launched in 2004 and serving 66 students in grades 6<sup>th</sup> - 8th with admission based on economic need. With small class sizes, extended school days, a year-round calendar, mentoring/tutoring programs, and enrichment activities, San Miguel is demonstrating success at helping its disadvantaged students enter high school performing at grade level and lowering their odds of dropping out.

### **Schools serving the Eugene Field Neighborhood**

Daniel Webster High School: The entire Eugene Field Neighborhood is within the attendance zone of Daniel Webster High School (Webster), currently listed as a persistently lowest achieving school. In 2010, the high school enrolled 618 students, of which 36% were African-American, 9% were Hispanic, and 18% were Native American. The four-year graduation rate at Webster was 57.7% (2009), the four-year dropout rate for the class of 2010 was 35% (compared to 18% and 11% at the district and state levels respectively), and the average ACT score was 16 (compared to 19.5 and 20.8 at the district and state levels respectively). Of the students that do graduate from Webster, only 33.8% attended college, compared to 52% at all area high schools (class of 2008); and of those enrolled at a college in Oklahoma, 70% end up taking at least one remedial course in math, English, science, or reading (2007-2009). The school's total Academic Performance Index score was 721 (well below the state average score of 1,092). The average

number of days absent per student was 22.6 (compared to 14 and 10 at the district and state levels respectively). Significant achievement gaps between subgroups of students also exist at Webster, as African-American and female students tested below all other subgroups in math, and Hispanic students tested below all other subgroups in English II (2010).

Clinton Middle School: The entire Eugene Field Neighborhood is within the attendance zone of Clinton Middle School (Clinton), currently listed as a persistently lowest achieving school, and sanctioned to the Oklahoma School Improvement List for two consecutive years (as of 2010). In 2010, the middle school enrolled 455 students, of which 23% were African-American, 14% were Hispanic, and 20% were Native American. The school's total Academic Performance Index score was 517 (well below the state average score of 1,092). The average number of days absent per student was 17 (compared to 14 and 10 at the district and state levels respectively). Clinton also fairs poorly in regards to the frequency of student suspensions (of 10 days or less) with one for every 2.5 students (compared to 6.5 and 12 at the district and state levels respectively). Examples of significant achievement gaps between subgroups of students at Clinton include the 58% of sixth grade African-American students testing at an Unsatisfactory Performance Level in reading and 77% in math, and the 83% of eighth grade ELL students testing at an Unsatisfactory Performance Level in reading and 80% in math (2010).

Eugene Field Elementary School: Eugene Field Elementary School (EFE) is located within the Eugene Field Neighborhood. In 2010, the elementary school enrolled 414 students, of which 41% were African-American, 19% were Hispanic, and 13% were Native American. The school's total Academic Performance Index score was 889 (below the state average score of 1,092). The

average number of days absent per student was 14.6 (compared to 14 and 10 at the district and state levels respectively). 63% of the elementary school's 1<sup>st</sup> through 3<sup>rd</sup> graders received reading remediation (compared to 52% and 34% at the district and state levels respectively); and Hispanic students tested lower in reading compared to all other subgroups, for example - only 17% of fifth grade Hispanic students tested at a Proficient Performance Level in reading compared to 62% of fifth grade white students (2010).

Non-public schools serving the Eugene Field Neighborhood: One high-quality early childhood center also serves EFN. In 2008, Community Action Project constructed the Eugene Field Early Childhood Education Center next to the elementary school. The 23,000 square foot facility enrolls 150 young children into Head Start, Early Head Start, and Oklahoma's Pilot Early Childhood Program. End-of-year results consistently demonstrate that the vast majority of children at the center have increased their social-emotional, physical, cognitive, and language skill levels, and that most four-year-olds leave the preschool ready for kindergarten.

## **Strategy**

### **B. & C. Quality of the Project Design and Project Services**

**(2) The plan to build a continuum of solutions:** The Tulsa Promise Neighborhood initiative is being led by Community Action Project of Tulsa County (CAP), a nationally acclaimed, comprehensive anti-poverty agency which has been providing direct services and coordination of other services to local low-income residents since 1973. In 2005, CAP completed a lengthy strategic planning process in which the agency adopted a major shift in its anti-poverty approach, concluding that the best strategy for improving the long-term economic prospects for low-income children was to set a specific and achievable goal that they complete post-secondary

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education. CAP recognized the inherent limitations of any single agency being capable of fostering that outcome for all of the community's at-risk children during the entirety of their childhood. Hence, the new CAP strategy envisioned an approach through which a “network of providers” would deliver evidence-based programs in a coordinated effort directed towards low-income children, their families, and the communities in which they grew up. The "network" as opposed to "single agency" approach was predicated on the concept that having highly-specialized agencies, each with particular expertise in meeting specific types of needs of children during different stages of their childhood, would optimize the likelihood of success for such an ambitious community-wide vision. Today, CAP envisions a dual role for itself - as a direct service provider, focusing its efforts on children during their earliest years; and at the same time, functioning in the capacity as a network weaver, bringing together the various community providers to work in a coordinated way to achieve a set of common goals and desired results.

Since revising its strategy, CAP has planned and implemented a number of initiatives using this collaborative approach, and built its organizational capacity and expertise to manage such approaches. In response to the Promise Neighborhoods opportunity, CAP has assembled a leadership team which will build a continuum of effective services that stretch from the cradle through school and college all the way to career. These services are intended to be evidence-based, building upon the community’s strengths and tailored to meet the specific needs of the children, families and others who live in particular Promise Neighborhoods, starting with the Kendall-Whittier and Eugene Field Neighborhoods, but extending eventually to others as well. The planning team views these aspects - a neighborhood focus, a continuum of services that stretch from cradle through career, and evidence-based approaches - to be necessary. But, with decades of collective experience, the Promise Neighborhood team does not believe these aspects

alone are sufficient. In addition, then, to an evidence-based, continuum of services delivered to specific Promise Neighborhoods, this effort also recognizes the profound need for delivery organizations to be performance-driven, well-managed, and effective in how they execute and deliver programs both individually and collectively as a network. Success in improving outcomes for children will require that leadership and staff at these schools and organizations are capable of innovation, proficient in the understanding and use of outcome data to drive continuous improvements within their own organizations, and committed to specific goals and outcomes related to coordination with others. Finally, this approach assumes that it is essential to have residents who grow their own inherent capacities to be demand customers as well as to identify, participate in, and grow the effectiveness of their own self-reliant networks.

CAP and its partners plan to follow an approach that involves and energizes all stakeholders, establishes neighborhood goals, and applies the highest level of local, regional, and national expertise to crafting and delivering high-quality programs to support children in the target areas. In planning for and implementing the Promise Neighborhood in Tulsa, CAP and its partners, guided by a strong advisory board, will build on the community's commitment and its ambitious and promising existing initiatives to achieve three long-term program goals:

- 1) to increase the number of children who enter KWE, EFE, and Sequoyah Elementary at kindergarten ready to succeed;
- 2) to improve KWE, EFE, and Sequoyah's effectiveness so that each is able to succeed in assuring that all of its graduates are on grade level and prepared for middle school; and
- 3) to address the serious deficiencies in academic, family, and community support systems offered to students at Clinton Middle School and at Rogers and Webster High Schools.

During the planning year, CAP and its partners will continue to develop a specific, achievable implementation plan that articulates a set of actionable strategies to be implemented over a multi-year time horizon by undertaking the following major tasks:

- CAP will engage a network of residents, local service providers, and national partners to follow a structured inquiry into the neighborhood's overall strengths and the distinct needs of population segments and subpopulations, and the identification of actionable evidence-based solutions which can be implemented beginning immediately after the planning year concludes to better meet the needs of KW and EF Neighborhood children during all of the stages of their educational journey;
- Assessing the current management capacity of individual service providers and the effectiveness of existing efforts among providers to coordinate in the planning and delivery of services, coupled with the development of specific new programs and initiatives to improve organizational capacity of service providers both individually and as members of a coordinated service delivery network; and
- The development of an approach to create a network of residents capable of identifying family and community needs, acting as empowered customers, and working together to develop and support innovative solutions to achieving the educational goals for neighborhood children.

Ongoing efforts to build community support for and involvement in the development of the plan:

To fully understand Community Action Project's plan to build a continuum of solutions, one must first consider the work already accomplished to date. In October of 2010, the George Kaiser Family Foundation announced that it would provide startup funding to initiate planning

efforts for a Tulsa Promise Neighborhood. With this financial support, CAP hired Kirk Wester in December of 2010 as the Director of Neighborhood Revitalization Initiatives. Mr. Wester is a 14-year resident of the Kendall-Whittier Neighborhood, bilingual (Spanish/English), and an active community organizer. A Core Project Team was immediately formed with the tasks of developing a governance structure for the initiatives (both the Promise Neighborhood and very similar Choice Neighborhood projects), as well as a specific mission and strategy. Comprised initially of the leadership from the various educational providers and residents of the target areas, this network was then quickly expanded to encompass a broad array of interested parties including local universities, health providers, businesses, faith-based and social service organizations. This began the formation of a strong network that would provide the leadership structure necessary to move forward intentionally and credibly to address the many challenges in the neighborhoods.

Since December, not only has a sturdy structure been put into place, but work on the ground is underway to reshape the long-term trajectory of children and families in the target neighborhoods. The process began with an inventory of the footprints of local providers in the community. Information was gathered from all known organizations serving the neighborhoods to determine which entities were doing what, to what extent, and to what degree of success. In the Kendall-Whittier Neighborhood, a neighborhood summit was held to assemble all the providers, leaders, and interested parties at the same table to outline the work of the Core Project Team, to describe at length the necessary work ahead, and to garner a wide range of support for the effort.

Similarly, in response to the Choice Neighborhoods Initiative underway in the Eugene Field Neighborhood, a similar event was held in conjunction with a kick-off site visit from

representatives of HUD and NeighborWorks America, as well as a community dinner to begin the process of informing the community at large of the planning efforts and to solicit further support from the residents who will be directly impacted by neighborhood transformation.

Preliminary work has been done to date in regards to engaging resident families and in organizing a structure for sustaining their ongoing engagement in the effort. A robust communications plan has been created that incorporates the use of subscription-based texting, email distribution, automated phone messaging, social media, and traditional paper-based correspondence to publicize the mission and activities of the neighborhood revitalization initiatives. Further, these media (along with monthly community dinners) will become part of a greater plan moving forward to communicate results, promote early gains, and propose solutions - thereby adding credibility to the process so that participating residents see that tangible results come from being at the table.

To ensure that residents are deeply invested in the mission of neighborhood transformation and are also helping to guide the activities of the local effort, significant work has been done to develop both the capacity for receiving feedback from the community, as well as the ability to interpret it in a meaningful way. To that end, Matt Leighninger and Alex Cartagena from *Everyday Democracy* came to Tulsa to train local leaders in the use of the “Dialogue-to-Action” model of community feedback. This approach calls for the recruitment of volunteer small group facilitators who are now trained in facilitating discussions around each of the overarching neighborhood results intended to be achieved (Educational Success, Good Health, Economic Stability, and Safety/Survival – *see Other Attachments for sample discussion guide*), and to identify other relevant indicators (in addition to those required by the federal Promise Neighborhoods program) and action ideas that may be helpful during the process of identifying

solutions to be proposed for implementation. Over three dozen local facilitators were trained and will be leading small group conversations to understand the residents' perspectives of what is important to the community. These "Dialogues-to-Action" will be held in the Kendall-Whittier Neighborhood in September of 2011, and then followed by the same type of resident group conversations in the Eugene Field Neighborhood.

Following the determination of indicators that will be focused on by the Core Project Team, CAP has contracted with Child Trends - an independent research and policy center focused on improving outcomes for children, and a key consultant for the Tulsa Promise Neighborhood endeavor - to compile the data and conduct the analysis needed for completion of the comprehensive needs assessment and segmentation analysis. This work is scheduled to be completed in Kendall-Whittier in November of 2011, with the same work for the Eugene Field Neighborhood to be completed in April of 2012.

**\*\*Note:** The process of identifying relevant indicators and collecting and using data to determine the continuum of solutions to implement is described in more detail in Section 3 – needs assessment and segmentation analysis.\*\*

While awaiting the results of Child Trend's needs and segmentation analysis, Results-Driven Workgroups (RDWGs) will also be formed (*see Section 4*). Adapted from the (Washington) DC Promise Neighborhood Initiative, the purpose of the RDWGs is to take the results from the analysis and begin to: 1) Define success measures; 2) Investigate solutions to bring the desired results; 3) Recruit providers with the capacity to deliver the solutions and achieve the desired results; and 4) Propose a plan to the Advisory Board for approval and incorporation into an implementation strategy.

Building a continuum of solutions based on the best available evidence: Guided by its national partner Child Trends (CT), the Tulsa Promise Neighborhood Core Project Team will take advantage of an increasing body of rigorous evaluation studies that identify effective programs, including family and community supports, across the years of childhood and into the transition to adulthood that may be selected to address the range of local social and educational challenges based upon the specific needs as determined by the segmentation analysis. Child Trends has compiled a database of random assignment, intent-to-treat evaluations of social interventions for children called LINKS (Lifecourse Interventions to Nurture Kids Successfully). More than 425 evaluation studies are currently summarized online in LINKS, covering both programs that work and those that do not work. Under the direction of Kristin Moore for ten years, the LINKS database has grown to the point that it can be analyzed to identify practices that are effective and ineffective, as well as to identify specific programs that work. In addition, CT has created the Cross-Compendium Grid of Effective Programs (“the Grid”), a list that currently identifies 172 evidence-based programs - meaning programs identified as effective on at least one of several lists of evidence-based programs. A few programs which appear on most of the effective program lists, such as the Nurse Family Partnership and Incredible Years, are currently operating across Tulsa and in the target neighborhoods, although they are not yet reaching enough children to achieve substantial results. Other programs are identified on only one list but have met a high standard of evidence. CT has program summaries, articles, reports, information manuals, costs, and contact information for most of the effective programs in the Grid and can readily obtain information on other programs, such as quasi-experimental studies not included in the CT database.

