

East Lubbock Promise Neighborhood
Promise Neighborhood Grant -- U.S. Department of Education
Texas Tech University

The East Lubbock Promise Neighborhood (ELPN) targets:
Absolute Priority One: Promise Neighborhoods Plan
Competitive Preference Priority Four: Early Learning
Competitive Preference Priority Six: Arts & Humanities

ELPN Narrative Table of Contents

Introduction to ELPN	2
Need for the Project	4
Quality of the Project Design	9
Quality of Project Services	36
Quality of the Management Plan	43



Introduction

Thank you, Geoffrey Canada for creating a path for the rest of us.

In 1923 the Lubbock, Texas City Council established an ordinance that forbade people with more than “one-eighth negro blood” to reside outside the area “lying south of 16th Street and east of Avenue C except servants who were expected to live in the place where employed” (Amin, 1989). To this day that part of the city, East Lubbock, remains predominantly a separate community of citizens of color that now includes a sizeable Hispanic population in addition to its historically African American residents, and suffers disproportionately under the burdens of high rates of crime, poverty, ill health, and low academic achievement. It is hardly surprising how many local residents, aware of this shameful legacy of Lubbock’s Jim Crow past, recall with disbelief and some bitterness, President George H. W. Bush's 1989 statements at a national news conference, where he hailed Lubbock as an ideal American city, the heartland of the country and a barometer of national public sentiment.

Farm work and the cotton industry brought many of the ancestors of Lubbock’s present day citizens of color to the region, which remains the largest contiguous cotton-growing area in the world. Advanced agricultural technology has essentially eliminated manual fieldwork but as Lubbock’s citizens of color have diversified economically, levels of business ownership and political influence have not kept pace relative to their growing population numbers. In many ways, the citizens of East Lubbock are still a “hidden population.” While educational and quality of life indicators scream alarm (e.g., high rates of poverty, teen pregnancy, and STDs compared to the rest of the state, and the students of color in East Lubbock underperform their peers across the state of Texas), those indicators have not, to date, been adequately addressed.

There are signs, however, that the times are changing and awareness is building in the larger Lubbock community. In recent years numerous programs and initiatives have been implemented in East Lubbock by the city's top employers: Texas Tech University and Health Sciences Center, Covenant Health System, Lubbock Independent School District (ISD), United Supermarkets, and the City of Lubbock. Unfortunately, these initiatives have not been sufficiently coordinated or measured so as to determine their impact. There now exists among many stakeholders an overwhelming consciousness set to drive concerted action. It is a drive to correct past inequities and to harness the human capital potential of previously underserved and economically disadvantaged Americans as an "all hands on deck" approach to protecting America's economic viability, quality of life and global leadership.

The U.S. Department of Education Promise Neighborhood program provides the perfect theory of change and theory of action framework to catalyze the city's coordinated campaign to reclaim and jumpstart the potential of the citizens of East Lubbock. The Lubbock campaign can best be described as an emerging coalition of the city's most prominent employers organizing to offer a coordinated continuum of cradle-to-college-to career services to the residents and students of East Lubbock. Texas Tech University (TTU), a major regional, state and national research university of 32,000 students has also recommitted itself to deep community engagement. TTU will serve as the anchor institution for the East Lubbock Promise Neighborhood (ELPN) helping to build the collective capacity of partner institutions to serve and develop the historically underserved potential of children, families and communities in East Lubbock.

Need for the Project

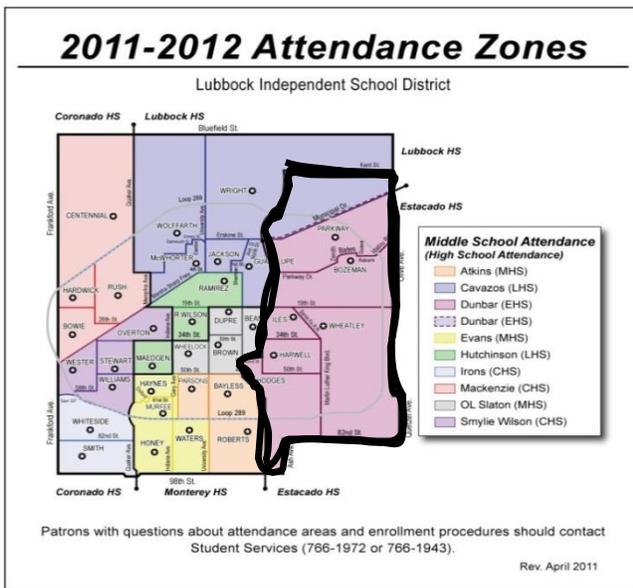
Data from our community survey, the U.S. Census, HUD, and Lubbock County crime and health data tell us the following about East Lubbock.

Table 1. Quick Facts on the East Lubbock Promise Neighborhood	
Demographics	Population: 33,000 Hispanic -- 49.2% Black -- 28.5% White -- 21.4%
Academic Indicators	Less than 32% participate in early learning Less than 25% ready for Kindergarten (Texas Primary Reading Inventory) East Lubbock students academically underperform their peers across Texas Estacado H.S. graduation rate: 66 % (44% with 4-year college-ready graduation diploma) 14% of grads go to 2-yr schools, 7% to 4-yr schools 41% who go to community college require remedial courses
Economic Indicators	30% below poverty line 93% of students on free or reduced lunch 25% of families are food insecure
Health Indicators	38% teen pregnancy rate, among highest rates in Texas 10% low birth weight rate 100% do not have access to a medical home other than ER after 5 p.m. 44% participate in 60 min. moderate exercise 10% consume 5 or more fruits & vegetables daily
Community Stability and Safety Indicators	27% mobility rate 36% in single parent households 6 th highest city crime rate in U.S. (Giuffo, 2011) Highest rate of child abuse in the state of Texas (22.7 / 1000) Greater than 80% of youth in juvenile detention are from East Lubbock
Family & Community Support Indicators	Less than 23% of parents read to children birth to Kindergarten Less than 39% in high-quality activities after school Less than 25% of homes have internet connectivity (See Figure 3.)

Where Is the ELPN Geographically?

East Lubbock corresponds to Lubbock ISD “Quadrant 4” which is bounded by MLK Boulevard to the west, Municipal Drive to the north, Olive Avenue to the east and 82nd Street to the south. The ELPN will start with Dunbar College Preparatory Academy, a middle school, as its central focus since all elementary schools in Quadrant 4 feed into Dunbar and Dunbar feeds into Estacado High School. (See map of catchment area below.) Dunbar is a Title 1 low performing school in corrective action. Several elementary schools are scheduled to be consolidated in the next few years, and they will all be phased into the ELPN continuum of services as will Estacado High School.

Figure 1. ELPN



- Phase I:* Dunbar: 2013-14
- Phase II:* Wheatley & Iles: 2014-15
(to become one school named Wheatley)
- Phase III:* Parkway & Bozeman: 2015-16
(to become one school named Alderson)
- Phase IV:* Estacado HS: 2016-17
- All ELPN Students
Beyond the Target Schools: 2017

Who Lives in the ELPN?

While historically an African American neighborhood, the population of 33,000 now has more Hispanics (49.2%) than African Americans (28.5%). The median family income is only \$25,355. Quadrant 4 has 5,062 K-12 students, with 558 (11%) in a K-12 magnet school for

women (i.e., Talkington School for Women Leaders), 2,826 (56%) students are in the four target schools in the ELPN (i.e., Dunbar Middle, Wheatley Elementary, Alderson Elementary and Estacado High School). Two other Q4 schools (Harwell and Hodges Elementary) enroll 950 students (19%). The balance of 709 Q4 students (14%) attend school outside of the ELPN. School demographics largely reflect those of the community, with a large percentage of Hispanic and Black students, and 93% on free or reduced lunch. (Ethnic, demographic and economic breakdowns for each school appear in Appendix F1.)

Table 2. Enrollment by Ethnicity

TOTAL ATTENDANCE	AMER. INDIAN / ALASKAN	ASIAN	BLACK / AFRICAN AMER	HISPANIC / LATINO	WHITE	HAWAIIAN / PAC ISLAND	TWO OR MORE
5,062	22 a.	14 a.	1,772 (35%)	2,741 (55%)	403 (8%)	7 a.	55 (1%)

a. Indicates a percentage <1.

What are the Key Indicators of Distress?

With the 6th highest crime rate among U.S. cities, Lubbock is a transit hub for drugs coming north from Mexico, and many Lubbock youth become involved with drugs and gangs (Giuffo, 2011). More than 80% of youth in detention facilities in Lubbock are from East Lubbock. Counselors, teachers, administrators and parents all expressed the need for mental health services for children who are experiencing violence in and outside the home, particularly for those who have family members who are incarcerated. Specific requests include intensive mentoring with successful role models.

In the last decade, more children in Texas than in any other state have died as a result of abuse or neglect. Unfortunately, East Lubbock has the state’s highest rates of confirmed child

indicates that childhood obesity rates approach 51%. State requirements for physical activity in school are 30 minutes per day.

What Are the Signs of Academic Distress?

Less than 25% of children in ELPN enter Kindergarten ready to learn (i.e., data from the Texas Primary Reading Inventory administered at the beginning of Kindergarten). According to a spring study conducted by Head Start, only 23% of parents read to their children. A comparison of East Lubbock student performance on state academic assessments vs. peer students across Texas indicates that ELPN students underperform the state. The results of the 2011 Texas Assessment of Knowledge and Skills (TAKS) for students attending Estacado High School, the high school that serves all of Quadrant 4, compare school passing rates with those of students in the district and state. The table below also compares the school with its “Texas Demographic Group,” schools across the state that have comparable demographics. ELPN students underperform the district and state and also underperform students in schools across Texas with comparable demographics.

**Table 3. Student Achievement Estacado High School
Passing Rates TAKS 2011**

School Averages, District Averages, Group Averages, State Averages

Subject	State Average Texas	Lubbock ISD Average	Estacado HS Average	Texas Demographic Group Average
Reading/ELA	90%	87%	86%	86%
Mathematics	84%	77%	53%	70%
Science	83%	79%	67%	75%
Soc Studies	95%	94%	90%	93%
All Tests	76%	69%	47%	62%

While the reported graduation rate at Estacado H.S. was 66 % in 2011, only 44% of Estacado students graduated with a 4-year college-ready graduation diploma (i.e., Texas has “minimum, recommended, and distinguished” HS graduation tracks). Only 14% of Estacado graduates go on to a community college and just 7% attend a 4-year university. Of those that go to community colleges, 41% require remedial courses.

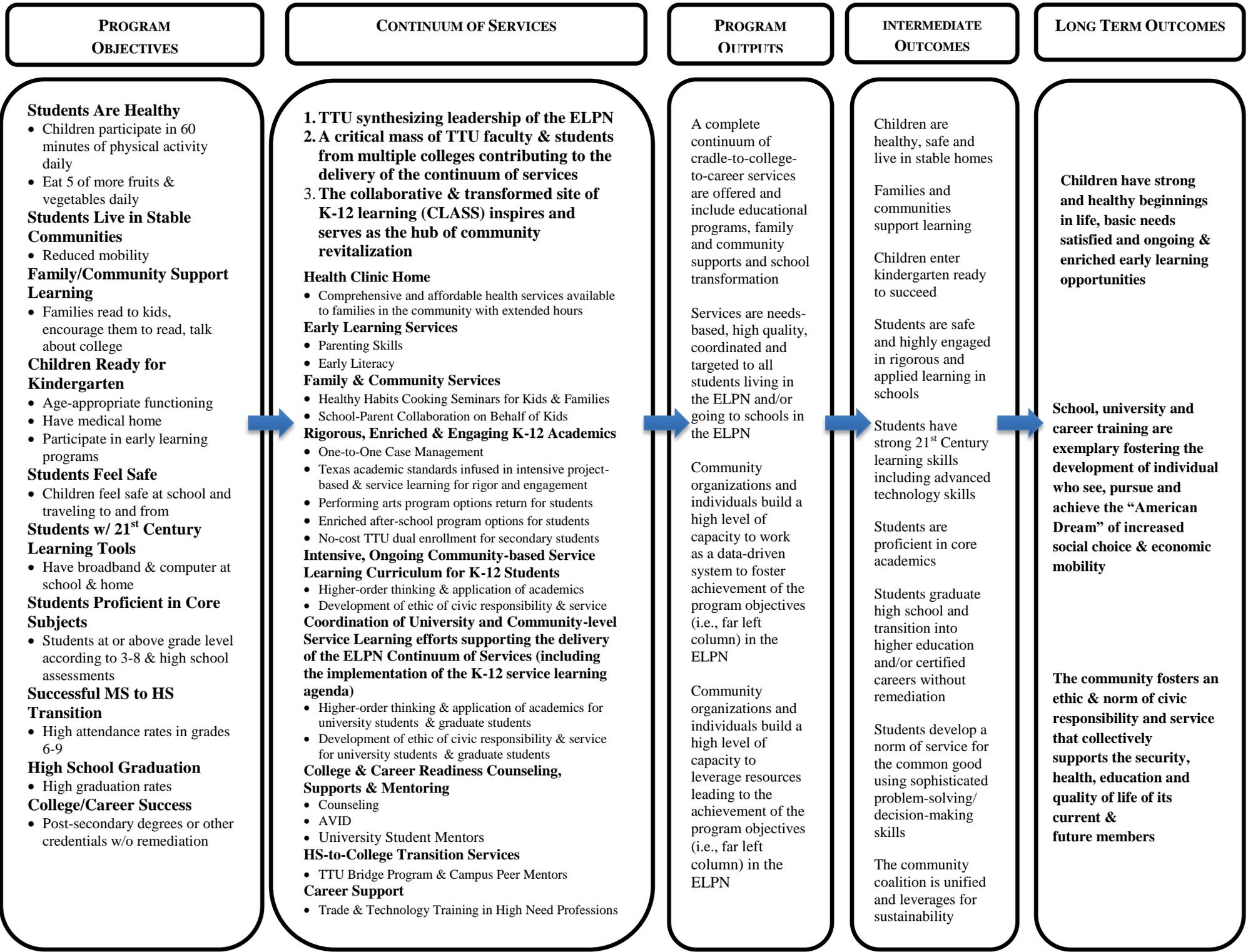
Schools in East Lubbock have lost full-time art teachers, and performing arts have been considerably reduced. Principals and parents pointed out that the performing arts are embraced by students, and performances draw parents to the schools. Education in arts and humanities is associated with improved self-image, school performance and critical thinking, so society may be losing gifted individuals who would otherwise contribute to our humanistic and intellectual development (Colley; 2012).

Needs analysis indicated strong interest in after school and college preparation activities; career counseling; community service projects; dental/vision screening; positive role models, mentors, tutors; parent involvement; leadership development, communication skills, self-esteem/social skills.

Quality of the Project Design

Two key features distinguish the design of the ELPN Project:

1. Texas Tech University, Lubbock Independent School District (ISD) and the others in our East Lubbock Promise Neighborhood (ELPN) Coalition dedicate themselves to data-driven, results-oriented, “**Boardroom**” and “**On-the-Ground**” school and community revitalization in East Lubbock.
2. Our *collaboratively created* Community-School-University transformation model of K-12 schooling is an innovative platform for engagement, rigor and community revitalization in the ELPN.



PROGRAM OBJECTIVES

Students Are Healthy

- Children participate in 60 minutes of physical activity daily
- Eat 5 of more fruits & vegetables daily

Students Live in Stable Communities

- Reduced mobility

Family/Community Support Learning

- Families read to kids, encourage them to read, talk about college

Children Ready for Kindergarten

- Age-appropriate functioning
- Have medical home
- Participate in early learning programs

Students Feel Safe

- Children feel safe at school and traveling to and from

Students w/ 21st Century Learning Tools

- Have broadband & computer at school & home

Students Proficient in Core Subjects

- Students at or above grade level according to 3-8 & high school assessments

Successful MS to HS Transition

- High attendance rates in grades 6-9

High School Graduation

- High graduation rates

College/Career Success

- Post-secondary degrees or other credentials w/o remediation

CONTINUUM OF SERVICES

1. TTU synthesizing leadership of the ELPN
2. A critical mass of TTU faculty & students from multiple colleges contributing to the delivery of the continuum of services
3. The collaborative & transformed site of K-12 learning (CLASS) inspires and serves as the hub of community revitalization

Health Clinic Home

- Comprehensive and affordable health services available to families in the community with extended hours

Early Learning Services

- Parenting Skills
- Early Literacy

Family & Community Services

- Healthy Habits Cooking Seminars for Kids & Families
- School-Parent Collaboration on Behalf of Kids

Rigorous, Enriched & Engaging K-12 Academics

- One-to-One Case Management
- Texas academic standards infused in intensive project-based & service learning for rigor and engagement
- Performing arts program options return for students
- Enriched after-school program options for students
- No-cost TTU dual enrollment for secondary students

Intensive, Ongoing Community-based Service Learning Curriculum for K-12 Students

- Higher-order thinking & application of academics
- Development of ethic of civic responsibility & service

Coordination of University and Community-level Service Learning efforts supporting the delivery of the ELPN Continuum of Services (including the implementation of the K-12 service learning agenda)

- Higher-order thinking & application of academics for university students & graduate students
- Development of ethic of civic responsibility & service for university students & graduate students

College & Career Readiness Counseling, Supports & Mentoring

- Counseling
- AVID
- University Student Mentors

HS-to-College Transition Services

- TTU Bridge Program & Campus Peer Mentors

Career Support

- Trade & Technology Training in High Need Professions

PROGRAM OUTPUTS

A complete continuum of cradle-to-college-to-career services are offered and include educational programs, family and community supports and school transformation

Services are needs-based, high quality, coordinated and targeted to all students living in the ELPN and/or going to schools in the ELPN

Community organizations and individuals build a high level of capacity to work as a data-driven system to foster achievement of the program objectives (i.e., far left column) in the ELPN

Community organizations and individuals build a high level of capacity to leverage resources leading to the achievement of the program objectives (i.e., far left column) in the ELPN

INTERMEDIATE OUTCOMES

Children are healthy, safe and live in stable homes

Families and communities support learning

Children enter kindergarten ready to succeed

Students are safe and highly engaged in rigorous and applied learning in schools

Students have strong 21st Century learning skills including advanced technology skills

Students are proficient in core academics

Students graduate high school and transition into higher education and/or certified careers without remediation

Students develop a norm of service for the common good using sophisticated problem-solving/decision-making skills

The community coalition is unified and leverages for sustainability

LONG TERM OUTCOMES

Children have strong and healthy beginnings in life, basic needs satisfied and ongoing & enriched early learning opportunities

School, university and career training are exemplary fostering the development of individual who see, pursue and achieve the "American Dream" of increased social choice & economic mobility

The community fosters an ethic & norm of civic responsibility and service that collectively supports the security, health, education and quality of life of its current & future members

Partnerships of Promise Portend Promise Neighborhoods

Texas Tech University (TTU), Lubbock Independent School District (ISD), the City of Lubbock, Covenant Health System, South Plains Food Bank, United Supermarkets, United Way of Lubbock, the South Plains P-20 Council and over 30 service providers have identified the distress of the East Lubbock community as a challenge that must be addressed. The ELPN Coalition recognizes that many of the maladies suffered in the East Lubbock community are the result of a long history of limited opportunities; opportunities readily available to those of a different class and privilege.

We understand that with changing national demographics, today's underserved children will be tomorrow's majority and leaders. We know that we must do dramatically more to prepare them. This work is not a simple-minded act of benevolence; it is a collective and intentional act of leadership to ensure America's continued greatness. With great commitment, the ELPN Coalition will offer a coordinated array of quality services that actualize the historically underserved human capital potential of East Lubbock residents.

Texas Tech University is becoming a "Promise University"

Like other major research universities, TTU has the broad range of disciplinary expertise (e.g., medical school, engineering, and performing arts), database and analytical skills and human resources. What is different about TTU is its commitment to significant and systemic "on the ground" participation in the ***delivery*** of the ELPN continuum of services. This commitment is system-wide reflecting the administration, academic and medical colleges and manifested by the participation of ***significant*** numbers of faculty, undergraduate and graduate students.

At the heart of this element of program design is strategic integration of TTU's community engagement mission into its academic programming. Specifically, TTU deans and faculty are moving to develop students' higher-order skills (e.g., data-supported decision-making in complex problem-solving situations) as well as their conceptual understanding. Skill development requires measured performances in authentic settings. Thus, honing of professional skills in academic programming will occur in the context of strategic service learning placements; TTU students, the recipients of services and the broader community all "win."

Community engagement in East Lubbock has been an ongoing reality for TTU for over 15 years. However, like many similar engagement initiatives across the country, we have not operated in a strategic and coordinated manner. Efforts have been episodic, sometimes unmeasured and usually poorly communicated across administrative and academic units. Additionally, and critically important, past efforts may not have involved collaboration with community organizations; in fact, TTU efforts may have even competed with related community efforts. After much contemplation and discussion TTU is on an intentional path.

Thus, TTU, led by its Office of Strategic Engagement, has committed itself to collaborate with a broad coalition of individuals and institutions in the Lubbock community (business, health care, community services, government, education and philanthropic) on behalf of the ELPN campaign. TTU fully embraces the collective community impact model. We are committed to cross-community coalition building, high standards of quality, inclusiveness, co-creation and co-implementation. We also know that measurement, benchmarking and results are the ultimate non-negotiables of the partnership. TTU is ready to engage significant numbers of students and faculty systematically to be a major "on-the-ground" contributor of a continuum of services. We

are also ready to convene, to coordinate “boardroom” action to sustain funding and to provide data and research expertise that helps us stay focused on results.

TTU is focused on the big idea of measurably translating higher education into higher standards of life, equity, tolerance and sustainability. With this perspective and with our commitment to action and measured impact we are becoming a *Promise University*.

Collaboratively Created Transformation Model of K-12 Schooling as an Innovative Platform for Engagement, Rigor and Community Revitalization

The second element of our program design is a transformation model of K-12 schooling devised to challenge and engage students intrinsically. In 2011, a group of 40 educators and community members from Lubbock (i.e., K-12 school and teacher leaders, East Lubbock community-based organization leaders offering before and after school programs, faculty and administrators from TTU, and educators from the regional educational service center) initiated a series of meetings for the purpose of creating a new model of schooling that would dramatically improve the academic achievement of historically struggling students in East Lubbock. At the initial meetings, school-based educators expressed worry about Texas’ new, rigorous academic standards and the related standardized tests (i.e., the State of Texas Assessments of Academic Readiness or STAAR). The new curriculum and exam are Texas’ well-regarded version of the nationally implemented Common Core Curriculum.