During the planning year, Child Trends will provide consultation on how the results of the needs assessment and segmentation analysis (see Section 3) may be used to inform plans for implementing proposed interventions in the Tulsa Promise Neighborhood. To assist in the selection of evidenced-based models for replication, Child Trends will help the Core Project Team use LINKS and the Grid (along with corresponding evaluation literature) as guides to identify effective programs for each age group of children, while also considering common practices across programs that effectively address particular issues (e.g., drop out rates).

Child Trends will also participate in site visits and telephone conversations with agencies that may implement selected evidence-based programs in order to assess the potential model/organization/population fit and to increase local understanding of key implementation requirements. Increasingly, researchers are recognizing that there is a substantial gap between the literature on evidence-based programs and the quality of their replication/implementation in relation to fidelity to the original research model. CT will help the planning team consider such factors as the fit between the specific target population and the program model, training needs, program costs, and the extent to which an identified program is appropriate given the local labor market (e.g., the availability of staff) and organizational culture and structure. Without a strong understanding of those factors and the steps that might need to be taken in order to replicate a model effectively, programs with strong evidence of effectiveness may fail. After the site visits and telephone calls, Child Trends will then produce a report that describes the potential programmatic options, likelihood of replication success, challenges that may arise, and implementation strategies that may overcome those challenges.

Some solutions can be expected to build on the work that CAP, Educare, Crosstown, the public elementary schools, and others have already done with young children in the

neighborhoods, including early education and home visiting programs. Planning partners will also need to identify the needs of older children and programs that can meet those needs through LINKS, the US Department of Education's What Works Clearinghouse, and the Grid. Some promising programs are already operating but will likely require both quantity and quality improvements including academic enrichment, after-school, youth development, and teen pregnancy programs, along with family and community supports. Proposed solutions and providers will be identified, costs determined, funding secured, and implementation planning completed during the fourth quarter of the planning year.

High-quality early learning programs: In both the Kendall-Whittier and Eugene Field Neighborhoods, the currently most developed aspect of the continuum of solutions is the early childhood education infrastructure (e.g., multiple state-of-the-art preschools) and high-quality programming. CAP's success to date with expanding and improving Head Start and similar services (including both center- and home-based options) is explained throughout this proposal, while much of the ongoing work to increase effective early learning options is explained in *Competitive Preference 4 – Comprehensive Local Early Learning Network*. Partners Educare and Crosstown, along with the local elementary schools, also have demonstrated great success at improving outcomes across multiple domains for children from birth through third grade - despite serving very high need and challenged populations. The work with Child Trends (described above) will result in proposals to incorporate more evidence-informed practices into all of these providers' existing practices and will build upon work which has already been underway. For example, this school year, following an extensive review of options, CAP launched two research-based, best practice parenting programs in the target neighborhoods:

Incredible Years – which is designed to reduce conduct problems and promote social, emotional, and academic skills in children; and Abriendo Puertas (Opening Doors) – which helps Latino parents improve the odds that their children enter school ready to learn. Educare, formerly operated by CAP, typically aligns its service offerings with those proving successful at CAP (and vice versa), with Educare’s adoption of CareerAdvance® a notable example. Crosstown is a participating provider in Oklahoma’s Pilot Early Childhood Program (administered by CAP) and as such, maintains a high-quality, nationally-accredited program that benefits from a larger network of providers and available training and resources. Two of the three partnering elementary schools are the leading, most successful community schools in Tulsa participating in the Linkages Project (described in *Competitive Preference 4*) which allows for extensive assistance with incorporation of effective family support and academic programs with strategies to ease school transitions from early childhood through the elementary grades. It is upon this solid foundation in Tulsa of the initial pipeline of supports from cradle to school that the plan to assemble a continuum of solutions from school to college and career, based on the best available evidence, will be built.

Ambitious, rigorous, and comprehensive education reforms - preschool through the 12th grade:

The process used to determine the proposed continuum of solutions will be closely aligned with the extensive series of rigorous and comprehensive school reform strategies now underway in Tulsa. CAP’s strongest partner in the delivery of educational services, Tulsa Public Schools (TPS), has already commenced multiple interventions to assist, augment, and even replace its lowest achieving and worst-performing schools in an effort to prepare all district students to be college- and career-ready. These newly enacted reforms include:

Project Schoolhouse: Following months of public forums and parent surveys, the district's Board of Education approved "Project Schoolhouse" in May of 2011. The efficiency initiative led to the closure of 14 schools, the reassignment of students at eight other schools, and the reopening of one school, collectively impacting 7,200 students and hundreds of teachers. The plan eliminated 5,620 of the district's 10,440 empty seats, thereby saving \$5.4 million annually for reinvestment in new enrichment offerings, increased learning time, and an expanded curriculum. These so-called "trade ups" include proposals to:

- add before and after school tutoring;
- increase weekday hours of operation and staffing to extend learning time;
- implement Saturday school;
- expand special needs services with on-site specialists;
- add art, music, drama, speech, and physical education classes at schools without them;
- lower the drop-out rate by limiting students' school transitions to only two per academic career;
- add more electives and after-school extracurricular activities;
- extend library/media center hours to increase community access;
- add language immersion programs;
- add comprehensive Advanced Placement offerings;
- enhance career tech options; and
- introduce college preparatory programs through which students can earn both their high school diploma and an Associate's degree concurrently.

The impact of Project Schoolhouse was widespread in the target areas of the Tulsa Promise Neighborhood, most notably in Kendall-Whittier where Grover Cleveland and Woodrow Wilson Middle Schools - two of the most challenged schools in the city - were Tulsa Promise Neighborhood (CAP - Community Action Project of Tulsa County)

immediately closed. To accommodate students previously destined for these middle schools, a sixth grade was added to both Kendall-Whittier and Sequoyah Elementary Schools, along with the hiring of new principals. Will Rogers High School absorbed seventh and eighth grade levels, replaced administrators by bringing in the principal from one of Tulsa's leading high schools, and was transformed into a collegiate academy (see below). In the Eugene Field Neighborhood, the elementary school added a sixth grade, while Clinton Middle School dropped a grade and now enrolls only 7<sup>th</sup> and 8<sup>th</sup> graders. Clinton also became the new home of the district's professional development administrative services, which were relocated from a closed learning academy. Much discussion also occurred around changing the name of Clinton Middle School to "Webster Junior High" so that it would be more readily identified with the nearby Webster High School, however, this proposal was deferred due to uncertainties about whether the name change would imperil the School Improvement Grant (SIG)-funded intervention model (transformation) currently being implemented there.

Will Rogers College High School: The centerpiece of the Project Schoolhouse reforms was a plan to transform Rogers High School into an early college program beginning in the 2011-12 school year. All current students at Rogers were reassigned to other high schools and Rogers reopened this fall with a new rigorous program offering students the opportunity to earn a high school diploma and associate's degree simultaneously. Students previously attending Cleveland and Wilson Middle Schools, which were recently closed, along with Kendal-Whittier and Sequoyah Elementary graduates had the first opportunity to apply for the Rogers early college program, after which TPS accepted applications from students elsewhere in the district who were admitted on a lottery basis. The concept of the redesigned high school is to make college readiness a baseline for all students, and to provide an early college experience and culture of

high achievement through exposure to excellent faculty and partnerships with institutions of higher education. Academic expectations for all enrolled students include:

- maintaining a minimum 2.0 GPA;
- participating in after school, Saturday, and summer tutoring as necessary;
- meeting regularly with an advisor;
- completing a prescribed college prep course sequence of classes;
- meeting college entrance requirements prior to junior year; and
- enrolling in 12 hours of concurrent credit each semester of junior and senior year (through Tulsa Community College).

Teacher and Leader Effectiveness Initiative: Research indicates that effective teachers are the most important school-based factor to escalate student academic achievement. To reach this goal, TPS launched a Teacher and Leader Effectiveness Initiative in 2009 - funded by the Bill and Melinda Gates Foundation - and with assistance from Battelle For Kids - a national organization that provides strategic counsel and innovative solutions for complex educational improvement challenges. Following months of collaboration between district administrators, principals, the Tulsa Classroom Teachers Association, and community leaders, a comprehensive plan was unveiled to improve the effectiveness of the district's teachers. The Initiative is intended to result in an eight-fold increase in college and career-readiness as well as in the elimination of achievement gaps, while also holding the district accountable to specific results.

Elements of the plan include:

- 1) deployment of a thorough and objective teacher and leader evaluation process to measure the effectiveness of all teachers, leveraging value-added scores of teachers as a key input into that process;

- 2) use of student performance data to inform teacher and leader development strategies that include cognitive coaching and site-based collaborative learning;
- 3) implementation of a performance based compensation system that incentivizes and rewards proven highly effective teachers and leaders;
- 4) remediating ineffective teachers and exiting those who fail to improve; and
- 5) revising district policies and practices that hinder the placement of effective teachers in front of high-poverty students.

The majority of 2010 was spent developing new teacher and leader evaluations that use both value-added analysis - a statistical method that helps educators measure the impact schools and educators make on students' academic growth rates from year to year; and an observation based teacher performance rubric to determine the effectiveness of each individual teacher. TPS contracted with the Value Added Research Center (VARC) at the University of Wisconsin to supply the valued added data analysis. VARC is a leading provider of this type of analysis and has partnered with the New York City Department of Education and Chicago Public Schools.

All TPS teachers are also being assessed using a newly re-designed teacher performance rubric that was crafted to identify the effectiveness and developmental needs of teachers. The final rubric (*see Appendix F - Other attachments*) includes 37 clear indicators over five domains of teacher performance (with a correlating leader performance rubric to be field tested in the fall of 2011). The initiative aims to use continuous feedback, analysis, and refinement of the quality of teaching to increase teachers' effectiveness, thereby leading to dramatically improved college and career-readiness of all district students.

Curriculum Reform: The district is also increasing the rigor and effectiveness of its curriculum across all grade levels through a scaffolding of expected skill and content

competencies that spans from Pre-K to 12<sup>th</sup> grade. In order to accomplish the primary objective of ensuring that every student graduates college and career-ready, TPS is working to recalibrate both elementary and secondary curricula to align with implementation of the Common Core State Standards - which are forcing content knowledge expectations down several grades from where they were under previous Oklahoma curriculum standards, as well as requiring a switch from multiple choice to open ended test questions.

At the secondary level, the district has implemented a curriculum through the ACT/America's Choice: Rigor and Readiness Initiative. The curriculum is a fully aligned, coherent approach based on systems used in the highest performing countries. It is designed to prepare all students for rigorous high school work through the use of model units in 12 courses, formative assessment tools, intervention and acceleration programs, and professional development - all designed to ensure that students are college and career-ready without a need for remediation.

The district has also implemented a Teachers As Advisors program through which each secondary student has the opportunity to build a meaningful relationship with a teacher who acts as a college and career-readiness mentor. Starting at the seventh grade, teachers are teamed with 15 to 20 students with whom they meet weekly to go over the ACT Education Planning and Assessment System test and career assessment results, complete activities in a college and career planner, set personal and educational goals, develop action plans, and monitor their academic progress. Further, the district's Concurrent Enrollment Coordinator is working with Tulsa Community College (TCC) to lower some of the barriers students face to taking college-credit courses while still in high school. TCC now allows provisional ACT tests to permit tenth grade students to enroll in a Study Skills course as well as offering many basic courses such as College

Algebra, Government, and Psychology on-site at the high schools to alleviate transportation issues.

At the elementary level, the district is working to build a curriculum that supports the secondary initiatives and grows from the earliest grades the skills necessary for each student to graduate college and career-ready. At all levels, end-of-grade/course results, value-added scores, and student progress information are being used to guide decisions about grade and course designs, and student and teacher assignments. The ongoing curriculum reform is based on Response to Intervention (RTI) practices that have a proven record of success. The three-tiered RTI process applies to both academic interventions and guidance of psychosocial supports. Tier-1 focuses on the instructional program for on-target students; Tier-2 is supplementary academic support for students who are struggling to stay on grade level; and Tier-3 is intensive academic acceleration for students who have fallen significantly below grade level.

Teach For America: Teach For America (TFA) - the national corps of recent college graduates who commit to teach for two years in distressed public schools - has been placing teachers in Tulsa since 2009 in response to the strong financial support of TFA from Tulsa's philanthropic community. Both Tulsa Public Schools and Community Action Project have benefitted greatly from this partnership, as a growing body of research demonstrates that TFA corps members are highly effective in the classroom. Multiple studies have indicated that Teach For America teachers make a statistically significant, positive difference on student achievement, and that they may add the equivalent of up to an extra half-year of learning. Of the 150 TFA teachers now in Tulsa, 20 are currently assigned to classrooms in the public schools targeted in this application.

Furthermore, Teach For America recently announced that it will open its newest teacher training institute in Tulsa in June of 2012. During the Tulsa institute, 650 Teach For America corps members from around the country will stay and train at the University of Tulsa in the Kendall-Whittier Neighborhood while teaching summer school programs encompassing more than 3,000 students in Tulsa Public Schools. Every summer henceforth, the elementary, middle, and high schools in the neighborhoods targeted in this application will serve as classroom training locations for hundreds of TFA recruits, to the benefit of all children needing remediation or who are otherwise enrolled in summer school.