School educators expressed concern about the kind of professional development that would help to prepare teachers for the new focus on critical thinking, problem-solving and the application of academics in real world contexts. The community-based educators listened empathetically to the concerns of the school-based educators and then offered their view that

historically struggling students in East Lubbock would never rise to the higher levels of achievement until teachers and schools got to know students' parents, community, and "world." The differing perspectives suggested that the two groups of committed, caring educators operated in parallel but separate realities when educating the same East Lubbock student.

This early insight shaped the direction of all future meetings. Convening every three weeks from Fall 2011 to the end of Spring 2012, the group created a model of schooling carefully researched for viability by faculty and graduate students from the College of Education at TTU. Ultimately the group named the school model **CLASS: Community Learning with Academic Solutions School.**

A number of school leaders from our ELPN K-12 partner institution (Lubbock ISD) were active in the collaborative creation of the CLASS model. Lubbock ISD leaders enthusiastically championed dialogue with teachers at schools targeted to become CLASS sites. They also participated in an array of concept development meetings with ELPN community members, many of whom became ELPN Advisory Board members.

The CLASS model has a strong foundation of research, not only in the literature on "full service" community schools but also in the research on project-based learning and service learning. This research is presented in Appendix F.2, but first, an overview of the academics at CLASS sites.

Academic Elements of the CLASS School Reform Model

- Intensive project- and service learning-based curriculum and instruction has the goal of intrinsically engaging students in meaningful and rigorous academic learning strategically applied to addressing issues of importance to the community. In a CLASS reform model, the

service learning issues are defined by the local community with assurances from educators that the topics are developmentally appropriate.

- The academically rigorous, service learning intensive curriculum is an ongoing cyclical process of a) planning for, b) implementing, then c) evaluating community-based service learning actions leading to the achievement of community improvement goals. The Texas academic standards frame and infuse ALL service learning. Students are held to ongoing performances indicating masterful use of academic knowledge and skills to address community improvement and quality of life effectively and elegantly. A team of curriculum specialists from TTU and Lubbock ISD will collaboratively plan, create, train and support full fidelity implementation and evaluation of the academically rigorous service learning curriculum. TTU will have continuous presence at CLASS sites and accept co-responsibility for student learning outcomes.
- Acquisition, training, and implementation of state-of-the-art technology (e.g., e-books on internet compatible tablets) will provide students and teaching staff with flexible (e.g., “flipped” instruction) and enriched learning experiences.
- Enriched and extensive after-school options will be available for all students including service learning, performing arts, exercise and sports.
- One-to-One Academic Case Management will ensure that each and every child at CLASS sites receives the type of learning experiences needed to assure his/her mastery.
- Extensive and ongoing involvement of TTU undergraduate and graduate students in the delivery of CLASS academic services will occur both during and after school. Again, this involvement is not about doing “good deeds” but participating in a phase of TTU academic

programming where TTU students' higher-order skills are being observed, scored, and honed by TTU faculty.

The CLASS model is a comprehensive approach to school reform and includes “wrap around” services designed to ensure students' readiness to learn. Overall, the CLASS model is designed to achieve three comprehensive goals framed on Maslow's Hierarchy of Needs:

Figure 3

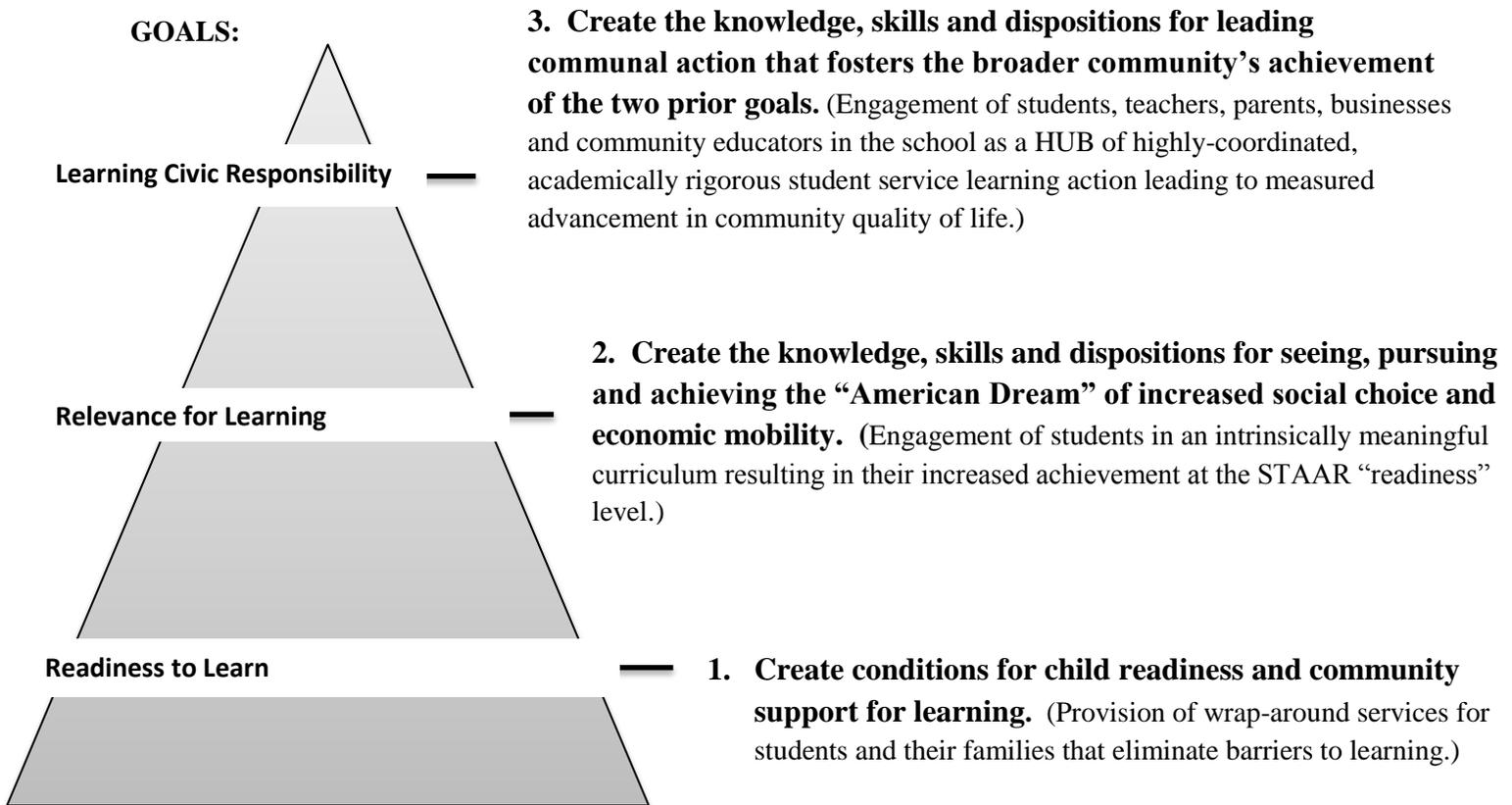


Table 4: Continuum of Services

Goal 1: Ensuring Readiness to Learn	Goal 2: Acquiring Tools for Success	Goal 3: Leading Community Solutions
Project Services Delivered through CLASS Sites		
<p>Health Clinic Services Work with the Comprehensive Community Health & Wellness Clinics in ELPN to provide expanded service hours preventing student absences</p>	<p>Rigorous, Enriched & Engaging CLASS Academics</p> <ul style="list-style-type: none"> • K-12 ongoing academic performance progress monitoring and One-on-One Academic Case Management with absences, behavior, course grade analysis using data dashboard system and “catch up” academies and computer-assisted academic modules • Role Model “Flooding”: Seeing new social possibilities with an ongoing barrage of successful peers • K-12 AVID Learning Systems interventions to foster college and career readiness • College & Career Readiness School Counseling including mentoring by university students: middle & high school • K-12 intensive school-university curriculum/instruction development, training and ongoing university presence to help merge Texas’ academic standards with intensive, ongoing service learning for community engagement and improvement • K-12 Kindle Fire tablets for targeted classes, service learning and “flipped” instruction 	<p>Intensive, Ongoing Community-based Service Learning Curriculum for K-12 Students driving the school day and after school programming (and built on a civic responsibility framework)</p> <p>Service learning foci driven by community needs analysis and the ELPN Advisory Board. <i>Possible examples from Needs Analysis Data:</i></p> <ul style="list-style-type: none"> • Food Insecurity: Garden Husbandry • Obesity, Diabetes: Nutrition, Cooking & Exercise • Lack of Recreation & Playground Facilities for Kids: Planning, Organizing, Fundraising, Implementing • STD/Teen Pregnancy: Education & Prevention • Loss of the ARTS in East Lubbock schools during the era of High Stakes Testing: Bringing back enriched learning opportunities through school-university Arts & Humanities collaborations
<p>Early Learning Services <i>(Offered through CLASS Site)</i></p> <ul style="list-style-type: none"> • “Baby College” Expectant & New Parent Outreach, Training & Support • Expand the Texas Literacy Initiative Project, a multi-organization “Literacy Lines” partnership (including TTU) for ages 0-5 language & literacy development 	<ul style="list-style-type: none"> • K-12 rich array of community collaborative after-school experiences including extended service learning • K-12 school-university collaborations for performing arts: music, dance, orchestra, strings, Ballet Folklorico • No-cost dual enrollment courses for ELPN high school students at TTU • Administration of the ACCUPLACER exam for all freshmen high school students with “catch up” academies for low scorers to prepare them to take dual enrollment courses at TTU 	<p>Coordination of University and Community-level Service Learning efforts supporting the delivery of the ELPN Continuum of Services (including the implementation of the K-12 Service Learning Agenda)</p> <p><i>Possible examples:</i></p> <ul style="list-style-type: none"> • TTU Medical and/or Counseling students supporting the Health Clinic • TTU Human Sciences, Exercise Sciences, Agriculture and COE students supporting Early Learning, Family & Community and CLASS academic services
<p>Family & Community Services <i>(Offered through CLASS Site)</i></p> <ul style="list-style-type: none"> • Healthy Family Cooking • Comprehensive Wellness • Teen Pregnancy Prevention • Exercise & Leadership • School-Parent Collaboration to Foster Child Success (Epstein) • Exploring Higher Education 	<ul style="list-style-type: none"> • Career & Technology Pathways: High demand technical profession courses in middle and high school with a community service learning component • High School to College Transition Programs (TTU Upward Bound, IDEAL, PEGASUS, Mentor Tech) 	<ul style="list-style-type: none"> • TTU COE site-based doctoral students & faculty helping to support CLASS academic implementation • TTU Visual & Performing Arts students supporting performing arts during & after-school

Services for Goal One: Create Conditions for Child Readiness to Learn

It is known from the needs analysis that while many East Lubbock students do have a medical home other than a hospital emergency room, community services are only available from 8AM to 5PM Monday through Friday. Because of limited service hours and working parents, it is common for students to miss school due to illness or to come to school sick. Lack of dental attention is also reported as a cause of absenteeism.

Extended Service Hours for Comprehensive Health Clinics: Our ELPN health partner institutions, Covenant Health Systems, TTU Health Sciences Center and Community Health Center of Lubbock operate community health clinics in the ELPN, all operating from 8AM to 5PM Monday through Friday. Those with clinics located near CLASS sites (i.e., TTUHSC in south ELPN & Community Health Clinic of Lubbock in north ELPN) will staff health clinics for extended hours (i.e., until 10 PM three days on weekdays and with weekend hours every other week). Staffing will include a general practice M.D., nurse practitioners, a dentist, a nutritionist, supporting nurses and attendants. All services will be available to both children and families.

Early Learning Services (COMPETITIVE PREFERENCE PRIORITY 4): Lubbock ISD, working with the TTU College of Human Sciences, Early Learning Centers of Lubbock, Lubbock YWCA Childhood Center and the network of Lubbock ISD Prekindergarten and Head Start programs, recently received a [REDACTED] grant funded through the US DOE Striving Readers Program renewable over a five year period. The Texas Literacy Initiative grant uses a “Literacy Line” model of student feeder-pattern collaboration to provide intensive, aligned literacy support, instruction and programming for language, pre-literacy and literacy development. This intensive literacy line collaboration will occur in the Early Head Start Center

(TTU), the YWCA's Early Childhood Center, the multiple Early Learning Centers and the elementary schools in the ELPN.

Literacy coaches will model and support best-practices for the early childhood education partners. Significant literacy resources and service learning support from a number of TTU students will also be provided at all sites. In addition to these comprehensive literacy services, the TTU College of Human Sciences will create and implement a 9-week parent support and training program designed after the Harlem Children's Zone "Baby College" as well as home outreach to attract parents to this training. Along with training parents on child development, brain-based learning and positive discipline, parents will learn the literacy practices provided by the Texas Literacy Initiative. Children with developmental delays who do not qualify for other services such as the Early Childhood Intervention/Developmental Education Birth through Three Center, will receive services through home visits.

Family & Community Support Services: Working with a range of providers in the East Lubbock community, the TTU College of Human Sciences and the Department of Health, Exercise & Sports Sciences in the College of Arts & Sciences will lead the organization of an array of family and community services. Several trademark offerings are described here:

- Supported by corporate partner, United Supermarkets, full participation healthy cooking classes will offer fun, engaging and tasty ways of learning about nutrition and strategies for battling child obesity. Participants, including family members, will attend sessions at CLASS sites where they will cook and eat healthy, balanced and quick menus with food provided by the corporate partner.

- The TTU College of Human Sciences will offer a highly touted university course on health for parents and their families. The course, Comprehensive Wellness, focuses on the integration of body, mind, emotions and behavior and makes participants conscious of the need to make decisions about health and wellness.
- The TTU Department of Health, Exercise & Sports Sciences (College of Arts & Sciences) will offer parents and their families classes in experiential exercise and “ropes” training to build health and confidence.

Services for Goal Two: Developing Students’ Knowledge, Skills & Dispositions for Success

Rigorous, Enriched and Engaging CLASS Academics

CLASS academics are an exciting continuum of K-12 learning interventions made possible by a close community-school-university collaboration. The CLASS model represents a transformed approach to learning, especially for children in historically underserved communities. CLASS academic services range from one-to-one monitoring and support services to a highly engaging, real-world curriculum to an array of after-school learning enrichments to no-cost TTU dual enrollment courses for ELPN high school students to High School-to-College transition supports. Major themes of CLASS academics include learning that is intrinsically meaningful and rigorous, one-to-one case management to ensure the progress of each student and a college-going culture that challenges/supports all children and their parents to pursue a higher education degree. The major components of CLASS academics are described below:

One-to-One Academic Case Management: In a model taken from the Harlem Children’s Zone and the GEAR UP program, Academic Case Managers, assigned by grades, work with

each student to create ongoing, individualized action plans that identify concrete strategies to enrich and support the student's academic achievement, college readiness and personal growth. One-to-one academic case management focuses on student advocacy and building collaborations with the parents, teachers and other stakeholders to inform, develop, execute, assess and track student progress, from late elementary to middle to high school and into college.

As a pilot district for the state of Texas, Lubbock ISD has in place a highly sophisticated data dashboard system. This system enables the specific tracking of students' absences, behaviors and course grades. Academic Case Managers will use these data to engage students in appropriate interventions such as "catch up academies" and/or computer-based academic modules like iStation and Achieve 3000.

Catch up academies are teacher-taught interventions based on the work of Johns Hopkins Talent Development Schools. Students are given instruction in areas such as strategic reading and learning strategies as well as specific instruction appropriate for their particular learning needs. Collaboratively implemented by Lubbock ISD and TTU College of Education personnel, CLASS teachers will receive intensive and sustained professional development and implementation support to foster student "catch up" results.

Model "Flooding": Whether intended or unintended, for positive or negative outcomes, research documents the influence of social models. In this case, strategic use of positive models will help shape ELPN students' views on the value of school, civic responsibility and future academic and life plans. The ELPN Advisory Board will vet and schedule an ongoing "barrage" of positive peer role models. Peer role models will be involved in service learning experiences, after-school and family and community experiences.

AVID Learning System for College Readiness: Advancement Via Individual

Determination is a college readiness system for elementary through postsecondary students that is designed to increase school-wide learning and performance. The AVID College Readiness System, well documented in the research literature for impact, accelerates student learning, uses research-based instructional methods, and provides meaningful and motivational learning.

Benefiting from a Texas Higher Education Coordinating Board grant, TTU and Lubbock ISD have been using AVID in a number of schools; elementary to high school. In the ELPN, AVID will be expanded to each of the CLASS sites with TTU students serving as AVID mentors.

School Counseling for College and Career Readiness Including College Student

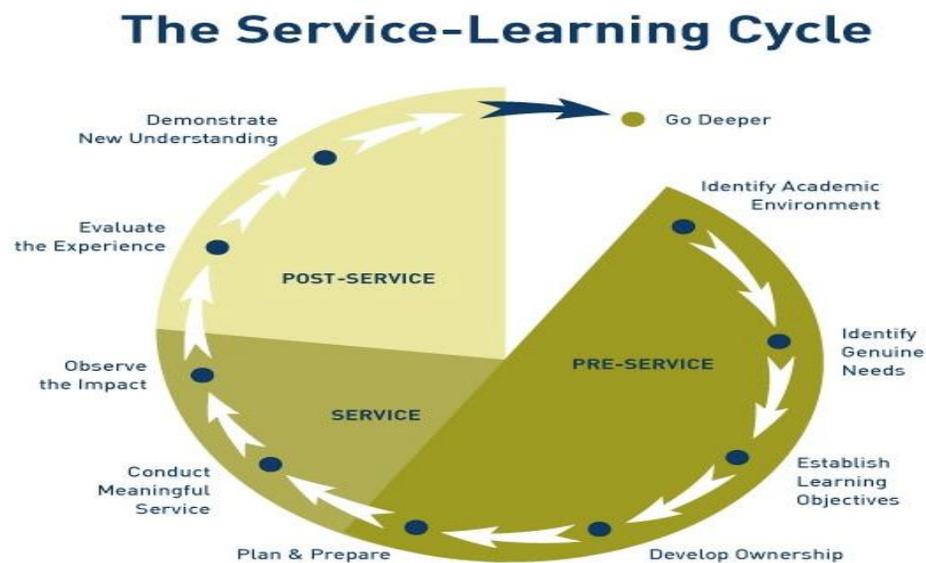
Mentors: The TTU Counselor Education Program will work with Lubbock ISD to provide ELPN elementary to high school students at the CLASS sites with professional school counselors trained and highly effective in college and career readiness counseling. In addition, Generation Texas (GenTX), a college readiness mentoring program currently funded by the Texas Higher Education Coordinating Board, will provide TTU student mentors for ELPN students. These “GenTXperts” are ethnically diverse, academically gifted, and highly effective communicators. The GenTXperts are TTU students from multiple academic colleges in their first two years of undergraduate work.

Project-based and Service Learning: Project-based learning is a dynamic approach to teaching and learning where students explore real-world problems and challenges. The subjects of exploration are typically complex, multifaceted, and realistic. With this type of active and engaged learning, students are challenged and inspired to obtain a deeper knowledge of the subjects that they are studying. They are also called to create original and creative solutions.

In the broadest terms, service learning can be defined as a subset of project-based learning as the project is service based with the goal of both academic learning and social outcomes. A body of research has documented the effectiveness of these learning methods in fostering both student engagement and achievement. Unfortunately, to date it is more common for high achieving, affluent students to experience these student-directed approaches to learning. ELPN students will enjoy the full experience of project-based and service learning.

The project-based and service learning at CLASS sites will be ongoing and intensive. It will be the core of the teaching and learning processes. Students will be learning and applying academic content as they plan for, implement and evaluate an ongoing series of community-based service learning actions. The graph below illustrates the cyclical dynamics of an intensive project-based and service learning curriculum.

Figure 4



Both TTU and Lubbock ISD, the key collaborators in the implementation of project-based and service learning, have experience with these pedagogies (e.g., International Baccalaureate

Program) but this opportunity will allow us to provide these rich learning experiences for East Lubbock students scaled to the entire K-12 CLASS sites. A team of curriculum specialists from the TTU College of Education and Lubbock ISD will work together on an ongoing basis to create the project- and service learning- based curriculum scope and sequence. The team will also have a continuous presence at CLASS sites to provide ongoing professional development and classroom implementation support to ensure high fidelity implementation and academic impact for students. TTU graduate students from the College of Education will be housed at CLASS sites to support high quality implementation and student learning. The source of topics for service learning described in the literature come typically from projects designed by school leaders and administrators. Unique to the CLASS projects, topics will come from the neighborhood in which the students live.

Tablet Computers for Teaching and Learning: Students at CLASS sites will have access to (Internet connected) tablets (e.g. Kindle Fire) for targeted learning experiences (e.g., reading and researching). Tablets will permit a level of student independence in completing projects occurring concurrently in small group student teams. Students will also use tablets when experiencing “flipped” web-based instruction with embedded assessment as homework. Such flipped web-based homework and embedded assessments typically address and help ensure students’ understanding of the foundational knowledge (i.e., basic ideas, facts, concepts) needed during the student-directed, higher-level learning and application that occurs during the school day. To manage costs, tablets will be purchased in sufficient numbers to allow a student “check out” system that will maximize their use. Because Kindle Fire tablets can access the internet through cell phone towers, students will be able to connect with the internet at home even if their families do not have a home internet service.

Engaging, Enriched, Evidence-based After-School Programs: Like the project-based and service learning curriculum, rich after-school programming will be a signature offering at CLASS sites. After-school programs will be available to all CLASS students and will reflect a range of options. After-school program options will extend the community-based service learning curriculum, provide additional opportunities for students to master academics (e.g., catch up academies, computer-based academic modules), offer engaging task-oriented exercise and specialty sports coaching (e.g., gymnastics), and a range of programs in the visual and performing arts (e.g., art, dance, music, digital photography, instruments).

These enriched and engaging after-school options will be made possible through a TTU-Lubbock ISD partnership that will engage both TTU faculty and a number of TTU undergraduate and graduate students each day. In addition, permanent staff will ensure continuity and quality.