District-Charter Collaboration Compact: Tulsa Public Schools has also been actively working to position itself to compete for a District-Charter Collaboration Compact grant - funded by the Bill & Melinda Gates Foundation. The grant requires a formal commitment by districts to welcoming and replicating high-performing charter schools, and is meant to counter the often negative relationship between traditional school districts and more innovative charter models. In Tulsa, immediate plans include converting the already highly successful KIPP Tulsa (Knowledge Is Power Program) College Preparatory from a contract school (renewed annually) to a district-sponsored charter school with a multi-year commitment. The district also intends to introduce in 2012 one of the Lighthouse Academies - a replicable, K-12, multi-state charter model that uses an arts-infused college prep program to generate remarkable student outcomes. As part of this process, the district has drafted a local collaboration compact to acknowledge its eagerness to work together with charter schools to share best practices and provide all children with an education that prepares them with the skills and knowledge to succeed in college and the workforce. The written agreement outlines, among other issues, how the district and charter partners may jointly develop a shared approach to school enrollment, co-develop measures of

effective teaching, and share access to school data systems. Typically, these compacts are signed by the district superintendent and multiple charter school leaders, with added support from other partners in the city, such as the mayor, local teachers' unions, and school board members. The supportive environment for charter school options now burgeoning in Tulsa is intended to create quality alternative choices for families and students city-wide, including those living in the target neighborhoods.

Community Schools Initiative: In 2007, the Tulsa Area Community Schools Initiative (TACSI) was established as part of the national Coalition for Community Schools. The community schools approach is to address the needs of the “whole” child through purposeful partnerships among the community, families, and the schools in order to create a web of supports that nurtures the development of children. By sharing expertise and resources, schools and communities act in concert to educate the whole child academically, emotionally, physically, and socially. More than 9,000 students and their families are impacted by the 18 TACSI Title I elementary schools in low-income neighborhoods throughout the Tulsa area – including both KW and EF Elementary Schools. TACSI schools offer innovative programs focused on seven core components: early care and learning, health education, mental health, out-of-school time youth development, family and community engagement, neighborhood development, and lifelong learning.

The Linkages Project: The Early Childhood Community School Linkages Project is an important component of the community schools initiative in Tulsa. Linkages serves to smooth transitions from early learning programs into elementary schools and is detailed in *Competitive Preference #4: Comprehensive Local Early Learning Network*.

Identifying policies that would impede ability to achieve goals: CAP and its partners will build on a record of productive engagement with the policy process to promote reforms that improve services to low-income children and families. Among the successful strategies used in the past have been efforts to organize stakeholders from around the state through grant applications to address common policy barriers. For example, during the state's first application in the national Race to the Top competition, Tulsa Public Schools and the George Kaiser Family Foundation (GKFF) organized education stakeholders to pass dramatic education reform legislation that emphasizes student growth in measuring teacher effectiveness. CAP and GKFF earlier supported a state law that created the Early Childhood Pilot Program for At-Risk Children in 2006, which has been effective at expanding high-quality early learning and care services to more Oklahoma families through a \$25M annual budget derived from both public and private funds.

Throughout the Promise Neighborhood planning and implementation processes, CAP and its partners will forge alliances among leaders in education (e.g., the State Superintendent has signed the PN MOU), social and economic development services, and work directly with neighborhood residents. Policy barriers include both those that affect institutions and those that affect residents. Therefore, the partnership will engage parents in the KW and EF Neighborhoods, through surveys and focus groups, to better understand the challenges they face in working with institutions. When combined with data from agency leaders, such information brings a deeper understanding of challenges and impediments, and better illuminates the most pressing priorities necessary to clear the path for desired changes. This process will also help residents evolve from consumers of services to advisors about the reforms most desired by the intended beneficiaries.

CAP will continue to provide information to public policy makers, citizens, and other leaders and advocate for changes to social assistance programs so that they better serve poor and working Oklahomans. CAP's expertise in this area began with the establishment of its Public Policy Division in 2001. In 2008, this division became the Oklahoma Policy Institute, which remains the leading authority on state funding issues and policy impacts on low-income families. Today, working with and through the Institute, CAP maintains an independent commitment to policy engagement. In 2010, CAP created a public policy agenda process to identify the agency's interactions with the policy system and to set priorities for creating better policies for the benefit of clients served. CAP's senior leadership manages this project and uses program input to establish policy goals, identify key players and allies, and work to effectuate policy change. CAP will expand this process to include the Tulsa Promise Neighborhood Advisory Board, service providers - current and potential - and local residents to create a relevant policy agenda by the end of the planning year.

CAP and its partners already have identified several potential policy barriers and are taking steps to address them. For example, during the planning year, Tulsa Public Schools will continue to work with Battelle for Kids to influence state and local policy to allow the district to further link student outcomes with teacher evaluations; and CAP and Crosstown Learning Center have initiated a discussion with other providers and with the Department of Human Services to change subsidized child care regulations so that early childhood providers can blend federal, state, and local funds to provide year-round, all-day quality early childhood education. Efforts will continue and expand during the planning year as the Tulsa Promise Neighborhood collaborators develop common understandings of policy barriers and cooperative systems both

for addressing them and for reporting identified impediments to the Department of Education and other relevant agencies.

Participation in communities of practice: CAP has an extensive track record of participating in communities of practice through which the agency has worked with other grantees that are implementing similar projects to both share successes and address common problems. Many of these past and ongoing examples (including CAP's current participation in the Choice Neighborhoods network) are detailed in Section 5 – commitment to work with a national evaluator. In 2010, CAP was invited to join the Promise Neighborhoods Institute (PNI) at PolicyLink - an active community of practice encompassing current Promise Neighborhood grantees, high scoring but non-winning applicants from the 2010 process, and representatives of research and community-based organizations, foundations, and policy groups. Participation in the PNI has provided opportunities to pose questions to others that are implementing cradle-to-college solutions, join webinars on universal topics, view demonstrations of longitudinal data systems, and access technical support documents about various aspects of planning to build a Promise Neighborhood. This specific experience, along with CAP's history of involvement with other prominent communities of practice, such as the BOUNCE Learning Network (a national consortium of Educare schools), will ensure that the organization is well prepared to meet, discuss, and collaborate with others upon designation by the Department of Education as a Promise Neighborhoods grantee.

**(3) Conducting a comprehensive needs assessment and segmentation analysis:** Data will be used for many purposes in the Tulsa Promise Neighborhood, including to: help unify stakeholders around common goals; identify the children with the highest needs and the greatest challenges facing residents; plan specific interventions; compel shared accountability; and adjust implementation along the way. Not only will data be used to evaluate the ultimate success of the neighborhood transformation efforts, but also as a key tool for ongoing performance management and continuous improvement. The Tulsa PN team has extensive experience with using information to assess and manage program operations. During the planning year, the team will conduct a needs assessment and segmentation analysis, build partner agencies' capabilities to use data through technical assistance, and develop a longitudinal data system to measure over time the outcomes resulting from implementation. In preparation for these endeavors, huge strides have been made over the last few months. Work completed to date includes:

1) Supplementing the required indicators outlined in the Promise Neighborhood 2010 and 2011 federal notices with additional indicators from national reports to develop an extensive list of both potential indicators and sources of data. The resulting list of indicators has been used at meetings and in discussions with numerous community partners including early childhood providers (Educare, Crosstown), health care providers (Tulsa Health Department, Community Health Connections, Morton Comprehensive Health Services), public and private schools (Kendall-Whittier Elementary, San Miguel), community school coordinators (Linkages Project staff), and others to precisely explain the Promise Neighborhood project's scope - including the importance of data driven methods. Through this process, important feedback was obtained from partnering agencies about the list of potential indicators, the possible challenges to obtaining data to measure the indicators, and the perceived value of each indicator for the target neighborhoods.

These conversations will help guide the final selection of indicators along with the feedback from the Dialogues-to-Action and Child Trends (*see Section 2*).

2) As an initial effort to determine the number of children served in the neighborhood, several partner organizations (early care and learning facilities, home-based visitation programs, and schools) contributed to a map and a spreadsheet that captures where children they serve are living in relation to the target neighborhoods. This information about location, including in some cases gender, age, and race/ethnicity, was then incorporated into a geographic information system (GIS) map to determine the number of children enrolled in neighborhood programs who live within the neighborhoods and the surrounding areas. This process also marks the beginning of an attempt to ensure that both those children and youth living in the neighborhoods who do not attend the target schools and those not living in the neighborhoods but attending the target schools will, over time, have access to services within the continuum of solutions.

3) Developed a Community Provider Survey to understand which community organizations provide or have the capacity to provide services in the target neighborhoods, their views of the most important unmet needs in the neighborhoods, and the interest level among organizations to participate in the project moving forward. This survey was initially shared with providers at a Promise Neighborhood provider summit held in August of 2011.

4) Assessed all kindergarteners at KW and EF Elementary Schools with the Early Development Instrument (EDI), a population-based measure of readiness for kindergarten. Results, to be received in the fall of 2011, can help inform neighborhood efforts to identify at-risk children, both geographically and by the specific nature of risk. EDI results are typically shared in resident-led community assessment efforts that align well with CAP's efforts in the target neighborhoods. Because the EDI was implemented in 14 other Tulsa area schools and is planned

in 16 more in 2011-12, Promise Neighborhood residents will be part of a larger local network analyzing and responding to results. (More information about the EDI is included under *Competitive Preference #4: Comprehensive Local Early Learning Network.*)

Work remaining during the planning year includes:

- 1) An important part of the Dialogues-to-Action sessions, supported by *Everyday Democracy*, will include discussion of the potential indicators, which provides residents in the community the opportunity to give feedback on which measures they think are the most important. Additionally, residents will be able to discuss their own ideas for change and ways the Promise Neighborhood initiative can support them as part of a greater resident network and capacity building plan.
- 2) At the conclusion of the Dialogues-to-Action, the responses from each group will be compiled and reviewed by a data group comprised of staff from CAP and other agencies that have expertise in analyzing and using data, several of the group facilitators, and residents to understand the feedback emerging across all of the groups. This data group, along with Child Trends, will supplement the ideas of the residents with feedback on which indicators may present challenges when seeking to identify administrative data (e.g., from the school district) at the neighborhood level, as well as which indicators may require a local survey in order to obtain data. The results of these discussions will subsequently be presented to the Core Project Team, who will finalize the list of indicators. This final list will be used by Child Trends in the completion of the needs assessment and segmentation analysis.
- 3) Indicators that do not have administrative data available to adequately inform the needs assessment and segmentation analysis will be incorporated into a local survey to be administered to the community. Whenever possible, local survey questions will be based on existing survey

items from nationally recognized surveys. The exact method of survey distribution (school vs. house-to-house) and target (adults, teachers, and/or children) will be determined based on which indicators need to be included in the survey. In the event that not all children in the neighborhood can be surveyed, CAP will work closely with Child Trends to ensure the sample surveyed is representative of all the children in the neighborhood.

Work being performed by Child Trends: Through the support of the George Kaiser Family Foundation, CAP has already contracted with Child Trends to complete the following work in the Kendall-Whittier Neighborhood. Similar work will be completed by Child Trends in the Eugene Field Neighborhood during the upcoming planning year (*see also the Budget Narrative*).

1) Contracted with Child Trends to complete a needs assessment and segmentation analysis for the Kendall-Whittier Neighborhood. Child Trends has already begun work collecting and analyzing data on required indicators listed in the 2011 federal notice. Additional indicators will be added based on feedback and direction from community residents and partners through the Dialogues-to-Action meetings and Results-Driven Workgroups.

2) As part of the contract, Child Trends will recommend indicators and appropriate sub-group analyses of the data after taking into consideration feedback from the Kendall-Whittier Neighborhood, the challenges related to specifying data unique to the Kendall-Whittier Neighborhood, the reliability of estimates based on existing data, and how existing survey items could be incorporated into one or more local surveys, as necessary.

3) Additionally, Child Trends will provide consultation on how the results of the needs assessment and segmentation analysis may be used to inform the selection of a continuum of solutions. Consultation will include the use of Child Trends extensive database of evidence-

based programs, site visits/conference calls, and recommendations via a report of recommended solutions, potential for success of program replication, challenges that may arise, and possible solutions to those challenges (*see Section 2 for more description of this process*).

4) Finally, Child Trends will advise on the needs and uses of a longitudinal data system to collect information about child and family well-being in the Kendall-Whittier and Eugene Field Neighborhoods. Child Trends staff will participate in conversations regarding potential systems, identify strengths and challenges to using systems, and advise on the policies and procedures that need to be in place in order to successfully implement a data system in a multi-agency environment.



The final list of indicators, both the suggested potential indicators and those required in the federal notice, will be used by Child Trends in the completion of a full needs assessment and segmentation analysis for both targeted neighborhoods. Child Trends and CAP will work closely with partners to obtain administrative data including but not limited to: 1) Tulsa Public Schools for school-related data; 2) Tulsa Health Department and other community health care providers for health-related data; 3) early care and learning programs and the Department of Human Services Child Care Licensing program for enrollment information and assessment data; as well as 4) state and national level data for comparison. The following table outlines the required indicators from the 2011 notice, as well as the indicators under consideration, and includes potential sources of data for each indicator.