All after-school programs will be evidence-based. Research has shown that four characteristics typify after-school programs that contribute to students' academic, social and emotional development (e.g., Durlak & Weissberg, 2007). These four characteristics, missing in many after-school programs, are reflected in the acronym SAFE: (S) program staff **sequence** out of school activities, (A) program staff emphasize **active** forms of learning, (F) program staff **focus** sufficient time and attention on skill development, and (E) program staff are **explicit** in defining the skills they are attempting to promote.

Arts & Humanities During and After School Enrichments (COMPETITIVE PREFERENCE PRIORITY 6): Over the years, Lubbock ISD and the TTU College of Visual & Performing Arts have collaborated on projects, but the ELPN campaign will bring performing arts back to East Lubbock schools that significantly reduced these programs with the advent of high-stakes testing and significantly declining state budgets. Students at CLASS sites will enjoy

an enriched array of visual and performing arts options such as music, art, dance, orchestra, strings, digital photography, clay production and Ballet Folklorico. Faculty, undergraduate and graduate students from the TTU College of Visual and Performing Arts will perform service learning at CLASS sites systematically built into the college's academic programs. The arts will also be integrated into CLASS project-based and service learning projects as TTU College of Visual and Performing Arts faculty will be involved along with district and TTU College of Education faculty in planning the interdisciplinary curriculum. Because of this, East Lubbock students and their parents will enjoy a rich and high-quality arts curriculum.

Dual Enrollment Courses: High school students at the CLASS site in the ELPN (i.e., Estacado High School) will be offered no-cost dual credit courses at TTU. TTU will design the program based on the University of Southern California's Neighborhood Academic Initiative.

Beginning at the middle school CLASS site (i.e., Dunbar College Prep) and continuing through high school, students will be offered pre-college enrichment courses that will help them acquire the academic skills they need to flourish in a college or university setting. Working with Lubbock ISD and using the talents of AVID and/or GenTX-trained TTU students, the pre-college enrichment classes will be offered at CLASS sites on weekday mornings and after school. On Saturdays, the pre-college enrichment experiences will be offered at TTU. Sessions will include a focus on study skills, note-taking, critical thinking, time management, PSAT and SAT1 preparation, cultural field trips, and recreational activities.

Because students are more likely to succeed in school when their parents are involved with the educational process, TTU will offer seminars for parents/guardians or advocates of pre-college enrichment participants. Topics will be developed with input from parents, staff and

teachers. They will likely include adolescent/child development, effective communication, creating a positive learning environment in the home, fostering educational success and conflict resolution, in addition to issues of special concern to parents of juniors and seniors, such as the college application process and financial aid.

Beginning as high school juniors, Estacado High School students passing dual enrollment admissions testing (e.g., Accuplacer, THEA) will be offered “gateway” courses that are required in the Texas Recommended HS Program and are essential to undergraduate work, such as: English 1301 (Essentials of College Rhetoric), Math 1300 (College Algebra) or Math 2300 (Intro to Statistics), General Physics 1403, Art 1309 (Art Appreciation), History 2300 and 2301 (U.S. History), EDIT 2318 (Computing and Information Technology), COMS 2300 (Introduction to Public Speaking), and Personal Financial Planning 1305 (Personal Finance: Skills for Life).

Dual credit course will be offered at the TTU campus, after school or on Saturdays, and taught by Texas Tech faculty. Classes at TTU will help make students comfortable with university campus life. Tuition and fees will be waived by TTU, and will be counted as match. Lubbock ISD will provide transportation and book costs.

Accuplacer Diagnostic Exam and Catch-up Academies: To ensure that CLASS high school students are ready to take college-level dual enrollment classes, all entering freshman will take the ACCUPLACER (i.e., College Board) exam. Students who score below required dual enrollment admissions levels will attend the intensive “catch up academies” described earlier.

Career and Technical Pathway Courses & Service Learning: Lubbock ISD has a 21st Century, state-of-the-art Career and Technology complex at the Bryon Martin Advanced Technology Center in Lubbock, Texas. It serves both students who elect the pathway of

professional trades and those who are college bound. Lubbock ISD students and their parents who select the Career and Technology Pathway can begin coursework as early as middle school and continue through high school. Coursework integrates academics, career development and career education. At the high school level, there are explicit links with area businesses and students experience a personalized plan of study to prepare them academically for to meet industry certification standards.

Career and Technical students in the ELPN will also experience a curriculum driven by service learning. For example, Lubbock ISD Bryon Martin Advanced Technology Center students in the construction trades build houses for Lubbock Habitat for Humanity. These high school students are supported by TTU students from the TTU Greek System and the TTU Habitat Chapter.

To ensure that Career and Technical students in the ELPN have strong academic skills needed in the increasingly complex professional trades, EPLN partner, South Plains Workforce Solutions will provide students with diagnostic feedback from the WorkKey assessment by ACT. The ACT WorkKey assessment is used by employers in the trades to determine the job skills of applicants. The core foci in the assessment are applied mathematics, reading for information, and the ability to quickly locate relevant information.

Early administration of the WorkKey assessment by Workforce Solution staff has shown a wide range of Lubbock ISD student competency. The challenge to date has been to provide interventions for students who score too low to certify on the WorkKey assessment. As part of the ELPN continuum of services, students from the TTU College of Education will create and

implement a “catch up academy” (described earlier) designed to impact students’ applied mathematics, reading, and identification of key information in technical guides.

High School-to-College Transition Support Programs: TTU has a wide array of programs that foster the retention and success of students of color and/or first generation college students. These programs (e.g., Upward Bound, IDEAL, PEGASUS, MentorTech) begin with services for high school students and their families and continue through TTU graduation.

At the core of most of these programs is a college peer mentor who is able to help the prospective or new TTU student transition to higher education from high school. Beyond a peer mentor, these services offered through the TTU Division of Institutional Diversity, Equity and Community Engagement include scholarships, tours, information sessions, resource guidance, financial advising, skill assessment, interest inventory assessment and a number of social events that help TTU students become active members of the university culture.

Services for Goal Three: Leading Community Solutions

Community-based Service Learning: As described above in the Project-based and Service Learning section, the curriculum at CLASS sites will integrate the Texas academic standards into intensive service learning that addresses an expressed community need. In addition to providing highly engaging learning experiences with opportunities for higher-order thinking and application of academic content to real world issues, the project-based and service learning curriculum will foster the development of students’ sense of personal agency, of their abilities to make a difference and to provide service for the common good of the community.

Establishing a norm of using academic learning to solve problems and give back to one’s community moves the ELPN campaign a step beyond that of many Promise Neighborhood

initiatives. Not only do the CLASS sites represent a “full-service community school” with an array of health, early learning, family and educational services, they also create a hub of resident-directed community revitalization action enabled in part by the service learning curriculum at the K-12 CLASS sites. Students will learn to be an important part of solutions to concerns in their community. Parents and community leaders will see their community schools and the role of education in a new light. The aspiration is for unified community commitment and effort, with parents, church and other community leaders and residents joining their children’s service efforts in the schools to address expressed issues of concern. In this way, schools and academic learning will be reintegrated into the life of families and the community, not as a matter of compliance but of opportunity.

At the highest level of CLASS academics is learning to give to important causes larger than one’s self; to learning civic responsibility. This is the domain of learning related to becoming a citizen concerned with the common good, advocacy, social participation and democratic governance. Through academics-driven service learning to improve their community, CLASS students will experientially learn of their own agency for governance and about authority, equality, participation, tolerance, self-respect and quality of life. They will learn citizenship.

Coordination of University and Community Service Learning: The ethic of giving, of civic responsibility and service for the greater good will also be nurtured at the university level through TTU’s integration of its strategic community engagement mission into academic programming. This work will not only benefit the community, but strategic service learning placements will also provide the real world context needed to hone TTU students’ higher-order skills and sense of civic responsibility. These learning opportunities will assure that TTU

graduates not only finish with a degree but with highly marketable skills grounded in their ability to create an immediate impact in their chosen professions.

As the K-12 service learning initiatives become established in the ELPN community, it is predicted that some parents and residents will want to contribute, around their work schedules and the general demands of life. For this reason, service learning will be co-coordinated by university and community personnel. This co-coordination will be elaborated in detail in the **Quality of the Management Plan** section.

Use of Existing Neighborhood Assets in the ELPN Continuum of Services

The brief descriptions of the individual components of the continuum of services on the previous pages attest to the highly inter-related nature of community and TTU personnel, resources and programs. As a large university in a town of 230,000, key TTU administrators have been highly engaged in city leadership dynamics. In addition, TTU leadership has a very close working relationship with Lubbock ISD and is keenly aware of their K-12 opportunities and challenges. These historical connections, along with the extensive ELPN needs analysis, have created awareness of our collective assets.

These historical connections have also established cross-organizational bonds and goodwill that open the door to the possibility of high fidelity collaborative implementation of our continuum of services. For example, there exists a bond of trust and willingness for shared control between Lubbock ISD and the TTU College of Education. This bond is fundamental to the collaborative implementation of CLASS sites. In today's high-stakes K-12 accountability environment, it is a dramatic understatement to say that attempting this transformed project-based and service learning model of schooling is a "risk."

A number of efforts to serve residents of East Lubbock already exist and will be coordinated through the ELPN project. Examples of these programs may be found in the table below.

Table 5: Existing ELPN Assets

Program	Agency
Combest Community Health and Wellness Center – a nurse-managed federally qualified health center providing care for economically and medically vulnerable patients. This program is funded by the Bureau of Health Professions, Health Resources and Services Administration of the US Department of Health and Human Services	School of Nursing – TTU Health Sciences Center and Lubbock ISD
Texas Literacy Initiative Grant: U.S. Department of Education Striving Readers Program	Lubbock ISD, Early Learning Centers of Lubbock, TTU College of Human Sciences
Teen Straight Talk	College of Human Sciences
Comprehensive Wellness Program	College of Human Sciences
Passport to Manhood	100 Black Men of West Texas
Hombres Nobles	Future Leaders
Competency-based Educator Preparation and School Intervention: U.S. Department of Education Investing in Innovation Grant	TTU College of Education and Lubbock ISD
Bridge2Success Enrichment Program: After school and summer programs mentoring at-risk youth	Bridge of Lubbock
Scholarship Program for Hispanic Youth	LULAC
Preparing at-risk high school youth for college	Upward Bound
Mentoring and Leadership Development	Boys and Girls Club
Promotes school-community partnerships	Communities in Schools
Health and Wellness Activities	American Heart Association
Cooking and Nutrition program	Catholic Charities
Mentoring program for single-parent families	Difference Makers Fellowship Church
Serving meals for children after school	South Plains Food Bank

In the process of collecting and reviewing needs analysis findings and mounting our ELPN campaign, multiple meetings, interactions and email communications have shaped and refined our collective understanding of our assets and possible collaborations. Our collective understanding will continue to deepen and evolve as we implement, measure and adjust. See Appendix F.2 for a full description of the services and the research literature suggesting their effectiveness.

Phased Stages of Continuum of Services Implementation

To ensure quality execution and measured impact on the educational, health, and family progress indicators, overall campaign implementation will be staged in phases representing geographical sub-communities within the ELPN. The brief summary below highlights our intentions:

Phase I	-Dunbar College Prep (Middle School) becomes a CLASS site	2013
Phase II	-Wheatley Elementary School becomes a CLASS site	2014
Phase III	-Alderson Elementary School becomes a CLASS site	2015
Phase IV	-Estacado High School becomes a CLASS site	2016
Phase V	-Comprehensive engagement of children living in the ELPN but not attending a CLASS site	2017

Table 6. Annual Goals for Installing and Improving the ELPN Campaign			
	Infrastructure Creation	Systems Improvements	Leveraging Resources
2013	<ul style="list-style-type: none"> • Hire staff, Establish offices • Longitudinal data system created and launched • Development of project-based and service learning curriculum scope and sequence • Establish the university service learning coordination and quality control process across ELPN initiatives 	<ul style="list-style-type: none"> • Establish a dialogue, reporting and information flow among the teams: advisory, management and executive governing • Establish data collection procedures and timelines for service providers across all ELPN service domains • Establish the nature of the database report flowing from the longitudinal data system to each team to ensure governance and 	<ul style="list-style-type: none"> • Establish a grant and funding tracking system to monitor requests and commitments (with City Bank of Lubbock) • Create plan and timelines for the submission of funding proposals (overall and by ELPN service domains) • Create quarterly reviews of progress for funders and an annual showcase event (i.e., the Gala)

	<ul style="list-style-type: none"> • Dunbar CLASS Site established 	<p>implementation are data driven</p> <ul style="list-style-type: none"> • Establish a data feedback process and timeline with service providers (to be directed by the co-leaders of the management team) • Establish ELPN Service Provider Meetings by Domain (e.g., Health Services, Early Learning) to review data, discuss needs and strategies 	
2014	<ul style="list-style-type: none"> • 2013 Review of Measures, Plans, Implementation and MOU • Addition and refinement of features and partners • Wheatley CLASS Site established 	<ul style="list-style-type: none"> • Executive Governing Board, Advisory Board annual presentations of the Measures, Plans, Implementation Findings • Conduct an implementation policy report (to occur annually): What policies at the city, university, community and schools support or hinder progress on the target indicators – set target policies for change • Vet and Invite New Partners 	<ul style="list-style-type: none"> • Continue with plan and timelines for the submission of funding proposals (overall and by ELPN service domains) • Continue with quarterly reviews of progress for funders and an annual showcase event • With impact data, review existing funding allocations and consider reallocations • Create ELPN Project Presentation Highlights for Governance Members to use in public events (to create awareness and support new funding)
2015	<ul style="list-style-type: none"> • 2014 Review of Measures, Plans, Implementation and MOU • Addition and refinement of features and partners • Alderson CLASS Site Established 	<ul style="list-style-type: none"> • Continue Presentations to Governance Teams: <ul style="list-style-type: none"> - Progress Report - Policy Report • Review Governance Team Attendance/Activism and Refine Composition • Continue ELPN Service Provider Meetings by Domain (e.g., Health Services, Early Learning) to review data, discuss 	<ul style="list-style-type: none"> • Continue with plan and timelines for the submission of funding proposals (overall and by ELPN service domains) • Continue with quarterly reviews of progress for funders and an annual showcase event • With impact data, continue review of

		<p>needs and strategies</p> <ul style="list-style-type: none"> • Establish Annual Gala in the community to showcase developments and assets • Vet & Invite New Partners 	<p>existing funding allocations and consider reallocations</p> <ul style="list-style-type: none"> • Conduct fundraising gala with potential donors in Austin
2016	<ul style="list-style-type: none"> • 2015 Review of Measures, Plans, Implementation and MOU • Addition and refinement of features and partners • Estacado H.S. CLASS Site established 	<ul style="list-style-type: none"> • Continue Presentations to Governance Teams: <ul style="list-style-type: none"> - Progress Report - Policy Report • Continue Review Governance Team Attendance/Activism and Refine Composition • Continue ELPN Service Provider Meetings by Domain (e.g., Health Services, Early Learning) to review data, discuss needs and strategies • Continue Annual Gala in the community to showcase developments and assets • Vet and Invite New Partners 	<ul style="list-style-type: none"> • Continue with plan and timelines for the submission of funding proposals (overall and by ELPN service domains) • Continue with quarterly reviews of progress for funders and an annual showcase event • With impact data, continue review of existing funding allocations and consider reallocations • Conduct fundraising gala with potential donors in Dallas
2017	<ul style="list-style-type: none"> • 2016 Review of Measures, Plans, Implementation and MOU • Addition and refinement of features and partners • Comprehensive establishment of services for ELPN children not attending school at a CLASS site 	<ul style="list-style-type: none"> • Continue Presentations to Governance Teams: <ul style="list-style-type: none"> - Progress Report - Policy Report • Continue Review Governance Team Attendance/Activism and Refine Composition • Continue ELPN Service Provider Meetings by Domain (e.g., Health Services, Early Learning) to review data, discuss needs and strategies • Continue Annual Gala in the community to showcase developments and assets • Vet and Invite New Partners 	<ul style="list-style-type: none"> • Continue with plan and timelines for the submission of funding proposals (overall and by ELPN service domains) • Continue with quarterly reviews of progress for funders and an annual showcase event • With impact data, continue review of existing funding allocations and consider reallocations • Conduct fundraising gala with potential donors in Houston

Quality of Project Services

At the time of each child's birth, there is no achievement gap (Delpit, 2012). Research evidence for each proposed solution is identified here as *Strong, Moderate* or *Promising*, with specific studies summarized in Appendix F.2

Service 1: Extended Hours for Health Clinic Services

Community-based health services and education are associated with improved health and school performance. (*Strong*) The Texas Tech HSC Combest Community Health & Wellness Center at Harwell Elementary School in the southern end of the ELPN has been extremely well received. It conducts home visits, health and nutrition education, and community outreach. A Covenant Health Dental Van makes visits to the clinic. The planned extension of hours and opening on weekends at this successful clinic, plus at a similar one on the northern end of the ELPN, the Community Health Clinic of Lubbock, will enable more children and families to have access to a medical home after hours and on weekends. Currently these facilities close at 5 p.m. and are not open on weekends

Services 2 & 3: "Baby College" Early Parenting Skill Outreach & Quality Early Learning Services through the Texas Literacy Initiative

ELPN's collaboration with Lubbock ISD in implementation of the early childhood component of its recent [REDACTED] literacy grant will include recognized methods: literacy coaching, home visits, reading resources, parent education, and implementation of state-approved curricula and assessments. Interventions such as these are effective in enhancing cognitive, social, verbal, and schooling outcomes (*Strong*).

The ELPN “Baby College” will collaborate with the TTU College of Human Services’ Early Head Start Program and with its home-based parent education program. Early intervention with the family contributes to a sound foundation for verbal ability and literacy (*Strong*).

Service 4: Family and Community Learning Experiences

Healthy Family Cooking: Involvement of children and families in culturally sensitive cooking and nutrition activities will contribute to healthy food choices. Moreover, improved diet is associated with better health and school attendance (*Strong*).

Comprehensive Wellness: Incorporation of mental health services for students and parents in the schools is borne out by findings that education and mental health are inter-related and mutually affected. Research suggests that schools are an ideal setting for both prevention and treatment of mental disorders (*Moderate*). Improved self-confidence is also a factor in reducing teen pregnancy and risky behaviors. (*Strong*).

Teen Pregnancy Prevention: The proposed combined education and improved self-confidence approach has been found effective in reducing teen pregnancy. In addition, HIV education results in a decrease in risky behaviors (*Strong*).

Exercise: TTU Health, Exercise and Sport Science (HESS) researchers have found that a task-centered mastery activity program resulted in enjoyment of, commitment to, and increased bouts of physical activity. Involvement of faculty and students from HESS in after-school sports and physical activities promises to yield similar results. In addition, children who are physically fit have been found to perform better in school (*Strong*).

School-Parent Collaboration: Family and community involvement in schools, especially when mediated by counselors, is related to improvements in academic achievement, better attendance, and improved school programs and quality. (*Strong*)

Exploring Higher Education: Students and parents who are not familiar with what colleges expect benefit from exploring their options and becoming involved with colleges in the community. (*Strong*)

Service 5: Academic Case Managers & Catch up Academies

One-On-One Academic Case Management: The Johns Hopkins A-B-C one-to-one case management approach will be taken with Absenteeism, Behavior and Course Grade analysis, accompanied by catch-up academies. Academic case management interventions with emphasis on student advocacy have proved effective in improving retention and graduation rates, particularly in middle school. Absenteeism trends begin early and are associated with less mature socio-emotional functioning in the classroom, fewer interpersonal relations, less self-control, and decreased performance in reading, math and general knowledge throughout the early schooling. Findings are especially noteworthy with low-income and Latino children. Early recognition of Absenteeism, Behavior and Course failure, together with intervention and catch up academies is effective. (*Strong*).

Lubbock ISD's sophisticated data dashboard system enables the tracking of students' absences, behaviors and course grades. Academic Case Managers will use these data to engage students in appropriate interventions such as "catch up academies" and/or computer-based academic modules such as iStation (*Strong*) and Achieve 3000 (*Strong*). Use of iStation software brings improvement in reading and reading readiness among students in pre-K and early grades. Adoption of the Achieve 3000 web-based differentiated instruction starting with second grade has been found to increase reading comprehension, fluency, vocabulary and writing proficiency. Students with disabilities at all grade levels showed reading growth as measured by LevelSet (*Strong*).

Service 6: Flooding with Positive Role Models

Intensive Mentoring Services/ Role Model “Flooding”: ELPN will match students with mentors in order for youth to see new possibilities through peers and community leaders. Use of assigned mentors has been reported as being equally effective as exposure to natural relationships in the student’s life. (Strong)

Service 7: AVID

AVID: AVID is designed to prepare students for 4-year colleges through academics, nurturing relationships and small group and individual tutoring with trained college tutors. Teaching methods encourage critical thinking and AVID students have shown improvements in state tests, GPAs, college readiness skills, writing and study skills, time management and enduring family support. There is also school-wide spillover among non-AVID students’ test scores and attendance, as they became “AVID-ized” with increased AP enrollment, higher end-of-course scores, and wide use of study groups and AVID study skills. (Strong)

Service 8: Project-based Learning / Service Learning

K – 12 School/University Curriculum Development and Implementation with Intensive Service

Learning: To use service and project-based learning effectively, teachers must fully understand the concepts embedded in their projects and be able to model thinking and problem-solving strategies effectively. (Strong) TTU will provide constant site-based technical and implementation assistance to teachers on integrating projects with Texas curriculum standards by engaging students and making use of higher-order thinking skills.

Intensive Ongoing Community-Based Service Learning Curriculum for K-12:

“I hear, and I forget. I see, and I remember. I do, and I understand.” (Confucius) The recent national focus on test preparation, particularly in low-performing schools, may actually be

depriving students of the opportunity to develop critical thinking skills. Service learning involves the active participation of students in thoughtfully-organized civic engagement that is integrated with an academic curriculum. Among the benefits are academic engagement, dropout prevention, attachment to school, homework completion, enhanced educational aspirations, sense of academic competence, and student achievement. Project-based learning makes use of the processes required by the Texas College and Career Readiness Standards (e.g., problem solving, decision making, team work, communication). (*Strong*)

Coordination of University and Community-Level Service Learning Efforts Supporting the

Delivery of ELPN Continuum of Services: The proposed multi-level coordinated effort is based on evidence that collaboration is effective. School-community partnerships have been shown to be successful (*Moderate*), as have school-university partnerships, provided there is willingness to cooperate and learn from each other (*Promising*). Unfortunately, not all university collaborations have treated communities and schools as equals. Throughout the ELPN project, and at all levels, TTU colleges, departments, faculty and students will serve as working partners with community organizations, schools, parents, residents and students in bringing the program to fruition.

Service 9: Tablets for Learning & “Flipped” Instruction

Use of Tablets: The “flipped” learning approach will be facilitated by the use of tablets (e.g., Kindle Fire) which will allow students to access basic facts and foundational understanding at night, at home in advance of a school day filled with hands-on, student-directed and teacher-facilitated learning. An additional benefit of the tablets is that they enable Internet access through cell towers without the need for broadband connectivity, a problem among Quadrant 4 families. (*Strong*)

Service 10: Enriched After-School Program Options

Community Collaborative After School Experiences: In addition to after-school service learning projects, ELPN will offer other activities in school buildings after hours. Projects such as arts, performing arts, physical activities, homework assistance, mentoring, and visits to cultural facilities have been found to contribute to academic and social improvement, and better peer relations, while protecting from violence, drug use, sexual activity and other high-risk behaviors. *(Strong)* Also, service-learning peer tutoring has been found to be effective in enhancing student progress. *(Strong)* Computer-based activities will also be offered. Increased use of the internet is associated with higher test scores and GPAs, becoming self-directed learners, and more access to friends, family and cultural resources. Information on the internet allows broad exploration, particularly for economically disadvantaged students. By incorporating Net Generation learning styles in participatory, creative endeavors, ELPN will be facilitating the cognitive developmental tasks of adaptation and organization. *(Strong)*

Service 11: The ARTS

School-University Collaborations in Arts and Performing Arts: The arts and humanities have been shown to increase learning, cognitive development and student achievement, prepare students for successful careers, and result in gains for at-risk students. *(Strong)* While challenges exist to incorporating arts and humanities with traditional disciplines, integration has been successful with support for teachers. *(Promising)* TTU's College of Visual and Performing Arts will work with CLASS sites to provide ongoing site-based technical and implementation assistance for art, dance, music and theater projects. TTU faculty and students will assist with after-school lessons, activities and trips to TTU and city cultural events and facilities. Art, performing arts and humanities are effective avenues for self-expression and development of

confidence, especially in those with disabilities. (*Strong*) Furthermore, arts and performing arts education have been found to contribute to students' emotional well-being and to decrease violent and risky behavior (*Promising*), an important consideration in Quadrant 4 where teen pregnancy, STDs, disciplinary actions and youth crime are the highest in the city and region.

Service 12: TTU Dual Enrollment Courses for Estacado High School Students

No-Cost Dual Enrollment/Use of ACCUPLACER: The combination of ACCUPLACER testing, catch-up academies and Dual Enrollment whereby students take college courses while in high school has been effective in increasing college enrollment and persistence, credits accrued, and higher college GPA, and is an effective transition strategy for a range of students, not only those most academically successful in high school (*Strong*). An additional benefit in the ELPN program is the elimination of a financial barrier for students and their families. Furthermore, Generation Texas (www.Gen.TX), created by the Texas Higher Education Coordinating Board, mobilizes communities to help graduating high school students by offering tuition and fee waivers at Texas public higher education institutions, including TTU, to those who qualify. (*Promising*)

Service 13: Work Keys (ACT) Career Readiness Certification Testing & Catch up Academies

Career and Technology Pathways: Community service learning will expose students to career options and enable the building of confidence. Also, use will be made of the WorkKeys Skill Assessment which helps educators align instruction with employment skills that are required in the real world. (*Strong*)

Service 14: High School-to-College Transition Support

High School to College Transition Programs: Transition programs, with their emphasis on academic achievement, practical aspects of applying to and entering college, and familiarization

with college campuses, have been found to increase participants’ academic and social engagement and retention rate once in college. (*Strong*)

Table 7: Annual Targets for the ELPN Indicators

ELPN Indicators	Current	2013	2014	2015	2016	2017
Medical Home (Extended Hrs)	48%*	55%*	62%*	65%*	68%*	71%*
Age-Appropriate Functioning	25%	35%	45%	55%	65%	75%
Early Learning Enrollment	32%	39%	44%	49%	56%	65%
Academic Proficiency: 3-4 ^a	62%	56%	60%	66%	70%	77%
Academic Proficiency: 5-8 ^a	60%	52%	57%	62%	68%	72%
Academic Proficiency: HS ^a	46%	38%	44%	52%	57%	66%
Graduation Rate	66%	68%	72%	78%	85%	90%
HS Grads Ready for College	44%	47%	52%	55%	62%	70%
Physical Activity	44%	46%	49%	54%	59%	65%
Healthy Diet	10%	14%	19%	28%	37%	45%
Safety at School & Travel**	82%	85%	87%	89%	91%	95%
Student Mobility Rate	27%	23%	19%	17%	15%	13%
Caring Adult at Home & School	23%	27%	31%	43%	57%	68%
Internet Access: Home & School	25%	34%	45%	59%	67%	75%***
Teen Pregnancy	38%	32%	28%	21%	18%	15%
Career Certification Ready	35%	38%	45%	68%	80%	90%

*with extended hours of service at TTUHSC and Parkway Clinic

**ELPN student survey

***rates based on cell tower access through learning tablets

^a Proficiency rates impacted by a change from TAKS exam to the new more rigorous STAAR exam

QUALITY OF THE MANAGEMENT PLAN

Lubbock, Texas: Good for Young People?

A community of approximately 230,000 residents, Lubbock, like other cities of its size (e.g., Buffalo, NY; Orlando FL; Baton Rouge, LA) reflects the good and bad of modern urban life. In 2011, America’s Promise Alliance named Lubbock one of the 100 Best Communities for Young People. It was stated that “Lubbock residents are committed to ensuring their youth are brought up in a healthy, safe and nurturing environment.” Later in October of the same year, Parents

Magazine gave Lubbock a lower rating, 149th among the America’s 150 largest cities, and said that Lubbock was “failing families.” Which report is closer to the actual reality of living in Lubbock?

Location	Population	Ethnicity
Lubbock County	280,237	White 57.3% Hispanic 31.8% Black 7.1%
City of Lubbock	229,573	White 55.7% Hispanic 32.1% Black 8.2%
East Lubbock	33,000	White 21.4% Hispanic 49.2% Black 28.5%

Location	Economically Disadvantaged	Drop Out rate 2010
Estacado HS-ELPN	88.1%	13.1%
Lubbock ISD	63.1%	10.5%
State of Texas	59.2%	7.3%

These comparative data and the findings from our comprehensive needs and segmentation analysis suggest a complex answer to the question of whether Lubbock is youth-friendly. As described in the introduction, the data indicates that whether the city supports youth development depends on the neighborhood of Lubbock in which one lives. The geographic segregation of opportunities within municipalities is not an unfamiliar narrative of urban life. The southern suburbs of Lubbock County appear to be picturesque, progressive, and vibrant with schools and community resources. On the other hand, East Lubbock with its housing developments, antiquated apartments and simple frame houses interspersed among cotton storage warehouses, railroad yards and abandoned manufacturing facilities is truly another world; a hidden community.

Management Plan Governance Structure

ELPN Executive Governing Board	
Mayor, City of Lubbock	Glen Robertson
Chairperson, South Plains P-20 Council	Carolyn Simpson
Superintendent, Lubbock ISD	Dr. Karen Garza
CEO, United Way of Lubbock	Glenn Cochran
President, Covenant Health Systems	Richard Parks
Executive VP, City Bank of Lubbock	Steve Alexander
CEO, South Plains Food Bank	David Weaver
Provost, TTU	Dr. Bob Smith
President, TTU Health Sciences Center	Tedd Mitchell, M.D.
Directors, TTU Office of Strategic Engagement	Dr. Juan Munoz, Dr. Scott Ridley
Executive Project Co-Directors, ELPN	Dr. Scott Ridley, Councilman Floyd Price
Community Leader, ELPN	Pastor Bill Stubblefield

The management plan articulated in this section will help bring the quality of life, graduation rates and other positive social, economic and educational indicators in East Lubbock closer to those seen in southern/southwest Lubbock County. We first describe the key leaders who will help make this possible. The ELPN Coalition leaders described below have strong personal convictions concerning the plight of East Lubbock residents as well as the unique balance of talents, influence, and sensitivities to lead measurable and lasting improvements.

Glen Robertson, Mayor of Lubbock: Robertson, the new mayor of Lubbock, is painfully aware of the numerous indicators of community distress in East Lubbock. He has agreed to serve on the executive committee and has committed his support, advocacy and influence to “improve the hidden community of East Lubbock.”

Carolyn Simpson, Chairperson, South Plains P-20 Council: Simpson leads a multi-agency educational initiative in the southern panhandle region of Texas. She is also the Director of Success by Six, a United Way campaign in Lubbock. Simpson is a long-time volunteer services coordinator and is strongly committed to action and positive outcomes in East Lubbock.

Dr. Karen Garza, Superintendent Lubbock Independent School District: Garza began as the superintendent of Lubbock ISD in 2009. She was previously the Chief Academic Officer for Houston Independent School District, the seventh largest district in the nation. While at Houston ISD, Garza was responsible for facilitating the “teaching and learning” on all 300 of the district’s campuses. Under her leadership, 70 percent of campuses ranked exemplary or recognized. Garza has deep understanding of the East Lubbock community and is committed to measured impact. Providing equitable access to educational opportunity for all students in Lubbock ISD is one of her explicit goals.

Glenn Cochran, CEO, United Way of Lubbock: Cochran has helped United Way of Lubbock raise significant funding for quality local service partners such as the Guadalupe-Parkway Child Centers in the ELPN and the Volunteer Center of Lubbock. United Way has also been a pioneer with the use of data with their Community Status Report. Cochran has an in-depth understanding of the people serving and the people served by United Way. He is highly familiar with the challenges of East Lubbock and committed to the ELPN Coalition.

Richard Parks, President, Covenant Health Systems: Parks’ health care leadership spans 27 years, including 11 years at the CEO level. Parks possesses significant experience leading not-for-profit health care systems serving mid-size and rural communities, and has a strong reputation as a leader who can establish effective working relationships with physicians. He has committed a number of high-demand services to East Lubbock including dentistry and mental health services.

Steve Alexander, Executive VP, City Bank of Lubbock: Alexander is responsible for real estate management at City Bank and is also involved in a number of community collaborations.

For example, he helped create the West Texas Football Classic, a benefit played by high school seniors to raise money for kids with significant sports injuries. He is also responsible for other community charities in his bank. Alexander will manage the East Lubbock Social Capital Fund at City Bank Lubbock.

David Weaver, CEO, South Plains Food Bank: During his time at the South Plains Food Bank, Weaver has grown active donors to more than 13,000. He has expanded the Kids Cafe Program, grown the size and production of the SPFB farm and currently serves over 92,000 hungry persons in the SPFB service area. Weaver is strongly committed to human dignity and self-sufficiency. He is intimately familiar with East Lubbock and eager to work toward comprehensive community revitalization.

Dr. Bob Smith, Provost Texas Tech University: As the Chief Academic Officer, Smith is charged with oversight on the quality of teaching, research and service at TTU. He is a strong proponent of the integration of these three domains and so is a champion of the idea of integrating strategic community engagement and university service learning into TTU academic programs. Smith is highly aware of the challenges in East Lubbock and one of TTU's strongest advocates for the institution's concerted engagement in the ELPN Coalition.

Dr. Tedd Mitchell, (M.D.) President Texas Tech University Health Sciences Center: Mitchell is the eighth President of the Texas Tech University Health Sciences Center which has campuses in Lubbock, El Paso, Dallas, Amarillo, Abilene, Midland and the Permian Basin. In his career, Mitchell has played a significant role in developing public policy regarding health and fitness. This perspective is guiding TTUHSC investments in community health clinics and preventative programs in the East Lubbock community.

Dr. Scott Ridley, Dean College of Education Texas Tech University, PI and Executive Co-Project Director of ELPN – Ridley began as Dean of the College of Education in 2011. Before his appointment, he served as the Associate Dean in the Mary Lou Fulton Teachers College at Arizona State University. Dr. Ridley spent 21 years at Arizona State as a professor, program director, author and principal investigator of over \$ 110 million in externally funded programs supporting district-based teacher and principal preparation programs and comprehensive school reform initiatives in high-need urban and rural communities across the state of Arizona. As a reform leader in education, he continues this collaborative school-university-community-business work in East Lubbock.

Dr. Juan Muñoz, Vice Provost for Undergraduate Education and Vice President for Institutional Diversity, Equity and Community Engagement: Muñoz' career has focused on increasing the enrollment of historically underserved student populations. His office leads a number of transition and mentoring programs that foster retention and academic success. Muñoz has a history of making programs such as AVID available for East Lubbock students.

Floyd Price, Councilman: Price graduated from Dunbar High School in East Lubbock in 1959. He received a bachelor's of Science in Criminal Justice and Sociology and is a veteran of the Lubbock Police Department where he served for 33 years. He was elected to serve on the Lubbock City Council as the District 2 (East Lubbock) Representative in June 2004. As a resident, Price has a comprehensive understanding of East Lubbock and has initiated a number of programs. He is deeply committed to the ELPN coalition and will also serve as the Executive Co-Director and on the ELPN Advisory Board.

Bill Stubblefield, Pastor: Stubblefield is an East Lubbock icon and community activist. He has a history of youth leadership and has been an outspoken leader on East Lubbock civic issues. Stubblefield is a resident and parent of children attending target schools in the ELPN. He will serve on both the executive governing board and the community advisory board.

TTU’s Capacity to Lead

As a research university with over 32,000 students and over 940 faculty members, TTU is a “**bank with tremendous human capital assets,**” human capital with the disciplinary expertise to contribute meaningfully to school and community revitalization in East Lubbock. Additionally, TTU has the organizational capacity to serve effectively as convener, organizer, communications hub, directional manager and data center for East Lubbock’s continuum of quality services. The beginning point of this capacity is in its relationships and ability to work effectively with stakeholders.

Table 9. As the Organizing Agent for the ELPN Coalition, What is TTU’s Capacity to Work with Key Stakeholders?	
Criteria	The ELPN Coalition
Work with residents and the East Lubbock neighborhood	TTU has deep and ongoing connections with residents and leaders in the ELPN such as the 100 Black Men Organization and the League of United Latin American Citizens (LULAC). With the ELPN focus on <i>community-based service learning</i> and the development of students’ <i>civic responsibility</i> , service provider initiatives will evolve into a community-owned and community-driven campaign of self-improvement. This campaign is strongly endorsed by community leaders and residents. The ELPN Management Team will use a TTU + Community Leader Co-Director design to prevent “mission drift.”

Work with East Lubbock Schools and the Lubbock ISD	Multiple colleges at TTU and especially the College of Education have a history of collaboration with Lubbock ISD leaders, educators and schools. The TTU College of Education and Lubbock ISD are working together now in a deep partnership to improve initial teacher education, in-service teacher professional development and student achievement. As partners, we have reached a level of maturity that allows for honest and mutual challenge and support.
Work with service providers serving the East Lubbock community	In the course of PN data collection and preparations, the vast majority of service providers in the Lubbock community asked for TTU to serve as convener and to bring cross-entity organization, communications, focus, and data accountability to the ELPN.
Work with federal, State, and Local government leaders	As a large research university, TTU has extensive relationships with leaders at all levels of government. TTU will utilize these relationships to advocate for the full endorsement and evolution of ELPN.

TTU Office of Strategic Engagement

The charge of the TTU Office of Strategic Engagement is to look for ways that the university can effectively use research and its resources to advance the community, enterprise and the economy. With representation by top TTU leadership (e.g., University President, Provost, the Chief Financial Officer, and the academic deans), TTU IT data systems and the Vice President for Research, this office will ensure a continued focus on ELPN outcomes. Program evaluation research staff, from the TTU College of Education, committed to the ELPN project will report to this office. The ELPN Executive Co-Directors (i.e., Ridley from TTU and Price from the mayor’s office) will report to this office.

The ELPN Executive Co-Directors have extensive experience with large-scale project management. Dr. Ridley, Dean of the TTU College of Education, authored and ran several highly successful statewide teacher education and school reform initiatives while at Arizona

State University. Councilman Price has been in city governance for a number of years and has also served as mayor pro tem.

The ELPN Executive Co-Directors will convene both the ELPN Executive Governing Board and the ELPN Community Advisory Board. The Governing Board will meet quarterly and the Advisory Board will meet monthly. The Management Team Co-Leaders will meet with and report to both boards and will also lead communications and quarterly meetings with service providers in their respective service domains.

Executive Co-Directors and Management Team Co-Leaders will be provided with full-time staff and other graduate student assistants to actively maintain and use data in the longitudinal data system and the social networking interface. Staff will also help coordinate the logistics for all ELPN events and meetings. As noted earlier, program evaluation staff will, for evaluation purposes, work across all ELPN boards, service provider domains and ELPN events and processes.

To fully understand the East Lubbock community, TTU convened an East Lubbock Promise Neighborhood Advisory Board. The ELPN Advisory Board is a cross section of residents, parents, community members and school leaders. They have been (and will be) instrumental in guiding data collection, assisting with interpretation of findings and providing feedback on program and service proposals, implementation and outcomes.

ELPN Community Advisory Board

Mr. Eric Strong	Director of the Roots Historical Arts Council
Mrs. Esmeralda Benitez	TRiO Programs: Education Talent Search
Mrs. Dela Esqueda	Director of the Guadalupe-Parkway Child Center
Mr. Robert Rodriguez	President, LULAC
Dr. Wendy Ross	Parent, Resident, TTU faculty member
Mr. Bill Stubblefield	Parent, Resident, Pastor
Mrs. Vernita Woods-Holmes	Resident, Lubbock ISD Board of Trustees
Mr. Sustaita	Parent, Resident
Mr. McGruder	Parent, Resident
Mrs. Davis	Parent, Resident
Ms. Mary Jo Wilson	Retired Lubbock ISD Educator, Resident
Mr. Quincy White	Assistant City Manager
Dr. Kelly Trlica	LISD, Chief Academic Officer
Dr. Brian Yearwood	LISD, Principal Dunbar College Prep, Resident
Mrs. Margaret Randle	LISD, Principal Wheatley Elementary
Dr. Samuel J. Ayers	LISD, Principal Estacado High School
Dr. Aretha Marbley	East Lubbock Community Activist, TTU faculty member
Dr. Clint Carpenter	TTU faculty member

East Lubbock Context Directing the Project Management Framework

In the course of our preparation for this work we learned several significant realities that guide our managerial framework. The needs analysis and the array of meetings and discussions have led us to develop the continuum of services we have described. To manage these services, we have grouped them in five service domains: 1) Health Clinics Services, 2) Early Learning Services, 3) Family and Community Services, 4) CLASS Academic Services, and 5) Community Service Learning. Upon review it is clear that the issues, personnel and scope of work are significantly different in at least four of these five service domains. Our preparations have taught us that, truly, one generic approach to management does not fit all.

ELPN Management Framework

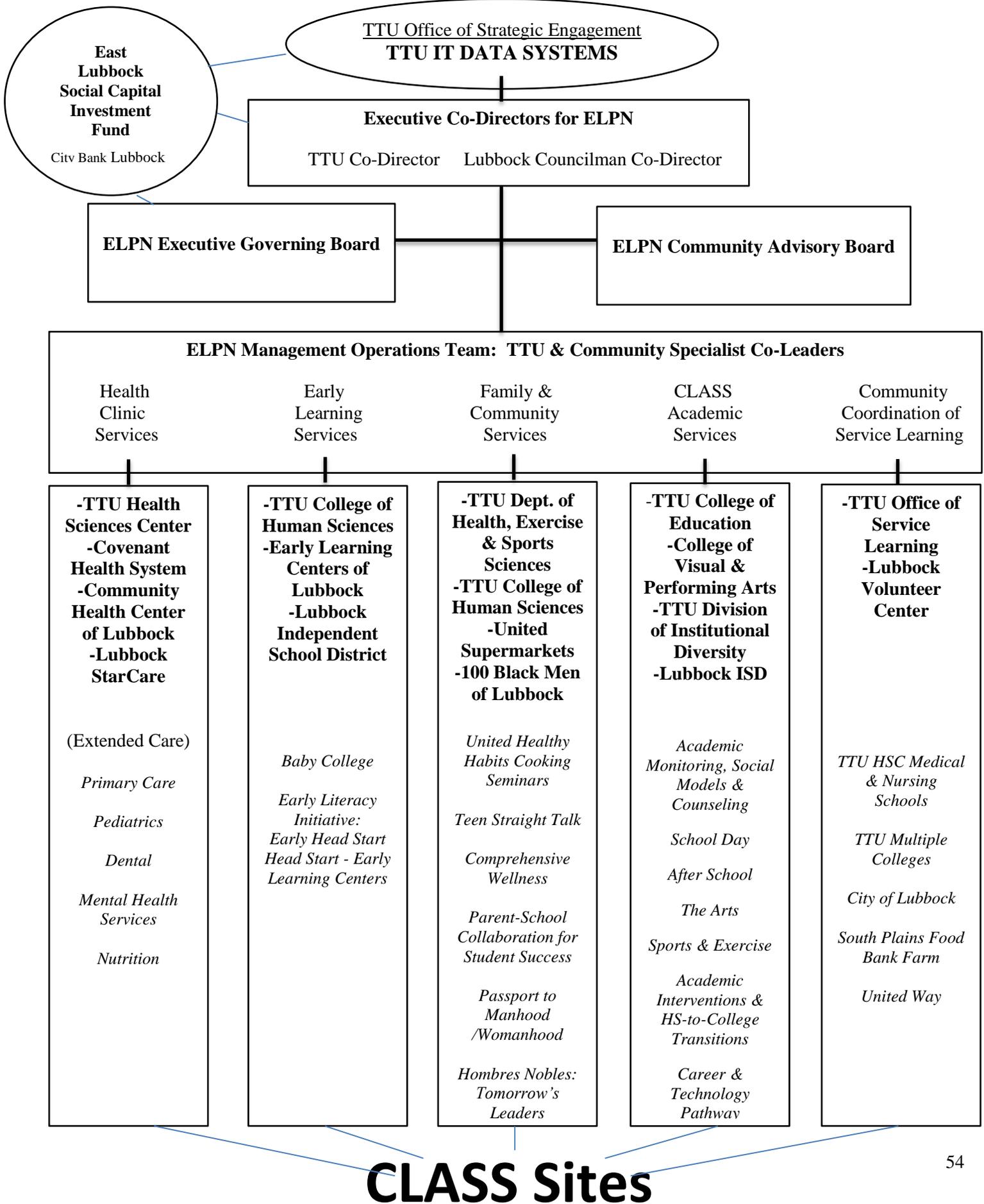
First, we articulate the command and control structure to make explicit the relationship between TTU and the ELPN network, specifically the relationship among the executive

governing board, the community advisory board and the ELPN management team. The ELPN Management Team reflects key service domains and other key functions.