<b>EDUCATION INDICATORS, RESULTS THEY ARE INTENDED TO MEASURE, &amp; POTENTIAL SOURCES</b>	
<b>INDICATORS</b>	<b>POTENTIAL SOURCES FOR LOCAL, STATE, AND NATIONAL DATA</b>
<b>Result:</b> Children enter kindergarten ready to succeed in school.	
Place to receive medical care other than emergency room (medical home). (Table 1 NOFA)	CAP and Educare enrollment applications; Tulsa City-County Health Department; Oklahoma First Grade Health Survey; National Survey of Children's Health; FACES Head Start Study
Age-appropriate functioning on early learning measures. (Table 1 NOFA)	Early Learning Program, School and District Data on Early Learning and Kindergarten Assessments (GOLD, Bracken, and others)
Participation in early learning care programs. (Table 1 NOFA)	Direct Service Providers; Department of Human Services Subsidy Participation; Community Service Council Family Child Care Study; TOTS Oklahoma Toddler Survey; FACES Head Start Study
# and % of children who participate in subsidized child care. (CAP suggested)	
# and % of children participating in home visiting programs. (CAP suggested)	
# and % of children identified as very ready for kindergarten; and # and % of children who are vulnerable on two or more domains of kindergarten readiness. (CAP suggested)	Early Development Instrument
<b>Result:</b> Students are proficient in core academic subjects.	
At or above grade level on State assessments. (Table 1 NOFA)	District and State School Data; Battelle Value Add Analysis; National Assessment of Education Progress; No Child Left Behind Annual Report Card
# and % of schools making progress toward eliminating gaps associated with income and race in NAEP reading proficiency at fourth grade. (Child Trends)	
<b>Result:</b> Students successfully transition from middle school grades to high school.	
Attendance rates 6 <sup>th</sup> – 9 <sup>th</sup> . (Table 1 NOFA)	District and State School Data; No Child Left Behind Annual Report Card; National Assessment of Education Progress
# and % of students repeating a grade. (CAP suggested)	
# and % of students who drop out before completing high school. (CAP suggested)	
<b>Result:</b> Youth graduate from high school.	
Graduation rates. (Table 1 NOFA)	District and State School Data; High School Counselors; State Department of Education; State Gear Up Program; National Center Education Statistics; American Community Survey
OK Promise application and claiming rate. (CAP suggested)	
<b>Result:</b> High school graduates obtain a postsecondary degree, certification, or credential.	
Obtain postsecondary degrees, certifications or credentials. (Table 1 NOFA)	Data from Selected Local Colleges; State Department of Education; National Student Clearinghouse; American Community Survey;

# and % of youth aged 25-29 who have obtained a 2-year or 4-year post-secondary degree. (Child Trends)	Decennial Census
# and # of youth ages 25-29 enrolled in school or employed. (Child Trends)	
<b>FAMILY AND COMMUNITY SUPPORT INDICATORS, RESULTS THEY ARE INTENDED TO MEASURE, &amp; POTENTIAL SOURCES</b>	
<b>INDICATORS</b>	<b>POTENTIAL SOURCES FOR LOCAL, STATE, AND NATIONAL DATA</b>
<b>Result:</b> Students are healthy.	
Table 2: Physical activity; Fruits/vegetables	School and District Data; Oklahoma First Grade Health Survey; National Youth Risk Behavior Survey; Youth Risk Behavior Survey; National Survey of Children's Health
Birth outcomes: not low birth weight; not very preterm; mother is married and at least 20 years old; rates of infant child mortality. (Child Trends)	Tulsa Health Department; National Vital Statistics System
# and % of children with selected preventable chronic health conditions or avoidable developmental delays at school entry. (Child Trends)	Administrative School Data on Number of Individual Education Plans (IEPs); Health Data from Health Care Providers: Tulsa City-County Health Department; National Survey of Children's Health; FACES Head Start Study
# and % of students who felt sad and hopeless for more than 2 weeks in and/or seriously considered suicide in the past 12 months. (Child Trends)	Gallup Student Poll; National Youth Risk Behavior Survey
# and % of students who smoked cigarettes and/or drank alcohol in the past 30 days. (Child Trends)	
# and % students who drank soda at least once a day in the past 7 days. (Child Trends)	
# and % of children with healthy height and weight ranges for their age. (Promise Neighborhood 2010 Notice)	National Survey of Children's Health
# and % of children with parents reporting their children are in good or excellent health. (Promise Neighborhood 2010 Notice)	CAP and Educare Enrollment Applications; Oklahoma First Grade Health Survey
# and % of children with up-to-date immunizations. (Promise Neighborhood 2010 Notice)	CAP and Educare Enrollment Applications; Tulsa Public School Immunization Records and Exemptions
# and % of children with asthma. (CAP suggested)	CAP and Educare Enrollment Applications; Tulsa Public School Data on Individual Health Care

	Plans
# and % of emergency room visits. (CAP suggested)	Tulsa City-County Health Department; Medical Providers; National Survey of Children's Health
<b>Result:</b> Students feel safe at school and in their community.	
Feeling safe, school climate needs assessment; Alternative: Suspensions and discipline referrals. (Table 2 NOFA)	School and District Data on Suspensions and Referrals ; Gallup Student Poll; Oklahoma First Grade Health Survey; National Youth Risk Behavior Survey; National Survey of Children's Health
Rates of violent and property crimes. (Child Trends)	School and District Safety Reports; Uniform Crime Reports; National Crime Victimization Survey; National Youth Risk Behavior Survey; Kids Count
# and % of students who have witnessed or been a victim of violence. (CAP suggested)	
Offenses committed by children under 18. (CAP suggested)	
<b>Result:</b> Students live in stable communities.	
Student mobility rate. (Table 2 NOFA)	CAP and Educare Enrollment Applications and Parent Surveys; School and District Data.
Homeless or foster care. (Table 2 NOFA Alternative)	School and District Data; Tulsa City-County Health Department; McKinney-Vento Reporting; Adoption and Foster Care Analysis Reporting System; American Community Survey; National Survey of Children's Health
Additional: housing stock rent-protected, publicly assisted, targeted for redevelopment. (Table 2 NOFA Alternative)	CAP and Educare Enrollment Applications and Parent Surveys; City of Tulsa; INCOG; HUD; American Housing Survey; American Community Survey
# and % of families with children living in unsafe, unstable, or overcrowded housing. (Child Trends)	
<b>Result:</b> Families and community members support learning in Promise Neighborhood schools.	
Reading to child; Encouraging reading; Talking about importance of college and career; Additional: out-of-school time activities. (Table 2 NOFA)	Educare Parent Survey; National Survey of Children's Health; FACES Head Start Study
# and % of students who say they have a caring adult in their home, school, and community. (Promise Neighborhood 2010 Notice)	Gallup Student Poll; National Survey of Children's Health
# and % of family members who attend parent-teacher conferences. (Promise Neighborhood 2010 Notice)	FACES Head Start Study; Tulsa Public Schools Data; CAP and Educare Data; Educare Parent Survey

# and % of families who eat meals together, who have rules regarding television watching, and where there is good parent-child communication. (Child Trends)	National Survey of Children’s Health; Gallup Student Poll
Rate of child abuse and neglect (substantiated victims). (Child Trends)	State Department of Human Services; The Adoption and Foster Care Analysis Reporting System; National Child Abuse and Neglect Data System; School Administrative Data
# and % of children living in neighborhoods that provide social support. (Child Trends)	National Survey of Children’s Health, American Community Survey; Educare Parent Survey; FACES Head Start Study; 2009 Study by After School Alliance
# and % of low-income families receiving SNAP/food stamps. (Child Trends)	Department of Human Services; Oklahoma First Grade Health Survey; American Community Survey
# and % of families receiving other public benefits - EITC, SoonerCare, Insurance Oklahoma, LIHEAP, etc. (CAP suggested)	
# and % of youth volunteering in the community. (Promise Neighborhood Notice 2010)	National Survey of Children’s Health; Current Population Survey; Gallup Student Poll
<b>Result:</b> Students have access to 21st century learning tools.	
Access broadband internet. (Table 2 NOFA)	National Broadband Map; Tulsa City-County Library; School and District Data; Tulsa Public Schools Board Policy and Student Schedules; University Enrollment in Online Coursework; National Broadband Map
# of students accessing the internet through the local public library. (CAP suggested)	
# and % of students who have access to the internet and a computing device through the school including lab/library access and computer classes. (CAP suggested)	
# of students participating in online college or GED courses. (CAP suggested)	

## Capacity

### D. Quality of the Management Plan

**(4) Experience, lessons learned, and building capacity:** In conjunction with the agency’s nationally regarded Early Childhood Programs serving 2,000 young children from birth through pre-k, CAP operates financial asset-building and community development programs as part of a mission to improve the long-term economic success of children, their families, and the communities in which they live. Initially launched in 1973, CAP evolved in response to the Tulsa Promise Neighborhood (CAP - Community Action Project of Tulsa County)

changing needs of the disadvantaged in Tulsa County by scaling up methodically from an undersized non-profit with extremely limited resources to an innovative anti-poverty agency with a \$48.5M annual budget. Today, with 500+ employees and hundreds of volunteers, CAP reaches more than 23,000 households each year through an array of programs including early childhood education coupled with family supports, promotion of the Earned Income Tax Credit, eligibility screening for public benefits, first-time homebuyer assistance, occupational training, health services, affordable rental housing, and outreach to improve college access. The agency's professional management and strong governance, composed of school district, business, and academic leaders, along with service recipients, ensures that approaches to alleviating poverty are based on evidence-based practices and compelling evidence of impact. Winner of numerous awards and recognitions, including selection by the Governor as Oklahoma's Head Start Center of Excellence in 2010, CAP has been invited to participate in initiatives funded by such leading national foundations as Ford, Fannie Mae, C.S. Mott, and Annie E. Casey. CAP's achievements have been featured on National Public Radio and in *The New York Times*, and CAP was selected as one of the initial organizations in the Annie E. Casey Foundation's National Honors Program for designing and implementing some of the country's most innovative approaches to improving the prospects of poor children and their families (- see opening "Background" section and Other Attachments for additional representative accomplishments).

Joining CAP in the project is Child Trends (CT), an independent research and policy center focused on improving outcomes for children. CT's mission is to provide research, data, and analysis to the people and institutions whose decisions and actions affect children, including program providers, the policy community, researchers and educators, and the media. Founded in

1979, CT identifies emerging issues, evaluates important programs and policies, and provides data-driven, evidence-based guidance on policy and practice.

Working with Schools, LEAs, Government, & Other Service Providers: CAP has gained extensive experience working with public schools serving both the KW and EF Neighborhoods. In 2006, CAP united with local and national philanthropists to construct one of the country's first Educare centers directly adjacent to Kendall-Whittier Elementary (KWE). This world class early childhood facility ensures access to high-quality education and medical care for 200 at-risk children ages six months to five years, many of whom then enroll in the public school next door. Co-location creates a seamless transition from birth to kindergarten and provides opportunities for children in both settings to interact via pre-transition visits, common assemblies, and a Reading Buddies program. Shared opportunities to foster parent involvement include coordinated open houses, parent-teacher conferences, and community events. The two organizations also work to optimize resources by, for example, sharing a psychologist and a water play area.

CAP staffed and operated Educare from inception until 2010 when, following extensive grant writing assistance from CAP, the separate entity Tulsa Educare, Inc. became its own Early Head Start grantee through federal stimulus opportunities to expand the program. CAP then continued to provide Educare with core administrative services to nurture the center's autonomy and capacity to serve the surrounding neighborhood. CAP's support, which was slowly phased out over more than a year, included guidance on child records systems, along with accounting, information technology, and maintenance functions.

Beginning in 2004, CAP targeted resources to the Eugene Field Neighborhood by first orchestrating a \$5M project to acquire a 200-unit multi-family apartment complex. Combining loan financing with tax credits through a partnership with the Local Initiatives Support Corporation allowed CAP to introduce quality housing options to low-income residents living in the area. Following that initial investment, CAP then leveraged City of Tulsa and private funds to build a preschool across the street from the apartment complex in order to target the many families living nearby in subsidized housing. The resulting Eugene Field Early Childhood Education Center opened in 2008 and is a 23,000 square foot facility with a health clinic and 12 classrooms from which 150 children ages birth through three are served year-round. Constructed on the grounds of the adjacent Eugene Field Elementary School, the early learning center serves as the starting point of a birth to elementary pipeline of academic, family, and community supports in the neighborhood. CAP has since coordinated a range of complementary services conducted from the apartment complex, early learning center, and elementary school including a summer feeding location, family literacy program, financial and adult education classes, a computer lab, and outdoor recreation.

CAP has also worked extensively with both Rogers and Webster High Schools. In 2006, CAP was selected by the Oklahoma State Regents for Higher Education to increase enrollment in *Oklahoma's Promise*, the state's college or vocational scholarship for low-income students. CAP promoted awareness of the program, assisted interested students with scholarship registration, conducted outreach to their families, and obtained required income verification to help students to develop and realize their college ambitions. During five years of targeting Rogers and Webster High Schools, 467 completed college scholarship applications were submitted to the State Regents due to CAP's assistance.

Citywide, CAP's strongest working relationship is with Tulsa Public Schools (TPS). The majority of CAP's early childhood centers are co-located next to TPS elementary schools, and more than 80% of the 2,000 children that CAP serves transition into TPS elementary schools. Since 2001, the two partners have joined resources to share in the provision of education for children with special needs and to coordinate food services and operation of facilities. CAP also maintains high-level district representation on its governing board of directors. In 2010, the federal Office of Head Start began to showcase this local partnership with the school district as a collaborative model for other communities (*see Other Attachments*).

CAP works with city government to fulfill its role as a Community Housing Development Organization, and various Community Development Block Grants support CAP's many public services. The City is also a major financial supporter of the growing early childhood infrastructure in Tulsa, providing over \$3.2M since 2003 for construction projects, with an additional \$1.6M pending in a loan application with HUD.

At the state level, CAP has worked directly with the Oklahoma Department of Education since 2006 as the administrator of the state's early education program for children ages birth through three years. The goal is to increase statewide capacity by providing resources to help other child care providers expand and enhance service delivery. Now entering its sixth year of operation, the \$25M annual program encompasses 11 providers managing 2,313 state-funded enrollment slots in rural and urban communities across Oklahoma, including 160 slots in the KW and EF Neighborhoods. Additional work with the state includes the Governor's allocation of \$15M of State Stabilization Funds received through the federal stimulus package to CAP, to be matched with TPS bond funds and private funds from the George Kaiser Family Foundation for the expansion of existing and construction of new early childhood centers in Tulsa.

Federal relationships include CAP's work with HHS (for Head Start and CareerAdvance®) and HUD (as a CHDO, housing counseling agency, and Choice Neighborhoods grantee), along with the IRS, and USDA. Support and technical assistance from the IRS fuels the agency's massive free tax preparation program, and a multi-year funding commitment from the USDA was vital to CAP's creation and continued evolution of a one-stop solution to connect families to appropriate supports through a web-based application tool that interfaces with administrators of public benefits statewide.

Finally, CAP's work with other service providers in the community is extensive and ongoing, most notably with Family & Children's Services to provide mental health services to enrolled children and their families, Union Public Schools to deliver home-based Early Head Start services and Parents As Teachers program, SoonerStart to conduct early interventions for very young children with disabilities, and the Pediatric Dental Group to perform free oral care for children enrolled in CAP's programs.

Serving the Target Neighborhoods: For 16 years, CAP has served low-income residents across the City of Tulsa with what has become one of the largest (per capita) and most widely modeled free tax preparation programs in the country, now reaching 17,000 clients annually, many of which are Earned Income Tax Credit (EITC)-eligible families. In 2007, CAP first established a tax preparation center in the KW Neighborhood and has since served 4,678 clients from this location, generating \$9.5M+ in federal and state returns. 2,073 clients using the KWN tax site have claimed the EITC, and 1,348 have claimed the Child Tax Credit to which they are entitled. CAP also established a tax preparation center in the Eugene Field Neighborhood beginning in 2007 (first at the agency's Brightwaters Apartment Complex, and later at its early childhood

center next door) and has since served 1,876 clients from these locations, generating \$4.5M+ in federal and state returns. 867 clients using the EFN tax site have claimed the EITC, and 509 have claimed the Child Tax Credit. This sustained engagement in the neighborhoods positions CAP to work well with residents to assess the needs of the community, gaps between needs and programs, and opportunities to expand and strengthen programming for older children and youth.

CAP has performed HUD-sponsored home ownership services in Tulsa County for 17 years, both by educating and financially assisting income-eligible, potential homebuyers, and by acquiring, repairing, and reselling houses in targeted areas. Since 2006, 11 homes have been purchased in the KW Neighborhood by families utilizing CAP's down payment assistance. While only one home has been purchased through CAP's program in the Eugene Field Neighborhood since 2006 (undoubtedly due to the more limited and distressed housing options in EFN), 17 other homes were purchased in the same zip code via CAP's down payment assistance.

In 2008, CAP launched *Healthy Women, Healthy Futures* in the KW Neighborhood, through a partnership with the University of Oklahoma College of Nursing. This interconceptional health program designed to improve birth outcomes provides participants with an extensive curriculum on healthy behavior, nutrition, smoking cessation, pregnancy planning, stress reduction, exercise, and conflict resolution, and also includes individual coaching by nurses combined with linkages to medical, vision, dental, and mental health care. To date, more than 33 women have participated in the pilot program at Educare, many of whom lost weight and received care for previously neglected health concerns. The potential to develop additional programs for teens to delay sex and improve contraceptive use, as well as improve pregnancy outcomes for young parents, represents a strategic direction for program expansion.

Quality of Project Personnel: *(see resumes and brief biographies in Appendix B)* All of CAP's work is guided by Steven Dow, a nationally recognized anti-poverty advocate and the agency's Executive Director since 1992. Last year, Oklahoma's Governor appointed Mr. Dow to a nine year term on Oklahoma's Commission for Human Services, which adds to a lengthy list of other prominent boards on which he has served including: National Advisory Council for AmeriCorps National Civilian Corps; Saving for Education, Entrepreneurship and Downpayment (SEED) National Policy Council; OK College Savings Task Force; OK Advisory Task Force on Children's Issues; Knowledge Is Power Program (KIPP) Tulsa College Preparatory; and Tulsa Workforce Investment Board.

Kirk Wester joined CAP in 2010 as Director of Neighborhood Revitalization Initiatives to lead the agency's place-based efforts in the target neighborhoods. A 14-year resident of the distressed Kendall-Whittier Neighborhood, Kirk and his family have dedicated themselves to the improvement of the lives of those with whom they reside through community organizing. Wester is bilingual (Spanish/English), and has a Bachelor's degree in Social Work and a Masters degree in Psychology. Apart from his past work as an Associate Director at a counseling agency, Wester is the former Board President of a local advocacy group called Kendall-Whittier, Inc., which doubled its budget and launched a youth mentoring program under his presidency. Kirk is also a founding board member and Vice President of the board of the neighborhood's newly created Federally Qualified Health Center.

CAP's key project support staff includes:

- Joanne Lucas - Chief Financial Officer, formerly the CFO at Tulsa Public Schools for 14 years;

- Karen Kiely - Chief Operating Officer, formerly a manager at an international manufacturing company for 17 years;
- Cecilia Robinson - Sr. Director of Early Childhood Programs, formerly Assoc. Superintendent of School Leadership in the Kansas City School District;
- Pam Crookedacre - Dir. of Curriculum & Instruction / OK Early Childhood Program, formerly a school principal and teacher in Michigan;
- Monica Barczak - Director of Innovation Lab, formerly Deputy Director of Policy, Research & Analysis for the City of Tulsa;
- Cindy Decker - Sr. Research Associate, formerly Senior Economist at the U.S. Government Accountability Office;
- Paul Shinn - Public Policy Analyst, formerly Budget Director of the City of Oklahoma City, and
- Jim Alexander, Director of Client Systems and Services, formerly in data systems development for a host of clients in the Washington, DC area.

Among the Child Trends staff who will participate in the planning process are Carol Emig, president of Child Trends; Kristin Moore, senior scholar, former president of Child Trends, and head of the Youth Development work; David Murphey, senior research scientist, head of Indicators work and formerly a senior policy analyst in the Vermont Agency of Human Services; and Karen Walker, senior research scientist, former vice president for Research at Public/Private Ventures, and an Implementation Evaluation expert. Collectively, these individuals have expertise in developing both population- and program-based indicators, researching evidence-based programs and practices for children and youth from birth to age 18, conducting

implementation research and data to improve program performance, and implementing community-based strategies that result in measurable changes in children's well-being.

Other project team members include: Doug Smith, an organizational performance expert and architect of *Achieving Excellence In Community Development*, a performance-driven transformation program used by NeighborWorks; and staff at Battelle for Kids, a national organization that provides strategic counsel and innovative solutions for today's complex educational-improvement challenges, already working with Tulsa Public Schools and will support the Promise Neighborhood process.

Building Organizational Capacity: One of the stated purposes of the federal Promise Neighborhoods Initiative is to identify and increase the capacity of organizations that are focused on achieving results for children and youth. Too often, otherwise well-crafted efforts stop with proposed strategies because of inattention to organizational capacity to deliver. Local children can only benefit from the promises of cradle-through-college-to-career solutions if there are organizations in Tulsa that have the will and skill to deliver on those promises. Some organizations are already capable, and plenty of others have the potential. Thus, converting this potential into reality while planning to build a continuum of solutions is an essential piece of the overall approach.

During the planning year, CAP will work with organizational performance expert Doug Smith to initiate a "Promise-to-Performance Program" in Tulsa. Assessments have shown that agencies using his challenge-centric, performance-driven architecture build real capability. For example, nearly all participants in NeighborWorks' Achieving Excellence program (designed and led by Mr. Smith) report profound impacts on their organization's performance

measurement, capacity, and community results, while other, similar programs designed and led by Mr. Smith – in state government and economic development – show comparable impacts. Mr. Smith first worked with CAP in 2005 to develop the agency’s strategic plan, which amounted to a tripling of the organization’s performance over the next five years.

Up to 20 organizations serving children living in the Kendall-Whittier and Eugene Field Neighborhoods will be invited to join the first round of Tulsa’s Promise-to-Performance Program. The 12-month process entails: 1) The Performance Challenge: each entity is assisted with selecting precise challenges, tailored to its own organization, that are key to improving organizational results; 2) Workshop Sessions: interactive problem-solving and learning sessions that provide the tools and frameworks needed to succeed at the selected challenges; 3) Assignments: a series of task-by-task steps tailored to each organization to facilitate progress towards meeting performance challenges; 4) Coaching: professionals work with participants to help ensure focus, persistence, and leadership; 5) Peer Support: participants have the opportunity to learn from and support one another; and 6) Accountability: performance is demanded from all participants since delivering on specific results is the most powerful way to ensure organizational transformation occurred.

In addition to the Promise-to-Performance Program, CAP will also work to build a common set of disciplines across Tulsa-based organizations through the facilitation of network “performance compacts.” Today, no single organization in Tulsa can deliver the continuum of services demanded for vastly improved child outcomes, nor is any single organization likely to emerge. Consequently, local success requires that many organizations coordinate and collaborate through performance-driven compacts. Modeled after the success of such projects as Partnership for Results in Cayuga County, New York, Communities that Care, and the Berea Performance

Compact (which Mr. Smith crafted), organizations will be asked to: 1) Agree to remain committed to target beneficiary groups (e.g., all children in the neighborhood); 2) Specify results of services provided to which they will hold themselves and others accountable; 3) Serve as distribution outlets for others (e.g., the early learning center refers others to pregnancy services provided by a different compact member); 4) Share legally permitted information about beneficiaries; and 5) Commit to periodic performance reviews through which collective improvement opportunities can be identified and seized upon. *(More information about this process is contained in the Budget Narrative.)*

During the planning year, CAP and its partners will launch the Tulsa Promise Neighborhood Performance Compact by inviting the target areas' public and private schools, faith-based organizations, social service providers, associations, and others clearly tied to the neighborhood and those with programs relevant to cradle-through-college-to-career outcomes. These entities will form an agreement around delivering on promises to all children residing in the Kendall-Whittier and Eugene Field Neighborhoods, in which outcomes, mutual referrals, information sharing, and continuous improvement reviews are all specified. Regular gatherings of leaders of this compact will be used to coordinate the overall direction and goals, and CAP will arrange for technical assistance to optimize the odds that compacts are successful.

**Building A Resident Network:** It has been a priority of CAP to ensure that the local efforts are truly organic and that residents are involved every step of the way. This began by assembling the Core Project Team which included a number of resident leaders helping define the work to be done and how to go about doing it. Further, a Resident Engagement Specialist was hired (Judith Diaz, who for 10 years prior was managing CAP's Latino tax preparation program) as part of the

staff needed to ensure that a resident leadership structure was developed and supported. It is the goal of the initiative to not only ensure that residents are always at the table on a grand scale in the form of community dinners and “Dialogues-to-Action,” but also in more focused settings as well, through each of the Results-Driven Workgroups and the aforementioned Core Project Team. Using the “Dialogues-to-Action” model from *Everyday Democracy* (see Section 2), local recruiters and facilitators for the dialogue sessions were trained in small group facilitation. A series of four community-wide sessions will be held in order to ascertain the residents’ perception of the primary challenges facing the community. This feedback is then used to determine the set of indicators that the initiative will focus on and inform the comprehensive needs assessment, segmentation analysis and, ultimately, the Results-Driven Workgroups. Additional goals for the sessions include building community support, identifying resident leaders, and creating an atmosphere of possibility and change where residents may be inspired to take on their own projects (e.g., adopt-a-street for litter removal and other beautification projects). CAP intends to support the organic ideas that come out of the dialogues, in order to facilitate the home-grown energy and change efforts. This will be followed by monthly community dinners, designed to keep the residents informed of the progress of the initiative as well as to communicate the ways in which the initiative is supporting local efforts of community action.

There is also substantial planning and work on the ground to support the development of a robust infrastructure to increase the capacity of the community’s residents to network and advocate for themselves. Resources have been invested in an extensive communication plan to broadcast information and updates about the neighborhood revitalization process through multiple media including subscription-based short message service (SMS), social media (e.g.,

Facebook and Twitter), as well as through automated voice calling and flyer distribution from several high contact points in the community (e.g., popular businesses, local library, weekly parent information folders sent home by the schools). A communication/recruitment group is under development and will be the focus of much work over the next six months.

The bilingual Resident Engagement Specialist will identify key leaders in the community and provide support, leadership development training, and leadership opportunities. Support will be given to help identify efforts that are already being performed by residents or are being planned – such as local neighborhood watch groups and resident associations; along with resources necessary to support these efforts. Leadership development will be provided through the nationally-recognized Community Leadership Institute provided by NeighborWorks America. Resources have already been received from NeighborWorks to send a cohort of residents to their institute.

Finally, various best practices at maintaining resident and leadership networks are being considered for local implementation. In March, CAP hosted a site visit by the Center for the Study of Social Policy in Washington, DC. The visit was to discuss the possibility of Tulsa serving as a pilot site for their evidence-based work in resident engagement called the Customer Satisfaction Model. Further, the work of Lawrence Community Works and the nationally renowned social innovator Peter Plastrik are also under serious consideration for implementation, among others. Finally, the work of Magnolia Place in Los Angeles has demonstrated remarkable relevance to the work of the Tulsa revitalization effort and has also been under serious consideration. *(More information about these options is contained in the Budget Narrative.)*

Community Action Project is committed to the long-term sustainability of any engagement work. The model chosen must allow for “authentic demand” and resident decision-making as well as the building of capacity and leadership to be self-sufficient in the long-term.