ELPN Management Team

Management Function	
Health and Wellness Clinics	Dr. Christina Esperat (Associate Dean, TTU Health Science Center), Michael Sullivan (CEO, Community Health Center of Lubbock)
Early Learning Services	Dr. Michael O’Boyle (Associate Dean, TTU College of Human Sciences), Lena Scaff (Associate Director, Early Learning Centers of Lubbock)
Family, Community and Adult Education Services	Dr. Marc Lochbaum (Professor, TTU Health, Exercise & Sports Sciences), Frank Morrison (Director, Link Ministries)
Arts and Humanities	Dr. Carol Edwards (Dean, TTU College of Visual & Performing Arts), Mary Jo Wilson (Lubbock ISD Music Teacher, retired)
CLASS Academics	Dr. Peggy Johnson (Vice Dean, TTU College of Education), Dr. Lisa Leach (Assistant Superintendent, Lubbock ISD)
Community Service Learning Coordination	TTU staff representative within various colleges, Sharon Bass (Director, Lubbock Volunteer Center)
High School-to-College Transition Services	Dr. Heather Martinez (Asst. Director, TTU Office of Institutional Diversity), Larry Hess, (Coordinator, College & Career Readiness Lubbock ISD)
Data Systems	Sam Segran and Dr. Katherine Austin (Chief Information Officer, Assistant Vice President, TTU IT), Steve Kirk (Director of IT, Lubbock ISD)
Grant Compliance, Budget, HR	Kathleen Harris (Director, TTU Sponsored Projects)
Fund Raising and Integration of Funding Streams	Steve Alexander (Executive VP, City Bank of Lubbock Texas)

Figure 5. East Lubbock Promise Neighborhood Governance Structure



A notable feature of the ELPN management design is co-leadership by TTU and community specialists. This structure ensures that ELPN direction is driven by a balanced representation of members from higher education, K-12 education, business and the broader community. This shared leadership begins at the level of the executive project directors and continues through the management domains.

Management Functions Across the Service Domains

It is not clear to us that all service providers in the Lubbock community have a thorough understanding of client needs across the five service domains. Specifically, some service providers seem to be struggling to understand the motivations that prompt use or prevent action by some East Lubbock residents. For this reason, we believe that the ELPN network providers must explicitly state their assumptions about client motivations to seek services, then test and correct them over time to improve the utilization of our service offerings. Using a database of providers and personnel by service domains and armed with project management plans for CLASS sites and progress monitoring data dashboards on the social network interface, the ELPN Management Team Co-leaders will help coordinate affinity group service providers who have previously implemented unintentionally parallel and/or competing work in East Lubbock. Interview after interview indicated problems associated with lack of cross-agency coordination and communication.

This lack of coordination has not only limited results, it has been a major source of frustration and discontinuity. For example, health clinic providers in East Lubbock lack fundamental data on community-wide demands for services. Because of this, none of the providers currently offer late-night health care services in spite of the community's history of

evening and weekend use of emergency room facilities at the local hospitals for primary care (also poorly documented). Even so, the lack of basic use pattern data across the East Lubbock community health centers and local hospitals has “frozen” risk-taking by health care providers who are reluctant to extend hours for fear of weak demand and perceived mismanagement of resources by their respective boards. With its disciplinary expertise and people resources, TTU has the capacity to remedy such dynamics.

The need for organization, communication and basic data usage among the service providers cuts across the service domains. It is striking to consider the number of service organizations in Lubbock and the description of the extent of their work over time. Considering this alone, it would be easy to conclude that Lubbock was youth friendly. Sadly, however, the educational and quality of life indicators for East Lubbock residents suggest otherwise. The vast majority of service providers acknowledged this reality and strongly encouraged TTU to seek the Promise Neighborhood grant opportunity for the East Lubbock community and for them. Given this, key managerial functions required to improve the effectiveness and impact of service providers include: 1) cross-organizational structure, 2) cross-organizational communications, 3) needs-based focus, and 4) data systems to document needs and results.

Table 10. Overarching ELPN Management Functions and Tactics

Function Tactics	Organization	Communications	Focused Targets	Data System
Maintain a Database of Key Personnel and Service Provider Organizations and/or Expertise Aligned by Service Domain	Maintain a highly accessible, current and accurate online directory of personnel, service organizations, expertise, CLASS sites and geographical areas served to foster cross-agency collaboration on behalf of children and families	<ul style="list-style-type: none"> • Create and maintain a social network interface to foster service affinity group communications and reports on CLASS sites • Conduct quarterly face-to-face service affinity group events with need, impact data and resource information by CLASS sites and geographical areas 	<ul style="list-style-type: none"> • Use communications strategies with service affinity group providers to ensure that we effectively target the ELPN continuum of services to CLASS site students and families of greatest need. • Keep need, impact and resource data in front of service providers 	<ul style="list-style-type: none"> • Create a longitudinal data system with benchmark progress indicators and recent action summaries by CLASS site (FERPA, HIPAA compliant) • Make database accessible to designated service providers and educators (FERPA, HIPAA compliant) • Use data as the foundation of events and reports
Create and Maintain Annual Project Management Plans by CLASS sites and by Service Domains	<ul style="list-style-type: none"> • Work with service providers by service domain to create and maintain annual Project Management Plans (PMP) to foster targeted services within CLASS sites • Create and maintain detailed annual PMPs by CLASS site • Aggregate affinity group level and CLASS site PMPs to create the an overall ELPN level PMP 	<ul style="list-style-type: none"> • Post affinity group level and CLASS site PMPs as well as recent action summaries on the social network interface (which will be password protected) • Use the social network interface to flag “hot spot” needs in the ELPN, leading to provision of intensified services and resources 	<ul style="list-style-type: none"> • Use benchmark progress indicators across CLASS sites (relative to PMPs) to chronicle resource allocations, impact and make future allocation decisions • Use PMP, need and benchmark progress data to allocate university student volunteer support to service providers 	Use longitudinal database to track actions and progress relative to PMP commitments and timelines
Conduct Annual Program Evaluation Research on Functions, Processes and Outcomes	<ul style="list-style-type: none"> • Conduct annual program evaluation assessment: -Do we know of related service organizations that might assist us in our work? -Do we have quick and correct access to key personnel in other organizations? 	<ul style="list-style-type: none"> • Conduct annual program evaluation assessment: -Do we know what services are being delivered at CLASS sites, by whom and for whom? -Do we know how to get and offer resources and support in the ELPN network? -Do we feel like a well-connected part of a larger ELPN network? 	<ul style="list-style-type: none"> • Conduct annual program evaluation assessment: -Do we know the priority CLASS locations, action priorities, timelines and outcome targets in the ELPN network? -Do we know the part that my service organization can best play in the ELPN network? 	<ul style="list-style-type: none"> • Conduct annual program evaluation assessment: -Do we know how to access the longitudinal database? -Do we use the database and benchmark progress indicators to make service decisions and evaluate impact?
Document Functions, Tactics and Outcomes for Fundraising	Readily document the service organizations, key personnel and capacity of the ELPN network	Readily document the ELPN network’s collective awareness of needs, plans, actions, collective resources and results	Readily document the specific nature and location of resource allocations within the ELPN network	Readily document the impact of the ELPN network

ELPN Central Data System

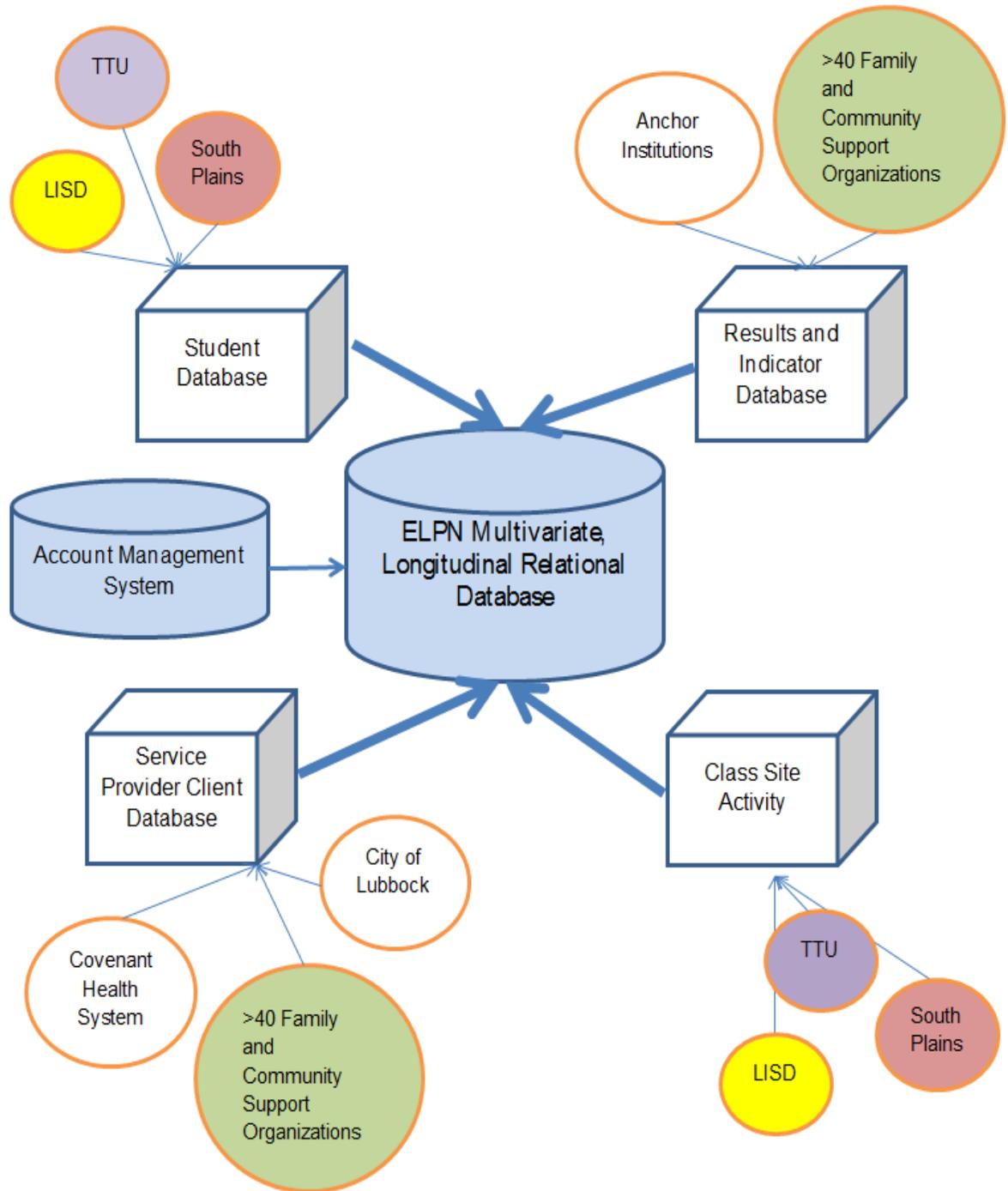
The ELPN data system is a pivotal strategic component of the ELPN initiative. Texas Tech University Information Technology Division has extensive expertise with complex information and data management systems, including data security, sophisticated application development, system administration, and multivariate relational database design. They have developed and currently support a host of complex academic and research applications that involve intricate database structures and multiple data source integrations that serve over 32,000 students and over 5,000 faculty and staff, as well as various community partners.

In addition, the Texas Tech University Office of the CIO has experience with previous multi-institutional, multidisciplinary National Science Foundation grants. The collaborative educational effort yielded interactive educational materials with a stalwart assessment component and associated application and database element. The Office of the CIO is committing a substantive level of expertise as matched resources, to ensure the success and longevity of the data system, beyond the present grant project. Sam Segran, TTU Chief Information Officer and one of the Assistant Vice Presidents, Dr. Katherine Austin, will manage and orchestrate the data system and associated technical planning, development, design, implementation, and assessment.

The database will be comprised of five fundamental components: a relational, longitudinal data collection and repository system (results and indicator database); a collaborative web-based communication social network (CLASS sites); a student database; a service provider client and resource database; and an account management system for controlled, secure access, based on FERPA, HIPAA, and other industry standard security practices for personally identifiable data.

These five components will share a common database infrastructure that will integrate with the anchor institutions and over 40 service providers and community organizations. Figure 6 below illustrates the conceptual framework for the database design:

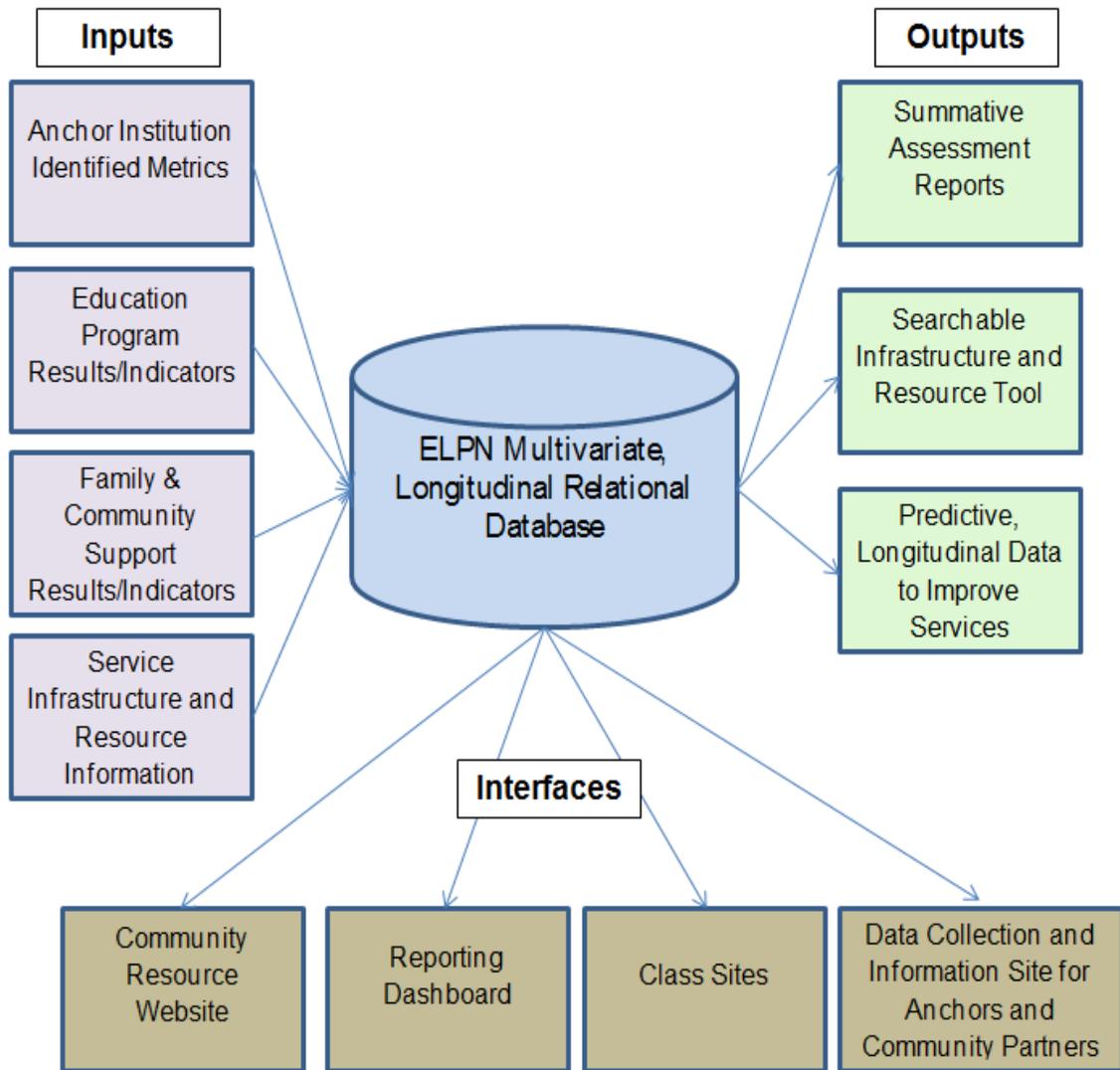
Figure 6



ELPN Central Communications and Interfaces

The intricate database structure and relational applications will deliver four technology tools: an interactive community resource website, a reporting dashboard for project administrators, collaborative CLASS sites (based on a social networking framework and technology), and a data management tool for anchor institutions and family and community service providers. Figure 7 below depicts the basic inputs, outputs, and interfaces associated with the application.

Figure 7



Basic Interface Design

Using web design and development expertise from the TTU Information Technology Division, all web interfaces will deploy Web 2.0 techniques, and will be developed in accordance with usability and design standards. Each interface will be rigorously tested through three phases: alpha, beta, and usability. All interfaces will be designed compliant with Federal ADA standards, and modified according to student, client, partner, and project management team feedback. TTU IT is contributing a highly skilled usability team as contributing match to the project.

Community Resource Website

The community resource site will be designed not only to provide general information about the project but also help East Lubbock residents or service providers to find services or links to community projects and events. More importantly, the 2.0 design will allow the ELPN Coalition to learn more about the ongoing needs of East Lubbock residents. As was reported earlier, current needs analysis data collection methods and procedures in East Lubbock are slow and inefficient. For example, multiple health care providers typically conduct their own separate needs analyses on the same population every two years. Once established, the ELPN interactive website will be a source of ongoing needs assessment data giving service providers current and relevant information.

Reporting Dashboard

Using data from the longitudinal data system, we will design an intuitive application interface, based on a social networking framework, which will be used to conduct data dashboard-based progress monitoring on all project metrics, service allocations, and benchmark

outcomes (i.e., the mandatory project indicators). The dashboard will provide a means of assessing and communicating progress to stakeholders, including the Department of Education. Reporting access will be carefully controlled with authenticated access, based on a detailed authorization system that will assign data access and reporting privileges to appropriate project members.

CLASS Sites

The foundation of ELPN communications will utilize appropriate social networking frameworks (e.g., Facebook, School Loop, Confluence WIKI) to deliver information provided by the central data system. This collaborative, friendly communication interface will link service providers by service affinity group and/or CLASS sites. Access to this network will be password protected with strict network authentication procedures managed through the TTU Information Technology Division. All information provided via this data system will meet federal, state, and local privacy regulations (e.g., FERPA, HIPAA).

Data Collection Site for Family and Health Service Providers

In order to attain community collaboration, data sharing, service communication, and service improvement, a website will be created for community partners and providers to manage their service data, including the critical project indicators. For most of the organizations, the website application will be the first means they have of electronically managing and tracking service and client data. For those that have existing application and data structures, we will integrate appropriate fields into the new system, in order to avoid any duplication of effort and to maintain data integrity.

Non-Technology Communications

In addition to technology-enabled communications, the ELPN Coalition will conduct quarterly face-to-face meeting events with service providers and others. Quarterly events will focus on data sharing and progress monitoring of ELPN resident outcomes. An annual ELPN Coalition event will celebrate the achievements of ELPN residents and showcase and acknowledge exemplary practice and outcomes by service providers.

Central Data and Communication System Supporting Infrastructure

Texas Tech University will contribute two substantive match resources that will add real value to the project deliverables in the short and long term. As described below, Texas Tech University maintains appropriately robust information technology infrastructure to support and sustain education and research. First, Texas Tech University Information Technology employs a high caliber team of skilled professionals, many of whom are nationally recognized and consulted in the areas of information resource security, unified communications, networking, usability, and ITIL (Information Technology Infrastructure Library), as well as other topics. Secondly, as summarized briefly below, Texas Tech University will contribute a robust physical and logical infrastructure that will strongly promote the success and sustainability of the data system and applications created throughout this project.

University Data Center

TOSM (Technology Operations and Systems Management) maintains the University Data Center, an environmentally controlled, secure facility, that offers 24/7 operational support and monitoring. The Data Center will house systems associated with this proposal; such as advanced power, cooling, and networking infrastructure. Web and Application servers housed in the

University Data Center are protected by a sophisticated intrusion prevention and firewall solution. In addition to a secure network topology, applications use SSL and other forms of encryption to secure data.

Network Resources and Operations

The TTUnet network has been carefully designed and implemented to provide the high bandwidth, security, and redundancy required by networked applications. It is completely integrated with the national infrastructure to provide the project proper communications infrastructure upon which to build the data system and application. The TTU Information Technology Division has a staff of qualified network engineers, designers, and technicians that maintain our infrastructure. Texas Tech University has centralized all data communications design and installation within the TTU IT Division, and recognizes the network as a mission-critical infrastructure that requires ongoing support. As a result of this approach, TTU benefits from expert in-house staff to consult on improvements and ensure reliable service.

Facilitation of Targeted Services

The current service-provision mentality in East Lubbock appears to be, “we all do our ‘own thing’ in whatever niche we choose and collectively it *should* all add up to be a net benefit for the community.” Sadly, the data suggest otherwise. Education and quality of life indicators in East Lubbock are not improving in spite of significant yet uncoordinated efforts. In the ELPN project, the “promise” is for a continuum of quality services targeted to CLASS sites and the students, parents and families served by them. It is the CLASS site organization that provides the first level of focus followed by a specific awareness of the nature of the needs demonstrated by children and families within the CLASS site.

This kind of targeted, needs-based focus will revolutionize the current standardized instructional delivery (schools) and standardized walk-in business model (health care). It will promote a more personalized and responsive system leading to greater utilization and better results.