Collecting and Using Data for Decision-Making: Each of CAP’s current programs utilizes a specific tracking tool to measure outcomes and inform improvements (e.g., ChildPlus, EarnBenefits Online, TaxWise, CounselorMax). For several years, CAP has obtained aggregated data on the school performance of preschool graduates once they enroll in public school, including grade level, attendance, participation in free/reduced price lunch, need for special education or programs for English Language Learners, grades in core subjects, and state test scores. However little was known about each child’s circumstances outside of school including family and community supports and challenges. In response, CAP launched the Alumni Impact Project, a multi-year, intergenerational research study incorporating interviews with families and teacher surveys to better understand how families’ needs and strengths change over time after participating in CAP’s early childhood program. These efforts represent CAP’s strong commitment to measuring the effectiveness of early interventions over the long term and to results-based reforms. Separately, CAP has worked with a number of prominent researchers to inform both policy and practice, notably Professor William Gormley at Georgetown’s Center for Research on Children in the U.S., and Dr. Diane Horm at the University of Oklahoma’s Early Childhood Education Institute. Finally, project partner Child Trends has extensive expertise in collecting and using data from multiple agencies to monitor and improve program performance of community-based initiatives.

Planning to build a longitudinal data system: Developing and sharing a longitudinal data system poses challenges for collaborations. Agencies have reporting obligations to multiple funders requiring the use of multiple data systems. Agencies' capacities to collect and record data vary from none to sophisticated. Agencies use different categories to collect similar data. Many agencies hesitate to share information on clients, due to privacy and legal concerns.

While linking data systems across a community network of providers is challenging, existing efforts in Tulsa indicate that it can be done. For example, Tulsa was one of only 17 cities nationwide awarded a Beacon Community Cooperative Agreement Program grant based upon an on the ground readiness to build health IT infrastructure and information exchange capabilities that incorporate strong privacy and security measures (*see opening Background section*).

CAP also has been undergoing its own search for a comprehensive client management system for the entire agency that would allow for longitudinal tracking. A committee was formed in 2010 - comprised of technical staff with expertise in large information systems and necessary hardware, program staff who understand data and workflow support requirements, and management staff to assure adherence to privacy and compliance requirements - to document all required functionality, review available products, and participate in vendor demonstrations. Currently, CAP has narrowed down its consideration to two products for further review and demonstration, with a final decision expected this year. While it is not anticipated that the chosen system will have the requisite functionality to meet all of the needs of the Promise Neighborhood initiative, every effort will be made to benefit from the expertise and experience of this established group, as well as the lessons learned in the selection and implementation of a client management system with longitudinal tracking.

With the above challenges in mind and ongoing local efforts considered, the Tulsa Promise Neighborhood team will adapt and institute a longitudinal data system that can handle multiple agencies' data, link with existing databases, provide rapid-time access to data, and address privacy and legal concerns. The process will address early implementation challenges by the second half of the planning year and have a system in place before proposed solutions begin.

CAP's research and evaluation partner, Child Trends (CT), will use the beginning of the planning year to examine each partner agency's existing data system to determine their capacities to collect and use data. CT will determine what data the existing systems collect, the degree of variability in data across systems and agencies, whether systems are capable of producing reports for performance management, and whether they support a multi-agency environment. *(More details about Child Trend's role are provided in the Budget Narrative.)*

During the first few months of the planning year, CAP and key project advisors will review all data system options and prepare to select a system, assuming that no existing agency data system is equipped to operate in the multi-agency PN environment. If a system does exist, the planning team will consider adapting it for the PN system; if not, the project will need to import a system. The selected system must be able to collect, aggregate and share de-identified information with other agencies and provide data on clients who are served by many agencies, while limiting access to personal data. It should be able to aggregate information from clients who use multiple agencies in order to provide unduplicated counts of participants. It must be able to share data with Tulsa Public Schools' and the State Department of Education's data systems. Finally, the entire system must be able to be maintained by one organization.

The Tulsa Promise Neighborhood planning team, with assistance from CT, will assess many available data systems, including Cityspan, Efforts to Outcomes, the Partnership for

Results data system, and nFocus – and/or others made known through guidance from the Promise Neighborhoods Institute. Commercially available products conform to federal and state security requirements and benefit from broad customer bases that provide important feedback, thus offering continuous improvement. Time from semi-customization to full implementation is also shorter than for customized systems.

In its assessment of data systems, the planning team will consider initial and annual costs, ability to link information from participants using multiple agencies, compatibility with district and state student data systems, flexibility of the system to incorporate new information over time, and staffing requirements for data entry and analysis. Many partner agencies will need to be involved so that all parties are committed to a common solution and understand the implications for each agency. Agencies' systems staff will also review and recommend software, and their executive staff will develop data sharing agreements, address legal issues and confidentiality needs, and agree on criteria for selecting specific measures to be included in the data system.

During this stage, Child Trends will help the planning team to identify means to collect data for children and youth who are outside of these systems, including those who are not in school, are not served by any partner agencies, or who are homeless or otherwise transient within the neighborhood. This will include exploring the potential to link with data systems for Medicaid and criminal justice programs.

By the middle of the planning year, CAP and its partners will have selected a system and will then agree on measures, complete data sharing agreements, create a data system structure, determine training needs, and ensure data will be collected in a timely fashion. It will be critical to agree on common measures of people served and their characteristics, inputs and outputs of

agencies, and child and family outcomes. CAP will be sensitive to other agencies' current practices, but work toward a consensus on consistency in data collection. Data sharing agreements among agencies will specify the types of client, agency, and program-level data that will be shared and under what circumstances. Agreements will govern the use of consent forms, referral processes, and how data will be used by the agencies receiving referrals. These agreements will require confidentiality statements and training on legality and ethics of data sharing for all agency staff with access to participant data. CAP and its partners will identify a system administrator to oversee data collection, ensure data quality, modify the system, provide reports for performance management, and conduct training.

Child Trend's Karen Walker, who has over 10 years of experience working with agencies to improve their ability to use data for performance management, will provide technical assistance to the system administrator in how to oversee, report out and use data from the system. CAP and its partners will agree on processes and timelines for entering data. CAP will oversee checks for data quality by providing weekly reports to agencies on missing or incomplete information. CT and the systems administrator will be involved in this initial quality process.

CAP and CT will link the data system to local and state student information systems before the end of the planning year. Tulsa Public Schools' PowerSchool system interfaces with most education-related software systems, and the district plans to establish an information governance group to oversee data quality, integrity and ownership. The PN planning team will work with TPS to link to PowerSchool for access to information about children living in KWN and EFN. These links will benefit both the PN team and TPS by allowing the district to better understand the needs of the families it serves, and by allowing the PN project staff to collect information on student academic performance to help plan services and monitor progress. The

Oklahoma Department of Education is implementing a new statewide longitudinal data system that is compatible with PowerSchool. CAP is already discussing with the Department how to link to the state system to acquire data on mobile students.

Benefits accrue to children and agencies when collaborations use information in an ongoing and timely way. Before the planning year ends, CAP will set up a monthly reporting schedule for a variety of reports on program enrollment and attendance, children's and parents' characteristics, and outcomes. CAP will share reports with agencies in regularly scheduled meetings to address challenges and identify solutions.

CT researchers will track the planning process to document activities and lessons. They will collect documentation and interview participants to understand perspectives on the planning process and to identify challenges and opportunities facing the implementation.

Creating formal and informal partnerships / preliminary memorandum of understanding: The attached MOU details nine partners' commitments, visions, theories, and existing academic, family, and community support programs in the Kendall-Whittier and Eugene Field Neighborhoods. Key partners include: a 42-year-old preschool; the nationally renowned Educare; the country's first School of Community Medicine; a 90-year-old private university; Tulsa's community schools coordinator; one of the premier teaching hospitals in the country; a brand new Federally Qualified Health Center; the city's largest school district; and the State Department of Education. Each of these partners has acknowledged their financial and programmatic commitments to planning for implementation of a Tulsa Promise Neighborhood, along with their willingness to align services across a continuum of proposed solutions, as governed by CAP and the Tulsa Promise Neighborhood Advisory Board.

While the required MOU only allowed room for descriptions of 9 important educational and social service providers, many more organizations with a history of involvement in the target neighborhoods are committed to planning a continuum of solutions, including among others: Family & Children's Services, Tulsa Police Department, Tulsa Area United Way, DaySpring Community Services, Indian Health Care Resource Center, Tulsa City-County Health Department, San Miguel Middle School, The Bilingual Institute of Guadalupe, Goodwill Industries of Tulsa, Global Gardens, The Westside Harvest Market, and Boys & Girls Club.

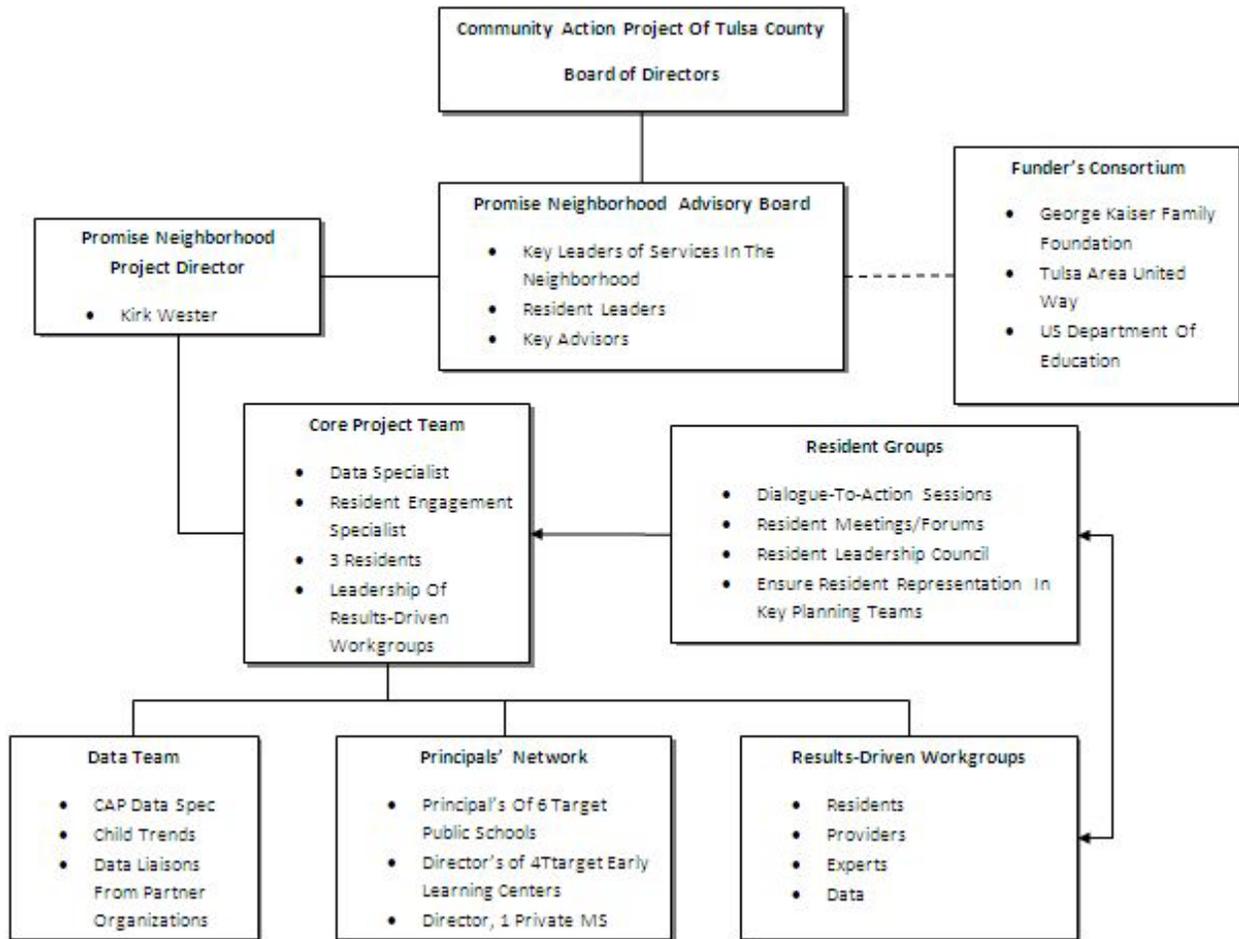
Much of the credit for assembling a large network of both formal and informal partnerships is owed to Oklahoma's most prominent philanthropic institution, the George Kaiser Family Foundation (GKFF) - a supporting organization of the nation's largest community foundation - which has been preparing organizations and residents to participate in the Promise Neighborhoods Program well before even the 2010 application process commenced. The attached matching funds commitment letter details some of the many ways in which GKFF has launched and sustained successful programs for the long-term good of the broader Tulsa community. GKFF consistently serves as a catalyst for wide scale local reforms by urging public and private funders and service providers to look differently at their returns on community investments, by working across sectors to better leverage collective resources, and by demanding accountability from a business perspective. Combined with GKFF's proven ability to influence the state and national political processes to bring about reforms, all of these factors make now a very unique time to implement and sustain a Promise Neighborhood in Tulsa under ideal conditions for success, and then to scale up what works to other distressed areas across the city.

Governance structure for the Promise Neighborhood: In 2010, the George Kaiser Family Foundation led the formation of a representative governance structure for the proposed Promise Neighborhood in Tulsa by asking CAP’s Board of Directors to authorize the establishment of an advisory board for the project. Residents, public officials, and representatives of neighborhood schools and service providers were then recruited to comprise the newly formed entity.

Since that time, Kirk Wester was hired as the project’s director (*see Section 2*) and has worked to refine the varying representation needed to address the needs of the target neighborhoods. The current Tulsa Promise Neighborhood Advisory Board is as follows and includes both representatives of the geographic areas and others well equipped to facilitate civic engagement, effectuate change, and hold partnering organizations accountable for results.

<b>Tulsa Promise Neighborhood Advisory Board Members</b>	Resident of target areas, and/or earning less than 80% AMI, and/or public official serving the target areas
Caren Calhoun, Executive Director, Tulsa Educare	
Peggy Chisholm, resident	X
Diana Downing, resident	X
Sharon Gallagher, Vice President of Community Investments – Tulsa Area United Way	
Nereyda Gijon, resident	X
Jim Hess, Vice President and Chief Operating Officer of the Oklahoma State University Center for Health Sciences	
Brian Hunt, President, Board of Education of Tulsa Public Schools	X
Susan Neal, Associate Vice President and Director of Government and Community Relations – University of Tulsa	
Priscilla Ochoa, resident	X

Laurie Paul, Executive Director of Community Health Connection/La Conexión Médica	
Seneca Scott, resident and State Representative for House District 72	X
Jose Tabarez, resident	X
Paul Thomas, resident and Tulsa Area Community Schools Initiative coordinator	X



Core Project Team: Apart from the Advisory Board - whose role it is to inform CAP's Board of Directors about the key decisions to be made while planning for implementation, and to provide support and resources needed to accomplish the project's goals - a Core Project Team was formed. The Core Project Team is comprised of "on-the-ground" leadership as well as staff from Community Action Project. The charge of the Core Project Team is to guide the day-to-day

activities, mission and strategies for both target neighborhoods as the project moves forward. Serving on the team are the project staff of the initiative as well as the leaders of the four Results-Driven Workgroups. The Core Project Team meets regularly to discuss the key challenges and tasks of the initiative and to help facilitate and coordinate the efforts on-the-ground.

Results-Driven Workgroups (RDWG): Early on during the preparation for planning, it was agreed that in order to see long-term, sustainable community-wide change, simply focusing on the required results listed in the Promise Neighborhood federal notice would not be sufficient. However, it was clear that it would be extremely difficult to take on all the key issues the neighborhoods presented at once. Project leadership began looking for national examples that had successfully brought various sectors to the table under a common vision. It was the work of the Magnolia Place Initiative in Los Angeles that came to the forefront of the team's interest.

Using the example of the complex network management system that was put into place by the Magnolia Place Initiative, the 10 required results from the Promise Neighborhood notice were divided into four key areas: Good Health, Economic Stability, Educational Success and Safety/Survival (*see Other Attachments*). Each broad result area seeks to connect the relevant major areas of activity in the community, with the Core Project Team at the center serving as a unifying source of vision and communicator of the activities of the network. Each area will serve as a Results-Driven Workgroup with the exception of "Educational Success," which will be subdivided into "Early Child-Primary Success" and "Secondary and Beyond." The initiative is in the process of recruiting key, objective leadership to ensure the work of the group is being performed and goals are being met. Membership of the RDWGs consists of key providers in the community working to impact the specific intended result, residents who are affected by the

result (at least three per group), any experts identified to help inform the group, and a member of the project's data team to provide whatever support is required to progress toward the goal of identifying a set of solutions for the respective result and, more specifically, the indicators that define the respective result.

Continuum of Solutions: The RDWGs, informed by the completed needs assessment and segmentation analysis, will define the implementation goals for their respective indicators. Once decided, they will be informed by the data team (including Child Trends) about relevant solutions to be considered and understood. The RDWG's will do the work of deciding the proposed continuum of solutions relative to their respective indicators.

The proposal of planned solutions will first be reviewed by the Principal's Network for implementation considerations in the schools. It will then be reviewed by the Core Project Team for submission to the Advisory Board for approval.

Selection of Providers: Following the proposed continuum of solutions, the RDWGs will begin the task of recruiting providers who have the capacity for ownership of the identified solutions. The providers will be required to participate in the Promise-to-Performance Program designed by Doug Smith (described previously). It is the goal of the program to ensure a full understanding of the commitment to results, communication to residents and participation in the network prior to being selected as a provider.

Securing & Integrating Funding Streams: CAP's current annual budget of \$48.5M provides clear evidence of the agency's experience with blending a range of public and private funds. Over 40 separate sources compose the 2011 budget, representing a mix of federal (Head Start, Early Head Start, IRS, HUD, USDA, NeighborWorks, ARRA), state (OK Departments of Education,

Commerce, and Regents for Higher Education), local (United Way, Tulsa Community Foundation, City of Tulsa), and private and corporate foundations' (Kaiser, Schusterman, Zarrow, Tulsa Community Foundation, JPMorgan Chase) funds that are combined to provide anti-poverty services for more than 23,000 households each year. For projects ranging from construction of new facilities to rehabilitation of housing, CAP has successfully merged available grant dollars with low interest loans, bond financing, and tax credits to achieve results, including capital investments in excess of \$60M since 2001 to create more than 250,000 square feet of early childhood education infrastructure. In 2011, CAP embarked on a \$7M 40-unit workforce housing project in downtown Tulsa by loaning HUD HOME funds to a joint venture with an urban property developer.

**(5) Commitment to work with the Department of Education and a national evaluator:**

Community Action Project and its partners are committed to working with the Department of Education and a national evaluator (as affirmed in the preliminary MOU) to ensure that data collection and program design are consistent with plans to conduct a rigorous national evaluation of the Promise Neighborhoods program. CAP has extensive experience with both collaborative research projects and cross-site evaluations of its initiatives. Relevant current examples include:

Health Profession Opportunity Grants (HPOG) Anchor Evaluation Design – CAP is now in the second year of participation in a nationwide demonstration project funded through the Administration for Children & Families to provide low-income individuals with opportunities for job training in the high demand field of health care (*- additional details are included in the opening "Background" section of this narrative*). The purpose of this project is to provide recommendations for the design of an "anchor evaluation" of the HPOG program. ACF's Office

of Planning, Research and Evaluation is providing coordination among the multiple evaluation activities and support for data collection - a multi-pronged strategy to examine the systems, implementation, outcomes, and impacts of the demonstration projects. As part of this process, CAP has partnered with the Institute for Poverty Research at Northwestern University to evaluate the impact of its workforce development program in Tulsa (called *CareerAdvance*®) on parents, children, and parent-child relationships; and with the Ray Marshall Center for the Study of Human Resources at the University of Texas to evaluate the program's impact on participants' income, work, and use of public benefits.

MDRC and the Social Innovation Fund – CAP is also beginning the second year of operating a tax refund matching program in Tulsa called SaveUSA, one of the evidence-based programs being replicated across the U.S. through the Social Innovation Fund (*- additional details are included in the opening “Background” section of this narrative*). The nationally renowned research firm MDRC, a nonpartisan education and social policy research organization dedicated to learning what works to improve programs and policies that affect the poor, is serving as the program evaluator. Of the four participating communities, Tulsa was selected as one of two cities in which the effectiveness of SaveUSA will be determined using a random assignment research design. With technical assistance from MDRC, CAP revamped the client intake process of its county-wide Free Tax Preparation Program to ensure that individuals visiting the tax sites who express an interest in savings are assigned at random to either a program group that is offered the SaveUSA matching dollars, or to a control group that is not offered the special match but is informed about various other savings options normally offered at the tax sites. Over a four-year period, program effectiveness will be measured in Tulsa by comparing the SaveUSA group with the control group on outcomes such as the likelihood of having a bank account, paying college tuition, or repaying student loans; and general savings, debt, assets, and overall financial stability. These results

will inform the broader learning community that is being developed as part of the national Social Innovation Fund effort, and will specifically be used to further build the case for the Saver's Bonus – a proposed federal savings program for low- and moderate-income households.

Choice Neighborhoods Initiative – As a recipient of a Choice Neighborhoods planning grant in 2011, CAP is now preparing to engage in HUD-funded research and evaluation studies (*- additional details are included in the opening “Background” and “Competitive Preference Priorities” sections of this narrative*). While a national program evaluator is still being determined, HUD intends to rely upon baseline data from and evaluation of the 17 selected Choice Neighborhoods to build a more unified approach to using housing as a vehicle for neighborhood revitalization and urban prosperity. It is expected that these efforts will inform a broad range of housing programs, as well as other federal interventions. The scope of this rigorous national evaluation will include the impacts on the original residents of the target neighborhoods, and the larger communities within which they are located. HUD will also rely upon its own extensive database of distressed public housing stock to help interpret results. CAP was selected by HUD, in part, because of its demonstrated ability to provide the types of appropriate data needed to conduct this larger research effort.

Other, past examples of CAP's involvement with national evaluations include being the large-scale experimental design location for the American Dream Demonstration - a national demonstration of individual development accounts; working with Georgetown University on its evaluation of Tulsa's pre-kindergarten and Head Start programs; participation in random assignment experiments of financial services programs under guidance from the Harvard Business School and Yale University Economics Department; and inclusion in the Ford Foundation's Supporting Work Project multi-site initiative.

CAP's partners in planning a Tulsa Promise Neighborhood also have significant experience with national evaluations. For example, Tulsa Educare has participated in both an experimental evaluation examining children's outcomes conducted by the Frank Porter Graham Institute at the University of North Carolina; and the Bounce Learning Network - a national implementation study to help Educare school staff across the county to use data to inform their work, improve practice, individualize programs to the needs of children and their families, and identify common areas for program, system, and policy changes.

Research consultant Child Trends has extensive experience with national evaluations and will assist CAP and its other partners in readying the Tulsa PN effort for the evaluation by ensuring that indicators are defined, used appropriately, and collected in accordance with federal practice, that data sharing agreements/MOUs provide for appropriate data use by evaluators - including data on a quarterly basis if requested by the Department, and that all participating agencies are prepared to cooperate with evaluators in all respects.

The Tulsa PN team will work with the Department of Education and the national evaluator to develop an evaluation plan that first establishes reliable baseline data and then analyzes implementation and outcomes of the solutions and strategies pursued in Tulsa. The team will document the project's development and expansion, examine services provided and the clients who use them, and identify key challenges and lessons learned. It also will work closely with the national evaluator to assess options for developing a credible comparison group of non-participants, which may include other Tulsa neighborhoods, similar neighborhoods in Oklahoma, and national data on children and families that can support segmentation analysis, such as the National Survey of Children's Health and Vital Statistics data.

## Competitive Preference Priorities

### Planning Grant Priority 4 (Competitive Preference)

**Comprehensive Local Early Learning Network:** CAP has been part of a sustained and intensive effort to create a network of thoroughly and thoughtfully coordinated programs for supporting young children and their families in the KW and EF Neighborhoods. Families already enjoy a web of services that work effectively together and tie the neighborhoods into strong support systems at the community and statewide levels. During the grant period and beyond, CAP and its partners will further develop this network by building common measures of student and school readiness, enhancing early childhood program quality, integrating with statewide efforts to make early learning guidelines and professional competencies a reality on the ground, expand commitments to transitions between programs and into schools, and expand parental involvement and notification.

CAP, its partners in this grant, and many other public and private providers of service already have created a network of shared understandings and services in the Promise Neighborhood service areas. The major accomplishments to date in each major area, as well as plans for the grant period and thereafter, are described below.

**Pilot Early Childhood Program:** Approximately one-tenth of the children enrolled in the CAP-administered State of Oklahoma's Pilot Early Childhood Program (SPP) for children from birth through age three are served in the two target areas of the Tulsa Promise Neighborhood. This program offers the highest quality early childhood services, including classrooms with low child to adult ratios, high percentages of bachelor's-degreed teachers, family support services, and a common curriculum and data collection system. Evaluation has been integral to the SPP, and the most recent has shown that SPP classrooms have consistently higher classroom quality than peers in the community. Preliminary results show child outcomes pointing toward readiness

Tulsa Promise Neighborhood (CAP - Community Action Project of Tulsa County)

for kindergarten to be equal to national averages and to those of peer providers, in spite of a \$20,000 difference in enrolled families' incomes. Because the SPP is delivered by three providers in the PN area (CAP, Educare, and Crosstown), parents have access to high-quality care meeting common standards at the provider of their choice.

Having concluded the first five years of the SPP, CAP, its partners, and the State Department of Education are in the process of developing a new five-year strategy. While precise elements are not finalized, the program can be expected to offer significant improvements for all participating children, and to be focused on the Tulsa Promise Neighborhood. Enhancements currently under consideration include meeting higher teacher education standards, improving family support and parental involvement, and utilizing a common set of child outcome measures that will serve as guideposts toward measuring readiness at kindergarten. CAP is also considering delivery models that could increase the number of participating children, including adding a home-based model and offering training, technical support, and mentoring for family and center day care providers that seek to improve quality of care without full participation in the SPP. Preliminary analysis indicates that training in the Program for Infants and Toddlers, common data collection, and shared family support staff are of great interest to most providers and will make a significant difference in the lives of children and of early childhood professionals. The State of Oklahoma is considering inclusion of these enhancements in its application for Race to the Top - Early Learning Challenge (RTT-ELC) funding. Even without additional state funding, however, CAP expects to concentrate several of these SPP enhancements in the PN target areas through pilot and phased implementation stages.