Targeted Management Themes by Service Domain

As was stated earlier, the issues, personnel and scope of services in each service domain are unique. This leads us to different implementation goals and strategies by domain. Further, needs analysis, interviews and preparation meetings illuminated the differing views of clients (or potential clients) and service providers within the ELPN network. These differences will also guide our service operations.

The key management themes will be emphasized by Management Team Co-Leaders in their annual project management plans. As we implement our plans, we will intentionally gather new needs analysis information and refine future plans. The table on the next page gives a brief overview of the user and provider context driving the key management themes.

Health Clinics	Early Learning	Family and Community	CLASS Academics	Community Service Learning
<p>Key User Needs, Interests, Challenges:</p> <ul style="list-style-type: none"> -Most potential users have limited financial resources and inadequate or no insurance. -Most clients are looking for health care treatment that is free or as close to free as possible. -Many clients have limited transportation and cannot get to medical appointments . -Health care experiences can be intimidating; clients want service providers who speak their language to whom they can relate. -Older clients are often home-bound and desire home care. -Working parents and their families need after hour care. 	<p>Key User Needs, Interests, Challenges:</p> <ul style="list-style-type: none"> -Potential clients may not have had access to quality child care or quality early learning parent training and books-to-begin-on for infants. -Clients want service providers who speak their language and to whom they can relate -Many potential clients have limited time and/or transportation (access issues) -Most potential clients have limited financial resources 	<p>Key User Needs, Interests, Challenges:</p> <ul style="list-style-type: none"> -Potential clients may not have had access to mental health providers. -Potential clients may not have had successful experiences with social service providers -Limited time and transportation (access issues) -Depth and continuity of available services may not be sufficient to the need (male role models) -May not have a sufficient critical mass of social support to sustain personal initiative (e.g., new exercise and nutrition routines) 	<p>Key User Needs, Interests, Challenges:</p> <ul style="list-style-type: none"> -Students come to learn that formal school learning is compliance driven and motivation is frequently lost -Students can “hide” in bureaucratic systems with too few learning resources and lack of immediate feedback/ accountability structures -Immediate social models may not support academic excellence and retention -Academic learning may not seem “real” or relevant to everyday life or future goals -College and a degree may seem unreachable. 	<p>Key User Needs, Interests, Challenges:</p> <ul style="list-style-type: none"> -Community members, the users, must know that the student service learning projects are led by capable adults with clear goals, realistic plans that are adequately resourced -Community members and educators must be clear that there is no liability exposure to student participation
<p>Key Provider Needs, Interests, Challenges:</p> <ul style="list-style-type: none"> -Providers need concrete data on client needs to guide sound business investments 	<p>Key Provider Needs, Interests, Challenges:</p> <ul style="list-style-type: none"> -Challenges associated with inconsistent parent and/or child participation -Inability to always relate to, or influence parent motivations 	<p>Key Provider Needs, Interests, Challenges:</p> <ul style="list-style-type: none"> -Available resources typically only allow informational events which create limited change -Typically limited delivery options 	<p>Key Provider Needs, Interests, Challenges:</p> <ul style="list-style-type: none"> -High stakes exams foster fear and hold the status quo in place -Teachers will need extensive support, encouragement, time for the CLASS reform 	<p>Key Provider Needs, Interests, Challenges:</p> <ul style="list-style-type: none"> -Students, the providers, must understand, care about and own the plan (with strong adult guidance and resources)
<p>Medical Home</p>	<p>Age Appropriate Functioning, Early Learning Enrollment</p>	<p>Physical Activity and Diet, Teen Pregnancy, Caring Adult at Home</p>	<p>Grade 3-5, 6-8, HS Academic Proficiency, Attendance 6-9, Graduation Rate, Ready for College, Physical Activity and Diet</p>	
<p>Key Management Themes:</p> <ul style="list-style-type: none"> -Provide hard data on unmet client needs to stimulate provision of needed services (e.g., extended hours of health care) -Provide clients with easy access to current data on providers, locations, services, costs and access to transportation and/or in-home care -Provide extended hours of health care at clinics next to CLASS sites 	<p>Key Management Themes:</p> <ul style="list-style-type: none"> -Provide community outreach liaisons who can use rapport to foster client participation -Provide incentives to keep clients participating until they internalize commitment due to the benefits for their children/ families -Provide transportation where needed 	<p>Key Management Themes:</p> <ul style="list-style-type: none"> -Conduct Campaigns vs. Infomercials: Target a narrow range of topics at CLASS sites with a critical mass of interventions and supports. Work with clients and families to track results -Provide transportation where needed 	<p>Key Management Themes:</p> <ul style="list-style-type: none"> -Change the school learning paradigm with community-based application of academics -Maintain ongoing, extensive and intensive TTU presence at CLASS sites to support teachers , ensure fidelity of implementation and to maximize impact -Provide transportation where needed 	<p>Key Management Themes:</p> <ul style="list-style-type: none"> -Be careful to commit to only as many community-based service learning projects as can be fully and faithfully implemented with the resources available -Use a balance of student and adult resources to ensure a strong deliverable but keep kids front and center -Provide transportation where needed

Key Implementation Strategies

Needs analysis and preparation events not only illuminated areas of need among the mandatory indicators, they also provided insights (from lessons learned) about implementation strategies likely to impact participation and desired changes.

- 1) **Data** – Lack of data is currently a fundamental problem pervading all school and community revitalization efforts in East Lubbock. Simply stated: People do not know what works or where services are most needed. TTU IT will create a longitudinal data system and social network interface data dashboard system that will become the foundation of all ELPN school, family and community efforts.
- 2) **Transportation** – There is a pervasive lack of transportation among East Lubbock residents. This deficiency along with a community housing and industrial design that is spread over a wide geographical area influences access to and participation in all community services and events. The most utilized services in the community provide vans or other transportation to enable resident participation. This situation reinforces the strategy of concentrating ELPN efforts at CLASS sites and will require the provision of transportation for many ELPN initiatives. ELPN will work closely with the Mayor and an East Lubbock Councilman (both members of ELPN Leadership) to schedule city bus transportation support.
- 3) **Influencing Change in the East Lubbock Community** – Fostering change in humans is difficult under any circumstances; East Lubbock will be no different. To improve the utilization of services and the probability of impact the following key implementation strategies will be enacted:
 - **Awareness-Building Advertising Campaign** -- A number of the ELPN services may represent new services and opportunities for East Lubbock residents (e.g., access to

quality pre-natal care, access to books-to-begin-on for infants, access to diet and exercise programs) and there may be a lack of awareness to the need for such new services. The ELPN coalition, with the assistance of the TTU College of Media and Communications, will conduct a novel and culturally sensitive awareness-building advertising campaign. All materials will be in Spanish and English and will blanket the East Lubbock community.

- **Outreach Liaisons** – During times of new initiatives and change, familiar peers may be the most influential conveyers of information and initiators of action. The ELPN Coalition will employ a cross section of people from East Lubbock to foster awareness and participation. Depending on the ELPN initiative, individuals might include high school students from Estacado, young parents living in East Lubbock or retired residents.
- **Early Participation Incentives** – Some health providers in East Lubbock have achieved dramatic levels of participation among pregnant teenagers in prenatal programs by offering a point system to earn infant clothing, bedding and toys. The lessons learned are that early extrinsic incentives are effective for motivating continued participation until deeper understanding becomes the intrinsic motivator. The ELPN Coalition will use this strategy across a number of service initiatives (e.g., healthy cooking seminars).

4) Coherent Campaign for Change vs. Information Events – Several of the key initiatives in the family and community service domain (e.g., diet and exercise) are among the more challenging routines to change among Americans. It is understood (but not always practiced) that information events alone will not create new behaviors. Instead, ELPN must mount a coherent, well-coordinated campaign for change at CLASS sites and their related communities. For example, a community diet and exercise campaign must include the

school cafeteria and physical exercise programs at CLASS sites, involve families in a *series* of fun, informative and engaging cooking and hands-on, task-oriented exercise experiences and use tracking data and incentives to jump start and sustain new habits.

5) Ongoing School-University Collaboration for CLASS Reform and Shared

Accountability -- The transformation of K-12 schools in East Lubbock from underperforming traditional schools to progressive and engaging CLASS sites will be a collaborative undertaking of gigantic proportion. This transformation requires the introduction of a game-changing variable. That variable is shared-control and accountability among TTU's Colleges of Education, Visual and Performing Arts and Lubbock ISD. In the ELPN MOU, Lubbock ISD and TTU agree to work collaboratively with shared responsibility in the construction and implementation of project-based and intensive service learning-based curriculum, instruction and assessment. Curriculum will be written by a team of school-university specialists and will be shaped by community-driven service learning issues.

With the provision of computer tablets, the school-university CLASS partnership will also introduce students to "flipped lessons" where basic factual learning and assessment of foundational understand will occur at night, at home in advance of a school day filled with hands-on, student-directed and teacher-facilitated learning marked by ongoing student creation, research, presentation, planning, pre-event preparation, during-event data collection and post-event evaluation.

TTU will have a constant presence at CLASS sites. Not only will its presence be a symbol of its service commitment (e.g., teacher professional development on project-based learning), it will be a reality of its acceptance of joint accountability for the academic performance of CLASS students. Presence also comes with the recognition that school-university

collaborations such as CLASS are the places where graduate students and future teachers should be prepared and research conducted.

- 6) **Community Service Learning for Measurable Results** – While intensive, community-based service learning will be the basis for CLASS student engagement and learning, it is also a vehicle of community improvement. For this reason, community-based service learning campaigns will be targeted, well-planned and resourced (i.e., they are not just school activities). The expectation of measurable impact will communicate authenticity and create relevance for students, the residents of East Lubbock and others contributing to change.
- 7) **Getting ELPN High School Students on Campus at TTU** -- A number of East Lubbock residents have expressed that they have been uncomfortable on campus at TTU. In the past they have known it as the school for “rich white kids.” TTU and the ELPN Coalition will work hard to get East Lubbock residents on campus. While there will be a variety of ways to do this, one important strategy will be to offer no-cost dual enrollment courses to East Lubbock high school students at TTU. Having East Lubbock students on campus for classes will also provide opportunities for them to attend sporting events and/or experience TTU’s rich diversity of students & faculty, student organizations and activities.

ELPN Accountability for Results

With a longitudinal data system tracking the mandatory indicators across children’s development span, with co-director led service provider affinity groups charged with using key implementation strategies to deliver high impact service interventions, with a social network interface providing benchmark progress data by CLASS site and with TTU program evaluators providing feedback on all ELPN processes.... the focus will be on achieving results. These

expectations are reflected in the ELPN MOU and will be evidenced in all governance meetings at all levels.

Building the Capacity of the Coalition to Function Collectively

The ability and the willingness of Lubbock educational and service providers to wholeheartedly implement the coordinated ELPN campaign will grow with time and success. While the vast majority of service providers across the five service domains strongly encouraged TTU to provide synergizing leadership and database guidance, history teaches us that any autonomy-constraining structure has to be personally experienced as a net benefit to thrive.

With this in mind, the ELPN Coalition will strive to make the work of service providers easier and more effective. The longitudinal database and social network data dashboard tools will supply service providers with a feedback loop. Basic needs data will help service providers know where to target resources.

The most effective motivator of participation in the ELPN Coalition will be evidence of impact, because it is the hope for impact that drives most in the human services profession. Initiatives such as the Harlem Children's Zone create anticipation for significant results. A core of service providers in Lubbock has and will continue to work hard until results come. As the synergizing leader, TTU will provide management, data and people to turn this hard work into measurable outcomes.

The ELPN Coalition is fortunate to have a number of anchor institutions that have signed the MOU pledging to provide matching resources and accept accountability for results:

- United Way of Lubbock
- Covenant Health Systems
- South Plains Food Bank
- United Supermarkets
- Lubbock Independent School District
- Texas Tech University:
 - College of Education
 - College of Visual and Performing Arts
 - College of Human Sciences
 - College of Arts & Sciences-Department of Health, Exercise and Sports Sciences
 - Texas Tech Health Science Center School of Nursing
 - Division of Information Technology
 - Office of Administration and Finance

Leveraging and Integrating Funds & Securing and Managing Multiple Funding Streams

The ELPN has leveraged its [REDACTED] federal request with [REDACTED] in additional funding over a proposed 5-year grant period. Of this, [REDACTED] comes from the private and philanthropic sectors in in-kind goods and services.

TTU, its leaders, faculty members and staff engaged in the ELPN Coalition have significant capacity for securing and managing multiple funding streams for the ELPN Coalition. Specifically, a number of the of individuals in leadership positions have been highly successful at obtaining external funding for a number of excellent community-based projects including Dr. Scott Ridley, ELPN Executive Co-Director, Dr. Christina Esperat, ELPN Co-Management Team Leader for Heath Clinic Services, Dr. Michael O’Boyle, Co-Management Team Leader for Early Learning Services and Dr. Marc Lochbaum, Co-Management Team Leader for Family and Community Services. In addition, Sam Segran, Chief Information Officer for TTU is highly effective at securing funds from donors and corporate partners to expand opportunities for the community and TTU.

Lubbock ISD has also been very effective at obtaining funding for East Lubbock initiatives. Superintendent Garza has a track-record of significant fundraising from businesses to support progressive reforms across the district. District leaders such as Dr. Lisa Leach have obtained significant grant funding for projects such as the Texas Literacy Initiative.

Working together in the ELPN Coalition, these school-university leaders have pledged to use these skills collectively to secure the necessary funding to foster the advancement of the ELPN project indicators. The group is attracted to the notion of social impact bonds, specifically the idea that results matter most and ultimately save even larger sums of public funding. This idea is expanded below.

Negotiating New Financial Partnerships for the ELPN

Moving forward, the City Bank of Lubbock (Executive VP Steve Alexander) will maintain and manage an ELPN Social Capital Investment Fund. This fund, built on the notion of a social impact or “pay for success” bond will seek funding from philanthropists and others in return for performance-based ELPN results. The broader idea is that results in the ELPN community (i.e., significant progress on improving the mandatory project indicators) will ultimately save the save public funds in the Lubbock community. For example:

- Effective early learning service will measurably reduce costly long-term special education placements of children whose learning disabilities or behavioral problems were treated early on;
- Effective CLASS academic programs will measurably reduce the number of underemployed and unemployed adults and their related lower tax revenue generation

and greater demands on social services by engaging and retaining them as students through college graduation;

- Effective and accessible health care for elders in the ELPN will reduce the number of elderly who are inappropriately placed in costly nursing homes.

The performance-based criteria will be the basis for an array of funding support requests in the East Lubbock Social Capital Investment Fund, for example, the City's provision of free transportation for residents to ELPN events and local hospital (i.e., Covenant Health System and University Medical Center) financial support for extended hours of East Lubbock health clinic services to reduce residents' use of emergency room facilities for situations treatable through primary care.

Driven by the PN mandatory indicators, the ELPN Coalition will establish annual benchmarks for its performance-based targets. Meeting these benchmarks will provide the objective criteria by which ELPN success in terms of "return-on-investment" may be judged, and serve as a secure foundation upon which to base future funding requests to a broad base of supporters. The fruition of this project will at last mean the integration of the residents of this historically underserved and underdeveloped neighborhood in the fullest sense of the meaning of the word. Its impact, written in the lives of the people of this once-hidden community will be beyond measure. No longer will East Lubbock be a neighborhood kept hidden within Lubbock. It will be a national model of community pride founded on resident-directed turnaround, achievement, self-sufficiency and hope for the future.

APPENDIX C

MEMORANDUM OF UNDERSTANDING

**East Lubbock Promise Neighborhood (ELPN)
Memorandum of Understanding (MOU)**

Preamble:

This MOU is a multiple organization agreement to collaborate for the purpose of delivering data-driven, results-oriented and comprehensive services over a period of five years in northeast Lubbock, an area designated by the Lubbock Independent School District as Quadrant Four (Q4). The collaborators noted in this MOU intend to apply for a federal grant from the U.S. Department of Education referred to as the Promise Neighborhood (PN) Grant.

The goals of this ELPN Coalition, derived from the PN program are to:

- 1) Identify and increase the capacity of partner organizations focused on achieving results for children and youth throughout the entire Q4 neighborhood;
- 2) Build a complete continuum of cradle-to-college-to-career services for both educational programs and family and community supports, with outstanding schools at the center;
- 3) Implement ambitious, rigorous and comprehensive interventions to improve, transform, and sustain effective instruction at the four identified ELPN schools (i.e., Dunbar, Wheatley, Alderson, Estacado) referred to in this MOU as "CLASS sites."
- 4) Integrate programs and break down federal, state and local agency "silos" so services are implemented effectively and efficiently across agencies; and,
- 5) Develop the local infrastructure of data, systems and resources needed to sustain and scale up proven services across the broader region beyond the initial neighborhood.

The achievement of these goals will be benchmarked and measured by a number of mandatory indicators of children, students and family progress in the ELPN. These indicators include:

- a) Percent and number of ELPN young children who have a medical home
- b) Percent and number of ELPN young children who participate in quality early learning programs
- c) Percent and number of ELPN young children who demonstrate age-appropriate functioning on entry to kindergarten
- d) Percent and number of ELPN students who are at or above grade level according to 3rd-8th grade AND high school assessments
- e) Percent and number of ELPN children participating in 60 minutes of physical activity daily
- f) Percent and number of ELPN children who eat 5 or more fruits and vegetables daily
- g) Percent and number of ELPN students who feel safe at school and traveling to and from school as measured by a school climate survey
- h) Student stability as measured by student mobility rates
- i) Percent and number of ELPN families who read to their children, encourage their children to read and talk to their children about college
- j) Percent and number of ELPN students with school and home access to broadband and connected computing devices
- k) Attendance rate of students in sixth, seventh, eighth and ninth grades
- l) Graduation rate in the ELPN high school
- m) Percent and number of ELPN students with post-secondary degrees or credentials without the need for remediation

By signing this ELPN MOU my organization expresses commitment to the PN Theory of Change and Theory of Action noted below:

Theory of Change: The organizations in this MOU believe:

- that we must work together for the purpose of offering a highly coordinated and high-quality continuum of services (cradle-to-college-to-career) for ELPN residents;
- that we must use ongoing longitudinal data to determine and address areas of greatest need in the ELPN and that we must use these data formatively to refine our interventions and in a summative manner to determine outcomes to which we hold ourselves accountable;
- that our interventions must also facilitate a sense of civic responsibility/engagement to create a mentality of “raising all boats.” In this regard we will use significant and coordinated service learning across the collaboration continuum including undergraduate and graduate level university students.

Theory of Action: The organizations in this MOU commit to:

- leveraging funding (local, state, federal, private) to achieve the outcome goals listed above;
- improving our collective organizational capacity and the capacity of other entities to collaborate as a unified system for the purpose of achieving the outcome goals listed above.

Therefore, the collaborators listed in this MOU agree that:

1. TTU will be the applicant to the PN grant, the fiscal agent and will co-manage the ELPN initiatives in collaboration with leaders from a number of partner organizations and service providers in the ELPN.

2. TTU and the collaborators will obtain matching funds or in-kind contributions equal to at least 100% of its grant award as required by the PN implementation grant program.
3. TTU, collaborators and service providers will share data subject to all rules of law, confidentiality and privacy.
4. TTU and the collaborators will support ELPN strategy implementation for five years, contingent on PN grant funding.
5. TTU and the collaborators will implement ELPN initiatives in phases. Each phase represents a school which will become a CLASS site and the center of revitalization activities in its respective community. The phases of implementation will be as follows:
 - a. 2013 Dunbar College Preparatory Middle School
 - b. 2014 Wheatley Elementary
 - c. 2015 Alderson K-8 School
 - d. 2016 Estacado High School
 - e. 2017 General services across the entire Q4 Community

Confidentiality

Collaborators agree that the provision of financial and/or programmatic commitment under this agreement will be treated as confidential; disclosure by the collaborators of the collaborator's performance will not be used for publicity or promotional purposes unless written approval has been given by the executive governing board.

Research and other publications related to ELPN work must be approved by the ELPN Executive Governing Board and all IRB governing bodies. All collaborators must comply with all federal, state and local privacy and data security laws, rules and regulations including de-identification of all student data.

ELPN Governance

TTU, collaborators and residents of the ELPN will collectively guide the nature of the continuum of services. The ELPN boards and management teams, however will have direct responsibility for project execution and evaluation of quality and impact. In this regard, TTU and the collaborators agree that once services are implemented, ongoing benchmark assessment will occur to determine if services are relevant, effective and targeted to the appropriate students and residents.

Role of the ELPN Executive Governing Board

With the direct advisement of the ELPN Advisory Board and guided by the Executive Co-Directors, the Executive Governing Board will help establish ELPN strategic objectives, review and evaluate ELPN services and service providers, manage financial resources and annual ELPN budgets, ensure accountability of TTU and the collaborators to all ELPN stakeholders.

Role of the ELPN Advisory Board

The Advisory Board will guide the Executive Governing Board and Management Team and serve as a first-line communication link with the ELPN community and residents. The board will assist in the development and sustainability of partnerships and provide information on community needs, providers and the effectiveness of programs. The Advisory Board will be supported with the direct input of parent and community representatives on the CLASS Site Community Councils.

Role of the ELPN Management Team

The Management Team co-leaders will report to the two ELPN boards. Management Team co-leaders represent the domains for the continuum of services (e.g., health clinic, early learning, CLASS Academics). The Management Team is responsible for the coordinated and data-driven

implementation of the continuum of services as well as program evaluation. The Management Team will work closely with TTU IT data services and TTU grant compliance.