Kindergarten Readiness Assessment: CAP and Tulsa Public Schools have joined with other local school districts and the Tulsa Area United Way to implement a community-wide

kindergarten readiness assessment coordinated by the UCLA Center for Healthier Children, Families and Communities. In 2010-11, all three public elementary schools targeted in this proposal (KWE, EFE, and Sequoyah) participated in the first-year implementation of the Early Development Instrument (EDI). The EDI is a population-level assessment that measures all essential domains of school readiness. School and neighborhood reports, which are expected to be available in September 2011, will provide a clear picture of the proportion of children who are vulnerable and the nature of those vulnerabilities, as well as the proportion of children who are ready for school. Detailed reports will allow CAP to work with the elementary schools, early learning programs, and social service providers to better understand vulnerabilities by domain, gender, race, English language learner status, disability status, income, and early childhood experiences. EDI results are available at a very fine level of geographic detail. CAP will integrate these results into neighborhood involvement efforts, thus providing parents, businesses, and service providers with a tool needed to develop and improve services to provide better supports to younger children. Results also will be used by school leaders to target strategies to better ensure that kindergarteners are ready for 3<sup>rd</sup> grade, by building a local network based on successful supports from birth through grade 3.

In 2010-11, CAP and its partners implemented the EDI in approximately one-third of Tulsa schools (including all three Tulsa PN elementary schools), reaching 1,600 children. In 2011-12, the project will expand to another one-third of area schools. All Tulsa PN elementary schools will again be included in the project to test the consistency of the instrument and to determine if annual administration of the EDI helps build a robust response effort. In 2012-13, all remaining area schools will participate in the EDI project, so that results are available for every school and neighborhood in two years. As implementation expands, CAP and the Tulsa

Area United Way also are developing the infrastructure to communicate results, identify community assets that will be essential to embracing and supporting the need for change, and to share strategies for and results of neighborhood interventions. The Tulsa PN areas will be early leaders in creating this local learning network, but will also benefit from the energy and ideas gathered from across Tulsa.

The EDI network is expected to expand across Oklahoma in the coming years. The Oklahoma State Department of Health (OSDH) has proposed to implement the EDI across two counties where it is expanding home visiting services under a Maternal, Infant, and Early Childhood Home Visitation (MIECHV) grant under the Affordable Care Act. OSDH anticipates contracting with CAP to implement the EDI in these two counties in 2011-12. This will allow CAP to expand the network of users so that the Tulsa Promise Neighborhood and other neighborhoods in Tulsa can better understand EDI results as compared to those from other communities, can offer mentoring to newly participating communities, and can learn from interventions tested elsewhere in Oklahoma. The state presently is investigating the potential for further EDI expansion within its RTT-ELC application.

Home Visiting: Oklahoma and Tulsa have made significant strides in coordinating home visiting services and in creating better collaboration between home visiting and center-based education. At the state level, the Home Visitation Leadership Advisory Coalition brings together managers and providers of Oklahoma's major home visiting programs to share resources for professional recruiting and development, data collection and reporting, program referrals, and service coordination. Tulsa is represented by several providers and advocates (including CAP) in this group. Under the Maternal, Infant, and Early Childhood Home Visitation grant, this group is revamping data systems to create a single instrument for family data collection and reporting for

all participating home visitation programs. In Tulsa, CAP has helped create a coordinating committee of all local home visiting programs to identify common interests and concerns. Early accomplishments have included a survey of goals, measures, evaluation strategies, and services provided, as well as desires for improving and coordinating services.

During the PN planning year and beyond, home visiting services in the target areas can be both expanded and better coordinated. OSDH's application for discretionary MIECHV funding includes expansion in Tulsa County of both Children First, which is Oklahoma's Nurse Family Partnership program, and other evidence-based home visiting programs. Programs will be funded on a competitive basis. CAP has proposed that OSDH use these funds for an intensive, place-based approach to expanding and coordinating home visiting. CAP will apply for funding in order to demonstrate the value of a place-based approach to home visiting, in which CAP, Children First, and other providers concentrate and coordinate services in the PN area. The local collaborative will seek MIECHV funding for a community coordinator to create a joint system for training, staffing, enrolling families, and measuring results. Under this program, it will be possible to offer appropriate and coordinated home visiting to every high-needs family. CAP may also be able to extend its home visitation services to include environmental health, as the agency has partnered with OSDH in an application to the Centers for Disease Control to expand the Tulsa Healthy Homes Initiative.

Network to improve and sustain child care quality: At the state level, Oklahoma is a leader in creating the infrastructure to identify and support quality early learning and development programs. Oklahoma's quality rating and improvement system (QRIS) was the nation's first and remains the most successful in terms of provider participation and upward movement. The QRIS also has been validated; quality ratings have been documented to be

closely related to structural and process quality, particularly to those factors that are known to have the greatest impact on child outcomes. The study also showed the system had increased expectations and achievement of quality among providers. Tulsa benefits from a unique, privately financed program to improve child care quality. The Child Care Resource Center's (CCRC) Quality Enhancement Initiative (QEI) is a comprehensive approach to improve the quality of early care and learning programs in Tulsa and its surrounding counties. QEI encourages and supports Tulsa's early care and learning programs to seek accreditation through the Academy of Early Childhood Accreditation with the National Association for the Education of Young Children (NAEYC) or the National Association for Family Child Care (NAFCC). QEI provides technical assistance and training to improve teaching and administrative practices to reach the high-quality national standards. Tulsa's QEI is the only registered Accreditation Facilitation Project (AFP) with NAEYC in the state of Oklahoma and has worked with more than 100 programs in the last six years.

The Tulsa Promise Neighborhood area is served by a network of high-quality early childhood providers. Of the total licensed capacity in the two neighborhoods (2,168 slots), 48% are in the highest quality tier, which requires national accreditation, and 43% are in the second tier (of four). Approximately 150 children in the target neighborhoods currently receive Child Care and Development Fund subsidies for care. Oklahoma leads all states at providing higher reimbursements for high-quality care, meaning that families in the target neighborhoods have both access to and capacity to finance the highest level of early education.

In the coming years, Oklahoma expects to make significant advances in its QRIS, including creating higher quality tiers, incorporating Head Start providers, and either incorporating public pre-kindergarten or creating a similar rating and disclosure system for the

public school providers. Existing connections between the QRIS and the state's early learning standards and core competencies for early childhood professionals will be enhanced. Oklahoma has been a leader in standards and competencies as well. The state has adopted developmentally appropriate early learning standards from birth to age 5 that cover all essential domains of school readiness. These standards were created jointly with private child care providers, Head Start agencies, and pre-kindergarten programs; and the standards are compatible across all sectors of early learning. All major training providers in the state have incorporated early learning standards into their programs. The state has also adopted core competencies for professionals, which are being integrated into professional development and quality rating at all levels.

While children in the Tulsa PN areas will benefit from these infrastructure improvements in general, CAP expects to concentrate additional resources in these neighborhoods. These will include focused training on early learning guidelines for professionals, efforts to expand Tulsa's and Oklahoma's capacity for training professionals and encouraging providers to participate in and advance through the QRIS. Most important of all, CAP will create a new information program for parents so that they better understand what their children need to be able to do by age five, and how to identify providers that help children meet these guidelines.

Linkages: The Early Childhood Community School Linkages Project (Linkages) is a national effort led by the Coalition for Community Schools at the Institute for Educational Leadership (CCS-IEL) and is funded by the Kellogg Foundation to identify and develop the most effective strategies to link policies and practices of early care and learning programs with community school systems at the local and state level. The project's rationale is based on current research and policy initiatives that confirm that coordinating high-quality programming and policy support from early childhood through the elementary grades helps ensure that students

succeed through the educational pipeline successfully, preventing drop-out and supporting lifelong success.

Tulsa was chosen as one of three sites nationwide because of the strong relationships already in place between the established early care and learning system and the Tulsa Area Community Schools Initiative (TACSI). Within the Tulsa effort, both Eugene Field and Kendall-Whittier Elementary Schools were chosen as target sites for the three-year project. During the first two years of the project, Linkages project staff have worked closely with early care and learning programs, elementary school staff and families to align expectations and services for families and schools, create opportunities for children and families to explore and experience the elementary school before enrolling in kindergarten, and creating shared language and understanding of curriculum and assessments. During the third year of the project, Linkages staff plan to offer valuable training opportunities to the community by nationally recognized providers including an Early Chronic Absence Institute with Hedy Chang and Mind in the Making with Ellen Galinsky. Additionally, Linkages staff participate in district and state-wide conversations to improve and align services within the early childhood (0-8) continuum.

Pam Crookedacre will serve as CAP's early learning network coordinator. Ms. Crookedacre has directed the State of Oklahoma's Pilot Early Childhood Program (SPP) since 2010; and she also serves as CAP's Director of Curriculum & Instruction Development. In this dual role, Ms. Crookedacre is uniquely able to participate in and expand the early learning network. She and her staff work on a daily basis with each SPP partner currently operating in the KW and EF Neighborhoods. She works closely with Tulsa Public Schools' staff at both the administrative and school level. As manager of the training and execution phase of the EDI project, she has created close relationships with kindergarten teachers, principals and early

learning specialists in Tulsa and other districts. As a former principal, she has a deep and important understanding of the importance of early learning as an ingredient to successful elementary school learning. She also is highly-credentialed as a reading specialist, providing her with valuable insights into how early learning and carefully targeted intervention support successful reading outcomes. Ms. Crookedacre's resume and state certifications are included in *Appendix B – Resumes of Key Personnel*.

### **Planning Grant Priority 7 (Competitive Preference)**

**Quality Affordable Housing:** In March of 2011, Community Action Project of Tulsa County was selected by the U.S. Department of Housing and Urban Development to receive a Choice Neighborhoods planning grant in the amount of \$250,000 to support the development of a comprehensive neighborhood transformation plan in the Eugene Field Neighborhood (- the award letter is enclosed under *Other Attachments*). HUD indicated that CAP's proposal was awarded (- one of only 17 winning applications nationwide out of 119 total submissions) because it presented a "viable and feasible approach to planning for neighborhood transformation."

**\*\*Note:** Although only one of the two noncontiguous areas proposed to be served in this Promise Neighborhoods grant proposal was the focus of the winning Choice Neighborhoods grant (i.e., Eugene Field, but not Kendall-Whittier), the applicant is the same entity in both the Choice and Promise applications. The Department of Education has confirmed that this situation meets the criteria to receive an additional point under *Planning Grant Priority 7 (Competitive Preference) Quality Affordable Housing* (- the Dept. of Education's written reply to CAP's question is also enclosed under *Other Attachments*).\*\*

The targeted redevelopment site for Tulsa's Choice Neighborhoods planning process is the Brightwaters Apartment Complex, a functionally obsolete 200-unit HUD-assisted property owned and operated by CAP (along with its private for-profit wholly-owned subsidiary). Joining CAP in the planning process to transform the Eugene Field Neighborhood is McCormack Baron Salazar (MBS), which over 35 years has established itself as a leading developer in urban transformation anchored by mixed-income communities. MBS has led many comprehensive neighborhood transformation projects (- including a sizable redevelopment effort currently underway in Tulsa's Kendall-Whittier Neighborhood), leveraged public and private funding streams, and achieved measureable positive outcomes for housing, people, and neighborhoods. To date, MBS has closed more than 135 projects with development costs in excess of \$2.2 billion, including 15,143 housing units and over 1 million square feet of commercial space.

CAP and MBS are creating a comprehensive plan to create a sustainable, long-term neighborhood renewal strategy centered around redevelopment of the Brightwaters Apartment Complex as a mixed-income development, but that is also focused on enhancements to the neighborhood's supportive services, creation of new job opportunities, and linkage of the Eugene Field Neighborhood to the surrounding areas. Recent progress includes a successful site visit from representatives of HUD and NeighborWorks America that served to engage and invigorate local neighborhood residents (see *Other Attachments* for HUD's report), the receipt of a \$602,750 Community Development Block Grant to rehabilitate the Brightwaters Apartments, a \$75,000 CDBG grant to add a KaBOOM! playground, and an additional grant of \$50,000 from NeighborWorks America to support the Choice planning process.

Simultaneously, McCormack Baron Salazar has also been employing a strategy to increase quality affordable housing in Tulsa's Kendall-Whittier Neighborhood at the direction of

the George Kaiser Family Foundation (- the provider of private match for the Tulsa Promise Neighborhood effort). Following a thorough nine-month planning process with Kendall-Whittier residents and community stakeholders, a plan was adopted that includes a 128-unit mixed-income housing development with adjacent for sale, retail, and mixed-use space, plus the renovation of the existing neighborhood park. Through the support of the City of Tulsa, which cleared the development site through urban renewal authority, the new development will replace what was previously an epicenter of crime and drugs in the neighborhood, and is designed to house neighborhood families with children while also creating an infusion of young professionals. Utilizing low-income housing tax credits from the state and private funding from the GKFF, the “Kendall-Whittier West Park” development and park renovation will begin construction in early 2012.

Collectively, the Choice Neighborhoods Initiative and locally funded housing efforts will significantly leverage a Tulsa Promise Neighborhood planning process by providing additional financial resources from which to draw, access to highly experienced national consultants skilled in neighborhood transformation, existing data collection efforts, and an established network of engaged residents. The similarities of the Choice and Promise Neighborhoods programs suggest that a Tulsa Promise Neighborhood would have a substantial head start over non-Choice Neighborhoods, and that these complementary planning efforts would allow CAP and its partners to prepare for the implementation of many more substantive changes than would otherwise have been possible (i.e., improving the conditions of both public housing and schools).