Collaborators, Key Roles & Planned Contributions

1. **United Way** commits to continue providing human services for ELPN students and families at a value of at least [REDACTED] per year. The value of United Way of Lubbock's in-kind contribution over the 5 years of the ELPN project is [REDACTED]. United Way commits to help link and coordinate service providers from its 23 organization partnership team to ELPN initiatives. In addition, Glen Cochran, United Way of Lubbock CEO commits to participate on the ELPN Executive Board.
2. **Covenant Health Systems** commits to providing health services in the ELPN of a value of at least [REDACTED] per year including dental and dietician services at the Combest Health Clinics. The value of Covenant's in-kind contribution over the 5 years of the ELPN project is [REDACTED]. Covenant also commits Richard Parks' participation on the Executive Governing Board.
3. **South Plains Food Bank** commits to continue providing no-cost food for ELPN students and families at a value of at least [REDACTED] per year. The value of South Plains Food Bank's in-kind contribution over the 5 years of the ELPN project is [REDACTED]. South Plains Food Bank also commits David Weaver's participation on the Executive Governing Board.
4. **United Supermarkets** commits to provide foods for the United Healthy Habits Cooking Seminars to be held in the ELPN at a value of at least [REDACTED] per year. The value of United Supermarket's in-kind contribution over the 5 years of the ELPN project is [REDACTED].
5. **Lubbock Independent School District** has four schools in the ELPN that will become CLASS sites over the 5-year term of the PN grant (i.e., Dunbar, Wheatley, Alderson and

Estacado). Lubbock ISD commits the participation of the Superintendent, Dr. Karen Garza on the ELPN Executive Board and to a number of Lubbock ISD leaders to roles in the ELPN Coalition: Dr. Kelly Trlica, Chief Academic Officer on the ELPN Advisory Board; Dr. Lisa Leach, Asst. Superintendent for Professional Development as Co-Leader of CLASS Academics Services; Larry Hess, Coordinator of College & Career Readiness as Co-Leader of High School-to-College Transition Services; Steve Kirk, Director of Lubbock ISD IT as the Co-Leader of Data Systems; Dr. Brian Yearwood, Principal of Dunbar College Preparatory Middle School on the ELPN Advisory Board; Margaret Randle, Principal of Wheatley Elementary on the ELPN Advisory Board. Further, Lubbock ISD commits the participation of principals, teachers and staff at the four CLASS sites. Lubbock ISD agrees to collaborate with TTU and others on the implementation of CLASS programs, project-based and service learning academics. Lubbock ISD agrees to share ELPN student data, properly de-identified to assure privacy and comply with FERPA regulations. The value of Lubbock ISD's total match to the ELPN project is [REDACTED] over this five year period.

6. Texas Tech University

- a. **College of Education** commits the service of multiple faculty, graduate students and undergraduate students (teacher candidates) in the implementation of academic services at CLASS sites in the ELPN, particularly the implementation of project-based and service learning in collaboration with Lubbock ISD. In addition, the College will provide graduate students and faculty with expertise in program evaluation to assess ELPN organization, governance, communications and the effectiveness of ELPN services. In addition, the College commits the participation of Dr. Scott Ridley, Dean of the College of Education as the Executive Co-Director of the ELPN Coalition, Dr. Peggy Johnson,

Vice Dean in the College of Education as the Co-Leader of CLASS Academic Services.

The value of TTU COE match over the 5 years of the ELPN project is [REDACTED]

- b. College of Visual & Performing Arts** commits the services of multiple faculty, graduate students and undergraduates to bring a series of during-school and after-school visual and performing arts programs and resources to the four CLASS sites in the ELPN. College of V&PA faculty will collaborate with Lubbock ISD personnel and TTU College of Education faculty in the creation and implementation of engaging and enriched project-based and service learning-based curriculum at elementary, middle and high school level CLASS sites. In addition, Dr. Carol Edwards, Dean of the College of Visual and Performing Arts will participate as the Co-Leader of Arts & Humanities Services. The value of TTU CVPA match over the 5 years of the ELPN project is [REDACTED]
- c. College of Human Sciences** commits the services of multiple faculty, graduate students and undergraduate students to implement a 9-week parenting skills workshop (“Baby College”) with an emphasis on promoting early literacy interventions in ELPN families. The College of HS in collaboration with Lubbock ISD will fully implement the Texas Literacy Initiative, an early reading program within the ELPN. The College of HS will also expand its Teen Straight Talk intervention at CLASS sites in the ELPN. In addition, Dr. Michael Oboyle, Associate Dean in the College of Human Services commits his participation as the Co-Leader of Early Learning Services. The value of TTU CHS match over the 5 years of the ELPN project is [REDACTED]
- d. College of Arts and Sciences-Department of Health, Exercise & Sports Sciences** commits multiple faculty, graduate students and undergraduate students to create and implement a series of during-school and after-school exercise, fitness and sports

programs (e.g., gymnastics) at the four CLASS sites in the ELPN. The Department of Health, Exercise & Sports Sciences will collaborate with community recreation service providers (e.g., Link Ministries) to expand recreation and playground facilities for children and families in the ELPN. In addition, Dr. Marc Lochbaum, Professor, commits to serve as Co-Leader of Family and Community Services. The value of TTU HESS match over the 5 years of the ELPN project is [REDACTED]

e. **School of Nursing (TTU Health Sciences Center)** commits to offering extended hours of service at their community health & wellness center in the ELPN close to Dunbar/Wheatley schools (i.e., until 10PM three days on weekdays and Saturdays until 10PM every other weekend). The School of Nursing at the Texas Tech University Health Sciences Center currently operates a highly successful community health and wellness center. The center is a nurse-managed federally qualified health center providing care for economically and medically vulnerable patients. This program is funded by the Bureau of Health Professions, Health Resources and Services Administration of the US Department of Health and Human Services. Dr. Christina Esperat, Associate Dean School of Nursing, TTU Health Sciences Center commits to participate as the Co-Leader of Health Clinic Services. The value of TTUHSC SON match over the 5 years of the ELPN project is [REDACTED]

f. **TTU Division of Information Technology** commits to create and maintain a longitudinal data system and a social network interface for the ELPN project. Sam Segran, Chief Information Officer and Dr. Katherine Austin, Assistant Vice President for TTU IT will serve as Co-Leaders of Data Systems and commit their participation on the TTU Strategic Engagement oversight team for the ELPN project. The value of TTU IT match over the 5 years of the ELPN project is [REDACTED]

g. TTU Chief Financial Officer commits to providing no-cost dual enrollment courses for Estacado High School Students over the ELPN project. The value of TTU CFO match over the 5 years of the ELPN project is [REDACTED]

ELPN MOU Signature Page:

Lubbock Area United Way

A solid black rectangular box redacting the signature of Glenn Cochran.

7-18-12

Glenn Cochran, President/CEO

Date

ELPN MOU Signature Page:



Richard Parks, CEO

Covenant Health System

7/19/12

Date

ELPN MOU Signature Page:

A large black rectangular redaction box covering the signature of David Weaver.

David Weaver, CEO

South Plains Food Bank

7-24-2012

Date

ELPN MOU Signature Page:



Robert Taylor, CEO

United Supermarkets

July 25, 2012

Date

ELPN MOU Signature Page:



Dr. Karen Garza, Superintendent

Lubbock Independent School District

7-25-12

Date

ELPN MOU Signature Page:

Texas Tech University



Dr. Scott Ridley, Dean, College of Education

7-25-12

Date



Dr. Carol Edwards, Dean, College of Visual
& Performing Arts

7/19/12
Date

ELPN MOU Signature Page:

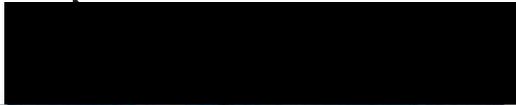
Texas Tech University



5-18-12

Dr. Michael Oboyle, Associate Dean, College
of Human Sciences

Date



Dr. Marc Lochbaum, Professor of Health,
Exercise & Sports Sciences – College of Arts
& Sciences

July 17, 2012

Date

ELPN MOU Signature Page:

Texas Tech University



July 18, 2012

Dr. Christina Esperat, Associate Dean, School
Of Nursing, TTU Health Sciences Center

Date



Sam Segrin, CIO, TTU IT

7/17/2012
Date

ELPN MOU Signature Page:

Texas Tech University



Kyle Clark, CFO

7/24/12

Date

ELPN MOU Signature Page:

Texas Tech University



Dr. Kathleen Harris, Senior Associate Vice
President for Research, Office of Research
Services, Texas Tech University

July 26, 2012

Date

ELPN MOU Signature Page:

Texas Tech University Health Sciences Center

A black rectangular redaction box covering the signature of Victoria Rivera.

Victoria Rivera, Director, Office of Sponsored
Programs, TTU Health Sciences Center

July 26, 2012

Date

APPENDIX F
REQUIRED DOCUMENTATION

APPENDIX F.1
SCHOOL PROFILES

Appendix F.1

TARGET SCHOOL PROFILES

DUNBAR MIDDLE SCHOOL

African American	260	43.1%
White	33	5.5%
Hispanic	304	50.6%
Native American	0	0.0%
Asian/Pacific Islander	4	0.7%
Free and Reduced Lunch *	558	93.0%
Reading 6th	516	86%
Reading 7th	456	76%
Reading 8th	504	84%
Math 6th	492	82%
Math 7th	348	58%
Math 8th	390	65%
Total Students	600	

The Texas Tribune <http://www.texastribune.org/public-ed/explore/>

* PEIMS EDIT + 2011-2012 Fall Collection Lubbock ISD

WHEATLEY ELEMENTARY

African American	369	67.0%
White	17	3.0%
Hispanic	161	29.2%
Native American	2	0.4%
Asian/Pacific Islander	2	0.4%
Free and Reduced Lunch *	513	93.3%
Reading 3st	454	83%
Reading 4nd	459	84%
Reading 5rd	479	87%
Math 3st	399	73%
Math 4nd	459	84%
Math 5rd	437	80%
Total Students	550	

Wheatley ES & Iles ES will be integrated into Wheatley ES

The Texas Tribune <http://www.texastribune.org/public-ed/explore/>

* PEIMS EDIT + 2011-2012 Fall Collection Lubbock ISD

ALDERSON ELEMENTARY

African American	538	61.0%
White	16	1.9%
Hispanic	327	37.0%
Native American	1	0.2%
Asian/Pacific Islander	0	0.0%
Free and Reduced Lunch *	853	96.6%
Reading 3st	587	67%
Reading 4nd	530	60%
Reading 5rd	547	62%
Math 3st	645	73%
Math 4nd	539	61%
Math 5rd	565	64%
Total Students	883	

Parkway ES & Bozeman ES will be integrated into Alderson ES

The Texas Tribune <http://www.texastribune.org/public-ed/explore/>

* PEIMS EDIT + 2011-2012 Fall Collection Lubbock ISD

ESTACADO HIGH SCHOOL

African American	438	51.90%
White	33	3.90%
Hispanic	368	43.50%
Native American	4	0.50%
Asian/Pacific Islander	1	0.10%
Free and Reduced Lunch *	717	85.0%
Reading 9th	767	91%
Reading 10th	700	83%
Reading 11th	818	97%
Math 9th	337	40%
Math 10th	396	47%
Math 11th	632	75%
Total Students	843	

The Texas Tribune <http://www.texastribune.org/public-ed/explore/>

* PEIMS EDIT + 2011-2012 Fall Collection Lubbock ISD

APPENDIX F.2

EVIDENCE TABLE FOR CONTINUUM OF SERVICES

Appendix F.2. Table Summarizing Evidence for Proposed Solutions

Legend:

Strength of supporting evidence:

S= Strong Evidence

M= Moderate Evidence

PP= Promising Practice

Type of supporting evidence:

E= Experimental

QE= Quasi-experimental

D= Descriptive

T= Theoretical

C= Concept paper

Type of Study

Quant = Quantitative

Qual = Qualitative

Proposed Solution	Sources of Evidence	Strength
SERVICE 1: Extended Hours for Community Health & Wellness Clinics		
	<p>Cooley, W.C., McAllister, J.W., Sherrieb, K., & Kuhlthau, K. (2009). Improved outcomes associated with medical home implementation in pediatric primary care. <i>Pediatrics</i>, 124(1), 358-364.</p> <p>A study of primary care facilities in five states indicated the value of a primary care medical home for patients, providers, payers and policy makers. Having a medical home reduced hospitalizations and improved outcomes.</p>	<p>S Quant</p>
	<p>Homer, C.J., Klatka, K., Romm, D., Kuhlthau, K., Bloom, S., Newacheck, P., Van Cleave, J., & Perrin, J.M. (2008). A review of the evidence for the medical home for children with special health needs. <i>Pediatrics</i>, 122(4), 922-937.</p> <p>Review of the literature of comparison group studies indicated moderate evidence for improved outcomes when children with special health needs have a medical home.</p>	<p>M QE Quant</p>
	<p>Smith, P.J., Santoli, J., Chu, S.Y., Ochoa, D.Q., Rodewald, L.E. (2005). The association between having a medical home and vaccination coverage among children eligible for the vaccines for children program. <i>Pediatrics</i>, 116(1), 130-139.</p> <p>Random sample national study indicated that vaccination coverage rate was lower among children who did not frequent a medical home.</p>	<p>S Quant</p>
	<p>Starfield, B., Shi, L. (2004). The medical home, access to care, and insurance: A review of evidence. <i>Journal of the American Medical Association</i>, 113(4), 1493-1498.</p> <p>Review of the literature indicated that a medical home provides</p>	<p>S Quant</p>

	<p>better, more efficient and more equitable care.</p> <p>Lewis, C., Robertson, A.S., Phelps, S. (2005). Unmet dental care needs among children with special health care needs: Implications for the medical home. <i>Pediatrics, 116</i>(3), 426-431.</p> <p>Random sample national study found that dental care is the most prevalent unmet health care need for children with special health care needs. The authors conclude that dental care should be an integral part of comprehensive medical services.</p> <p>Szilagyi, P.G., Rand, C.M., McLaurin, J., Tan, L., Britto, M., Francis, A., Dunne, E., & Rickert, D. (2008). Delivering adolescent vaccinations in the medical home: A new era. <i>Pediatrics, 12</i>(Supplement), 515-524.</p> <p>The authors supplemented a review of medical literature with obtaining information from content experts using a Delphi process and found that medical homes are important in delivering adolescent immunizations as well as comprehensive adolescent preventive care.</p> <p>Rosenthal, T.C. (2008). The medical home: Growing evidence to support a new approach to primary care. <i>Journal of the American Board of Family Medicine, 21</i>(5), 427-440.</p> <p>Search literature databses in several countries and found that medical homes do support societal health.</p> <p>Castelli, D. M., Hillman, C.H., Buck, S.M., & Erwin, H. (2007). Physical fitness and academic achievement in third-and fifth-grade students. <i>Journal of Sport and Exercise Physiology, 9</i>, 239-252.</p> <p>Students in third and fifth grades who were physically fit were likely to perform better on standardized tests.</p>	<p>S Quant</p> <p>S QE Quant</p> <p>S Quant</p> <p>S/QE Quant</p>
SERVICE 2: “Baby College” Early Parenting Skills Outreach		
	<p>Tough, p. (2008). <i>Whatever it takes</i>. Boston: Houghton Mifflin Harcourt.</p> <p>Harlem children’s zone “Baby College” provides parenting classes to expectant parents which focus on children’s brain, physical and emotional development as well as optional child rearing and discipline practices.</p> <p>Romski, M., Sevick, R.A., Adamson, L.B., Smith, A., Cheslock, M., & Bakeman, R. (2011). Parent perceptions of the language development of toddlers with developmental delays before and after participation in parent-coached language interventions. <i>American Journal of Speech-Language Pathology, 20</i>, 111-</p>	<p>S D</p> <p>S/E Quant</p>

	<p>118. This study used an experimental design to examine parent perception. Random assignment study found that parents in experimental groups were more positive about their children's success.</p> <p>Peterson, P., Carta, J.J., & Greenwood, C. (2005). Teaching enhanced Milieu language: Teaching skills to parents in multiple risk families. <i>Journal of Early Intervention, 27</i>(2), 94-109. Interventions with the family increased verbal behavior.</p> <p>Rodriguez, E. T., & Tamis-LeMonda, C.S. (2011). Trajectories of the home learning environment across the first 5 years: associations with children's vocabulary and literacy skills at prekindergarten. <i>Child Development, 82</i>(4), 1058-1075. Early intervention should include: literacy activities in which parents and children engage, materials available to children, and a focus on the quality of parents' interactions with children.</p>	<p>S/E</p> <p>S/C</p>
SERVICE 3: Quality Early Learning Through Texas Literacy Initiative		
	<p>TX Comprehensive Literacy Plan from Birth to Grade 12. (2010). Retrieved from www.americanreading.com/striving-readers/texas/ July 25, 2012. Among the goals of this program are: increase oral language and pre-literacy skills of preschool children and increase the performance of K-2 students on early reading assessments.</p> <p>Barnett, W. S. (2011). Effectiveness of early educational intervention. <i>Science, 333</i>, 975-978. Early educational programs produced meaningful, lasting effects on cognitive, social, and schooling outcomes.</p> <p>Dunst, C. J., Meter, D., & Hamby, D. W. (2007). Predictors of and interventions associated with later literacy accomplishments. <i>Center for Early Literacy Learning, 1</i>(3), 1-15. Interventions focused on effecting changes in children's language acquisition yielded positive results.</p> <p>Peterson, P., Carta, J. J., & Greenwood, C. (2005). Teaching enhanced Milieu language: Teaching skills to parents in multiple risk families. <i>Journal of Early Intervention, 27</i>(2), 94-109. Interventions increased verbal behavior and correct oral responses.</p> <p>Powell, D. R., Diamond, K. E., Burchinal, M. R., & Koehler, M. J. (2010). Effects of an early literacy professional development</p>	<p>PP Quant</p> <p>S/E</p> <p>S/C</p> <p>S/E</p> <p>S/E</p>

	<p>intervention on head start teachers and children. <i>Journal of Educational Psychology</i>, 102(2), 299-312. Positive effects on early literacy and language development.</p> <p>Rodriguez, E. T., & Tamis-LeMonda, C. S. (2011). Trajectories of the home learning environment across the first 5 years: associations with children’s vocabulary and literacy skills at prekindergarten. <i>Child Development</i>, 82(4), 1058-1075. Early intervention should include: literacy activities in which parents and children engage, materials available to children, and a focus on the quality of parents’ interactions with children.</p> <p>Parsons, S. (2011). Long-term Outcomes for Children with Early Language Problems: Beating the Odds. <i>Children & Society</i>, 25(3), 202-214. Parents’ interest in their child’s education significantly increases likelihood of child being a competent reader.</p>	<p>S/C</p> <p>C/M Quant</p>
SERVICE 4: Family and Community Learning Experiences at CLASS Sties		
Health / Nutrition / Exercise / Healthy Cooking	<p>Bauer, K.W., Yang, Y.W., & Austin, B. (2004). “How can we stay healthy when you’re throwing all of this in front of us?” Findings from focus groups and interviews in middle schools on environmental influences on nutrition and physical activity. <i>Health ,Education, and Behavior</i>, 31(1), 34-46. Competition, teasing and bullying, time, and safety are barriers for students to be physically active during physical education class.</p> <p>Castelli, D. M., Hillman, C.H., Buck, S.M., & Erwin, H. (2007). Physical fitness and academic achievement in third-and fifth-grade students. <i>Journal of Sport and Exercise Physiology</i>, 9, 239-252. Students in third and fifth grades who were physically fit were likely to perform better on standardized tests.</p> <p>Geier, A.B., Foster, G. D., Womble, L. G., McLaughlin, J., Borradaile, K.E., Machmani, J., & Shults, J.(2007). The relationship between relative weight and school attendance among elementary schoolchildren. <i>Obesity</i>, 15(8), 2157-2161. Controlled study of 1069 sixth to ninth graders found that community-based obesity prevention was associated with reduced absenteeism.</p> <p>Griffin, L.G., Meaney, K.S., Hart, M.A. (In press). The Impact of a Mastery Motivational Climate on Obese and Overweight: Children’s Commitment to and Enjoyment of Physical Activity. <i>American Journal of Health Education</i>.</p>	<p>PP/D Qual</p> <p>S/QE Quant</p> <p>S/E</p> <p>S E Quant</p>

	<p>In a randomized study, a task-centered mastery activity program resulted in enjoyment of, and commitment to physical activity and that students engaged in more moderate bouts of physical activity as compared to school- based physical education.</p> <p>Kong, A. S., Farnsworth, S., Canaca, J. A., Harris, A., Palley, G. and Sussman, A. L. (2012). An adaptive community-based participatory approach to formative assessment with high schools for obesity intervention. <i>Journal of School Health</i>, 82: 147–154. doi: 10.1111/j.1746-1561.2011.00678.x</p> <p>Researchers assessed acceptability of specific intervention strategies to address lack of healthy food options. Results indicated acceptance of healthy food related behavior.</p> <p>Belansky, E.S., Cutforth, N., Chavez, R. A., Waters, E. & Bartlett-Horch, K. (2011). An adapted version of intervention mapping (AIM) is a tool for conducting community-based participatory research. <i>Health Promotion Practice</i> 12: 440.</p> <p>University and elementary partners used Intervention Mapping to increase student physical activity and healthy eating.</p>	<p>S/D</p> <p>PP/D</p>
<p>Family and School Coordination</p>	<p>Parsons, S. (2011). Long-term Outcomes for Children with Early Language Problems: Beating the Odds. <i>Children & Society</i>, 25(3), 202-214.</p> <p>Parents’ interest in their child’s education significantly increases likelihood of child being a competent reader at age 10.</p> <p>McBride, B. A., Dyer, W., Liu, Y., Brown, G. L., & Hong, S. (2009). The differential impact of early father and mother involvement on later student achievement. <i>Journal Of Educational Psychology</i>, 101(2), 498-508</p> <p>Maternal school involvement was found to be positively related to student achievement.</p> <p>Collins, W., Maccoby, E. E., Steinberg, L., Hetherington, E., & Bornstein, M. H. (2000). Contemporary research on parenting: The case for nature and nurture. <i>American Psychologist</i>, 55(2), 218-232.</p> <p>Over time effects of parenting on child growth hold even after controlling for earlier child characteristics.</p> <p>Michael, S., Dittus, P., & Epstein, J. (2007). Family and Community Involvement in Schools: Results From the School Health Policies and Programs Study 2006. <i>Journal of School Health</i>, 77(8), 567-587.</p> <p>Family and community involvement in schools was strongly related to improvements in the academic achievement of students,</p>	<p>C/M Quant</p> <p>S/E Quant</p> <p>C Qual</p> <p>M C Quant</p>

	<p>Kirby, D. (2002). Effective approaches to reducing adolescent unprotected sex, pregnancy, and childbearing. <i>Journal of Sex Research</i>, 39(1), 51-57. HIV education reduces the incidence of risky sexual behavior.</p> <p>Kirby, D.B., Laris, B.A., & Roller, L.A. (2007). Sex and HIV education programs: Their impact on sexual behaviors of young people throughout the world. Indicated that 65% of the sex education programs had a positive effect on one or more student variables: sex initiation, number of partners, use of contraceptives, risky behaviors.</p> <p>Mayfield Arnold, E., Smith, T.E., Harrison, D., & Springer, D.W. (1999). The effects of an Abstinence-based sex education program on middle school students' knowledge and beliefs. <i>Research on social Work Practice</i>, 9(1), 10-24. Assessed the efficacy of an abstinence program implemented at a middle school with the intent to reduce teenage pregnancy. Program was found to be effective.</p>	<p>PP/D</p> <p>S/QE</p> <p>S/QE</p>
<p>School-Community Coordination</p>	<p>Bryan, J.A. & Griffin, D. (2010). A multidimensional study of school-family-community partnership involvement: School, school counselor, and training factors. <i>Professional School Counseling</i>, 14(1), 75-86. School climate, principal expectations, counselor role perceptions, self-efficacy, time and training can lead to successful role of school counselors in school-community partnerships.</p> <p>Bryan, J., & Henry, L. (2008). Strengths-based partnerships: A school-family-community partnership approach to empowering students. <i>Professional School Counseling</i>, 12(2), 149-156. Counselors play a key role in seeking assets within the school, family and community and implementing programs that foster student academic success and a sense of empowerment.</p> <p>Davies, E., Wood, B., & Stephens, R. (2002). From rhetoric to action: A case for a comprehensive community-based initiative to improve developmental outcomes for disadvantaged children. <i>Social Policy Journal of New Zealand</i>, 19, 28-47. Early intervention has a positive effect on the lives of children and their families.</p> <p>Epstein, J. L., & Van Voorhis, F.L. (2010). School counselors' roles in developing partnerships with families and communities for student success. <i>Professional School Counseling</i>, 14(1), 1-14. The author presents theoretical perspectives, research results, and</p>	<p>M/E Quant</p> <p>PP/D</p> <p>PP/T</p> <p>PP/T</p>

	<p>practical ideas on how to encourage community partnerships with a focus on the role of the school counselor as a facilitator of partnerships.</p> <p>Griffin, D., Steen, S. (2010). School-family community partnerships: Applying Epstein’s theory of the six types of involvement to school counselor practice. <i>Professional School Counseling, 13</i>(4), 218-226.</p> <p>Assess school counselors’ practices in, perceptions and training in school-community partnerships. Findings indicate that while many school counselors value school-community partnerships, they were not currently involved in such relationships.</p> <p>Sheldon, S. (2007). Improving student attendance with school, family, and community partnerships. <i>The Journal of Educational Research, 100</i>, 267-275.</p> <p>Evaluated attendance of elementary students at schools which had implemented a community-family-school partnership with schools that had not. Findings support the efficacy of partnerships.</p> <p>Turner, L. A., Powell, A.E., Langhinrichsen-Rohling, & Carson, J. (2009). Helping families initiative: Intervening with high-risk students through a community, school, and district attorney partnership. <i>Child and Adolescent Social Work Journal. 26</i>, 209-223.</p> <p>Described the positive effect of a partnership created between the school and the district attorney. High-risk students were assigned to community services. Showed an improvement in functioning of the high-risk students and an increase in student school performance.</p>	<p>PP/T</p> <p>M/D Quant</p> <p>M/D</p>
SERVICE 5: Academic Case Managers & Catch-Up Academies at CLASS Sites		
<p>Johns Hopkins A-B-C One-to-One-to-One Case Management And Catch-Up Academies</p>	<p>Mac Iver, M. A. & Mac Iver, D. J. (2009). <i>Beyond the indicators: An integrated school-level approach to dropout prevention</i>. Arlington, VA: The Mid-Atlantic Equity Center, The George Washington University Center for Equity and Excellence in Education.</p> <p>Reforms focused on absenteeism, behavior problems and course failure (ABC) support engaged learning, with more thorough intervention for the 5-10% who need more academic and personal support.</p> <p>Bruce, M., Bridgeland, J.M., & Fox, J.H.(2011).<i>The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation: Early Warning Indicator and Intervention System (EWS)</i>. Baltimore MD: Johns Hopkins University</p> <p>Early recognition of warning indicators, rapid intervention,</p>	<p>S/D Quant</p> <p>S/C</p>

	<p>redirection, mentoring are effective in preventing disengagement.</p> <p>Mac Iver, M., Balfanz, R., & Byrnes, V. (2009). <i>Advancing the 'Colorado Graduates' agenda: Understanding the dropout problem and mobilizing to meet the graduation challenge.</i> Denver, CO: Colorado Children's Campaign.</p> <p>Use of early warning indicators recognition signals in 6th -9th grades prevents dropping out in later grades.</p> <p>Balfanz, R., & Byrnes, V. (2012). <i>Chronic Absenteeism: Summarizing What We Know From Nationally Available Data.</i> Baltimore: Johns Hopkins University Center for Social Organization of Schools.</p> <p>Use of ABC in Baltimore reduced the constant absenteeism rate for middle grade students from 34 percent in 2007 to 16 percent in 2011.</p>	<p>S/D Qual</p> <p>S/D Quant</p>
SERVICE 6: Flooding with Positive Role Models – GenTXperts at CLASS Sites		
GEN TX	<p>Carter, R. (2012, April 30). Generation Texas hosts college signing day. <i>Texas Tech Today</i>. Retrieved from http://today.ttu.edu/2012/04/generation-texas-hosts-college-signing-day/</p> <p>Local chapters of GenTX provide mentors to high school students and participate in a state-wide signing-day which ends in activities preparing and encouraging a college going culture.</p> <p>Hamilton, R. (2010, August 9). Education leaders prepare "Generation TX" for launch. <i>The Texas Tribune</i>. http://www.businesswire.com/news/home/20100607005733/en/Generation-TX-Announced-Grassroots-Movement-Create-College-</p> <p>GEN TX (www.Gen.Tx), created by Texas Higher Education Coordinating Board, mobilizes communities to help students and offers tuition and fee waivers at Texas public higher education institutions.</p>	<p>S/D</p> <p>PP/D</p>
Mentoring	<p>DuBois, D. L., Holloway, B. E., Valentine, J. C., Cooper, H. (2002). Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review. <i>American Journal of Community Psychology</i>, 30, No. 2</p> <p>Review indicates an overall positive effect for mentoring programs. Benefits occur with both assigned and natural mentors in youth's life and whether or not mentoring takes place alone or with other services.</p> <p>Grossman, J. B., Rhodes, J. E. (2002). The Test of Time: Predictors and Effects of Duration in Youth Mentoring Relationships. <i>American Journal of Community Psychology</i>,</p>	<p>M/QE Quant</p> <p>S/QE</p>

	<p>Vol. 30, No. 2.</p> <p>Youth in relationships that lasted a year or longer reported improvements.</p>	
Peer Tutoring	<p>Arreaga-Mayer, C. (1998). Increasing Active Student Responding and Improving Academic Performance Through Class-wide Peer Tutoring. <i>Intervention in School and Clinic</i>, Vol. 34, No. 2, pp. 89-94.</p> <p>Class-wide Peer Tutoring (CWPT) resulted in increases math, spelling, reading, vocabulary, science, and social studies for students with and without disabilities across settings.</p> <p>Roswal, G. M., Mims, A. A., Croce, R., Horvat, M. A., Block, M. (1995). Effects of Collaborative Peer Tutoring on Urban Seventh Graders. <i>The Journal of Educational Research</i>, 88(5), 275-279.</p> <p>Investigated the effects of a collaborative peer tutor teaching program on the self-concept and school-based attitudes of seventh-grade students. Showed a significant improvement in both self-concept and attitudes toward school.</p>	<p>S/E</p> <p>M/E</p>
SERVICE 7: AVID at CLASS Sites		
	<p>What is AVID? (Retrieved from www.avid.org/dl/gearup/avidindetail.docx.)</p> <p>The AVID accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.</p> <p>Ford, C. S. (2010). <i>Impact of the advancement via individual determination (AVID) program on closing the academic achievement gap</i>. (Doctoral Dissertation, University of Texas at Arlington). Retrieved from http://dspace.uta.edu/bitstream/handle/10106/4857/Ford_uta_2502D_10476.pdf?sequence=1</p> <p>Holubik, T. E. (2012). <i>Alumni's perceptions of the advancement via individual determination (AVID) college readiness system</i>. Unpublished doctoral dissertation, Texas Tech University, Lubbock, Texas.</p> <p>Watt, K. M., Yanez, D., & Cossio, G. (2002). AVID: A comprehensive school reform model for Texas. <i>National Forum of Educational Administration and Supervision Journal</i>, 19(3), 43-59.</p> <p>AVID encourages critical thinking. AVID students have shown improvements in state test scores, GPAs, college readiness skills, writing and study skills, time management and enduring family support. There is also school-wide spillover among non-AVID</p>	<p>S/E Quant</p> <p>S/C</p> <p>PP/D</p> <p>S QE Quant</p>

	students' test scores and attendance in their schools and neighboring schools, as they became "AVID-ized" with increased AP enrollment, higher end-of-course scores, and wide use of study groups and AVID study skills.	
SERVICE 8: Project-Based and Service Learning at CLASS Sites		
Service Learning	<p>Furco, A., & Root, S. (2010). Research demonstrates the value of service learning. <i>Phi Delta Kappan</i>, 91(5), 16-20. Retrieved from http://www.pdkintl.org/kappan/kappan.htm Showed improved academic achievement due to service learning programs.</p> <p>Billig, S.H. (2000). Research on K-12 school-based service learning. <i>Phi Delta Kappan</i>, 81, 658-664. Research promotes academic and civic gains from school-based service learning.</p> <p>Soslau, E.G., & Yost, D.S. (2007). Urban service-learning: An authentic teaching strategy to deliver a standards-driven curriculum. <i>Journal of Experiential Education</i>, 30 (1), 36-53. A description of implementing service learning tied to a fifth grade curriculum.</p>	<p>S/Lit Review</p> <p>S/Lit review</p> <p>S/D</p>
Project-Based Learning	<p>Blumenfield, P., Soloway, E., Marx, R., Krajcik, J., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. <i>Educational Psychologist</i>, 26 (3-4), 369-398. Reviews literature on how to implement project-based learning demonstrates important role of the teacher.</p> <p>George Lucas Educational Foundation. (2001-2012). <i>Project-based learning research summary</i>. Edutopia. Retrieved from http://www.edutopia.org/project-learning-introduction. A review of research studies supporting the outcomes of project-based learning.</p> <p>Railsback, J. (2002). <i>Project-based instruction: Creating excitement for learning</i>. Portland, OR: Northwest Regional Educational Laboratory. Project-based instruction provides motivation for learning.</p> <p>Thomas, J.W. (2000). <i>A review of research on project-based learning</i>. Retrieved from http://173.226.50.98/sites/default/files/news/pbl_research2.pdf Above studies reveal that project-based learning offers benefits to both students and teachers, including engagement of students, boosting cooperative learning skills, and improving academic</p>	<p>S/T</p> <p>M/D</p> <p>M/D</p> <p>S/T</p>

	<p>performance.</p> <p>Brandsford, J., & Vye, J. (1989). A perspective on cognitive research and its implication for instruction. In L. Resnick & L/E. Klopfer (Ed.s), <i>Toward the thinking curriculum: Current cognitive research</i> (pp. 173-205). Alexandria, VA: ASCD. Authors argue that doing with understanding promotes cognitive growth and academic achievement.</p> <p>Cognition and Technology Group at Vanderbilt (1992). The Jasper series as an example of anchored instruction: Theory, program, description, and assessment data. <i>Educational Psychologist</i>, 27(3), 291-315.</p> <p>Above studies emphasizes the importance of having students become involved in the construction of knowledge.</p> <p>Liegel, K. (2004). <i>Project-based learning and the future of project management</i>. Retrieved on June 29, 2012 from http://www.makeithappen.ws/uploads/PBL_Future_of_Project_Management_KLiegel_2004.pdf</p> <p>Project-based learning actively engages students in the problem-solving, learning process through planning, doing, and completing projects.</p>	<p>S/Quant</p> <p>S/D</p> <p>M/D</p>
SERVICE 9: Tablets for Learning & Flipped Instruction at CLASS Sites		
Flipped Learning	<p>Khan, S. (2011).Turning Learning Upside Down. <i>The Wall Street Journal</i>. Retrieved from http://classroom.wsj.com/cre/2011/09/01/turning-learning-upside-down/.</p> <p>When students work at their own pace, the need for traditional tracking and labeling goes away. Students are able to gain knowledge through homework and devote classes to project-based learning.</p> <p>Williams, C. (2012). Flipped Class Method Gaining Ground. <i>District Administration</i>, 48(1), 64.</p> <p>Enhances personalization of education and improves student-teacher collaboration and peer-to-peer learning.</p> <p>Fulton, K. (2012). The Flipped Classroom: Transforming Education at Byron High School. <i>T H E Journal</i>, 39(3), 18.</p> <p>Flipped learning saves an astonishing quantity of time. Students can learn foundational knowledge as homework and higher order thinking in class.</p>	<p>PP/D Qual</p> <p>PP/D Qual</p> <p>S/D Quant</p>
Kindle Fire	<p>Kilgore, K. (2012). Less paper, more learning: The future of education. http://hdl.handle.net/0/640</p> <p>Use of devices such as the Kindle is being incorporated into the classroom. Author concludes that it is important for students to be</p>	<p>PP/C Qual</p>

	<p>acquainted with new innovations such as this.</p> <p>Doering, T., Pereira, L., Kuechler, L. (2012). The use of e-textbooks in higher education: A case study. <i>E-Leader Berlin</i>, Retrieved from g-casa.com July 25, 2012. A case study indicates that educators and universities need to be more involved in transitioning to use of e-technology in the classroom.</p> <p>Bormann, F., Lowe, K. (2010). Literacy learning: The middle years. Sydney: Australian Literacy Educators' Association. Retrieved July 25, 2012 from 137.92.97.157/ucanread/sites/default/files/ReKindling.pdf The authors highlight the types of literacy activities students engage in at home in contrast to what is experienced in the classroom and conclude that one way to cross this divide is to use e-books. The Kindle Fire is noted as providing a dedicated mobile reading platform.</p>	<p>PP/C Qual</p> <p>PP/C</p>
SERVICE 10: Enriched After-School Program Options at CLASS Sites		
	<p>Carver, P. and Iruka, I.U. (2006). <i>After-School programs and activities: 2005</i> (NCES 2006–076). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. African American students are willing and likely to participate in after school programs when such programs are offered.</p> <p>James-Burdumy, S., Dynarski, M., Moore, M., Deke, J., Mansfield, W., and Pistorino, C. (2005). <i>When schools stay open late: The national evaluation of the 21st Century Community Learners Centers Program: Final Report</i>. National Center for Education Evaluation and Regional Assistance, IES, U.S. Department of Education. Programs differ in outcomes depending on attendance. Importance of offering engaging programs.</p> <p>Kleiner, B., Nolin, M.J., and Chapman, C. (2004). <i>Before-and after-school care, programs, and activities of children in kindergarten through eighth grade: 2001</i> (NCES 2004–008). National Center for Education Statistics, IES, U.S. Department of Education. Because of the large percentage of children (over 30%) in self-care after school, there is a need for organized programs.</p> <p>Strizek, G., Pittsonberger, J., Riordan, K., Lyter, D., and Orlofsky, G. (2006). <i>Characteristics of schools, districts, teachers, principals, and school libraries in the United States: 2003–04</i></p>	<p>S/C</p> <p>S/C</p> <p>S/C</p> <p>S/C</p>

	<p><i>schools and staffing survey</i> (NCES 2006–313 Revised). National Center for Education Statistics, IES, U.S. Department of Education.</p> <p>Programs provide diverse services and are a safe place for kids.</p> <p>Weisman, S.A., & Gottfredson, D.C. (2001). Attrition from after school programs: Characteristics of students who drop out. <i>Prevention Science</i>, 2, 201-205.</p> <p>After-school activity programs have the opportunity to deliver academic remediation.</p> <p>Dwyer, K.M., Richardson, J.L., Danley, K.L., Hanson, W.B., Sussman, S.Y., Brannon, B., Dent, C.W., Johnson, C.A., & Flay, B.R. (1990). Characteristics of eighth-grade students who initiate self-care in elementary and junior high school. <i>Pediatrics</i>, 86, 448-454.</p> <p>Students who are in self-care after school are more likely to engage in risky behaviors.</p> <p>Shann, M.H. (2001). Students’ use of time outside of school: A case for after school programs for urban middle school youth. <i>The Urban Review</i>, 33, 339-356.</p> <p>Indirect benefits of after school programs include protection from drug use and risky behaviors.</p> <p>Durlak, J, & Weissberg, R. (2007). <i>The impacts of after school programs that promote personal and social skills</i>. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning. Retrieved June 24, 2012 from http://www.lionsquest.org/pdfs/AfterSchoolProgramsStudy2007.pdf</p> <p>Meta-analysis of after school programs promoting social and emotional learning found improved personal and social skills. Youth improved through after-school programs in three general areas: Feelings and attitudes, behavioral adjustment, school performance,</p> <p>Silverstein, S. (n.d). <i>Anyone can start an after school program</i>. http://www.uml.edu/centers/cfwc/Community_Tips/Community_Archive/StartinganAfterSchoolProgram.pdf</p> <p>Regular participants have better grades and conduct in school.</p> <p>Fletcher, A. C., Nickerson, P. F., & Wright, K. L. (2003). Structured leisure activities in middle childhood: Links to well-being. <i>Journal of Community Psychology</i>, 31, 641-659.</p> <p>Greater participation in club activities was linked with higher academic grades and more positive teacher ratings of academic</p>	<p>S/C</p> <p>S/D Quant</p> <p>S/D Quant</p> <p>S/E Quant</p> <p>M/D</p> <p>M/QE Quant</p>
--	---	--

	<p>competence.</p> <p>Hansen, D. M., Larson, R. W., & Dworkin, J. B. (2003). What adolescents learn in organized youth activities: A survey of self-reported developmental experiences. <i>Journal of Research on Adolescence, 13</i>(1), 25-55.</p> <p>Adolescent activities were related to initiative, identity exploration and reflection, emotional learning, developing team-work skills.</p> <p>Intercultural Center for Research in Education, & National Institute on Out-of School Time. (2005). <i>Pathways to success for youth: What counts in after-school: Massachusetts After-School Research Study (MARS) report</i>. Boston, MA: United Way of Massachusetts Bay.</p> <p>After-school programs can help youth achieve important outcomes in homework, initiative, behavior, relations with peers, and relations with adults</p> <p>Shann, M. H. (2001). Students' use of time outside of school: A case for after school programs for urban middle school youth. <i>The Urban Review, 33</i>(4), 339-356.</p> <p>After school programs can provide a welcoming, safe, and educational setting</p> <p>Smith, C., Peck, S. C., Denault, A, Blazeovski, J., & Akiva, T. (2010). Quality at the point of service: Profiles of practice in after-school settings. <i>American Journal of Community Psychology, 45</i>(3/4), 358-369.</p> <p>After-school programs promote positive youth development.</p>	<p>M/QE</p> <p>M/C</p> <p>S/C</p> <p>S/D</p>
SERVICE 11: The ARTS at CLASS Sites		
<p>Art Education</p>	<p>Housen, A. (2002). Aesthetic thought, critical thinking, and transfer. <i>Arts and Learning Research Journal, 18</i>(1), 99-132.</p> <p>Visual Thinking Strategies teach critical thinking skills cultivate students' aesthetic thought.</p> <p>Philips, N., & Fragoulis, I. (2012). The use of art in the teaching practice for developing communication skills in adults. <i>International Education Studies, 5</i>(2), 132-138.</p> <p>Integration of art contributes to adults' multiple intelligences; works of art promote critical thinking; works of art cultivate cultural personalities; works of art enhance our sensory perception.</p> <p>Arnold, A. (2005). Confronting violence through the arts: A thematic approach. <i>Art Education, 58</i>(4), 20-34.</p>	<p>PP D/T</p> <p>PP/D Qual</p> <p>PP/C Qual</p>

	<p>The author argues that children exposed to violence can confront it through the arts.</p> <p>Catterall, J., Dumais, S. A., & Hampden-Thompson, G. (2012). <i>The arts and achievement in at-risk youth: Findings from four longitudinal studies</i>. National Endowment for the Arts: Washington, DC.</p> <p>Teenagers and young adults of low socioeconomic status (SES) who have a history of in-depth arts involvement show better academic outcomes and civic engagement than do low-SES youth who have less arts involvement.</p> <p>Derby, J. (2011). Disability studies and art education. <i>Studies in Art Education: A Journal of Issues and Research</i>, 52(2), 94-111.</p> <p>Art education has much to contribute to disability studies; art is a valuable venue for disability studies.</p> <p>Johnson, I. F. (2003). Mission and history of Shanti Foundation for Peace. <i>Studio Potter</i>, 31(2), 82-83.</p> <p>The Foundation creates and implements arts and education programs that help children develop lifelong non-violence decision-making skills through community art initiatives.</p> <p>Rabkin, N. & Hedberg, E. (2011). <i>Arts education in America: What the declines mean for participation</i>. Washington, DC: National Endowment for the Arts.</p> <p>Arts education has not been equally distributed by SES or race. Its decline has been concentrated among low-income children and among African American and Hispanic children in particular.</p> <p>Smith, P. (2000, April). <i>Violence and art education</i>. Paper presented at the National Art Education Association Convention, L.A.</p> <p>Art programs provide a humanistic approach to preventing violence.</p> <p>Carlisle, K. (2011). Arts education partnerships: informing policy through the development of culture and creativity within a collaborative project approach. <i>Arts Education Policy Review</i>, 112(3), 144-148.</p> <p>Arts in middle school contributed to creative and collaborative thinking.</p> <p>Knutson, K., Crowley, K., Russell, J. L., & Steiner, M. A. (2011). <i>Approaching art education as ecology: Exploring the role of</i></p>	<p>S/C Quant</p> <p>PP/T Qual</p> <p>PP/C Qual</p> <p>S/D Quant</p> <p>PP/T Qual</p> <p>PP/C Qual</p> <p>PP/C Qual</p> <p>PP/C Qual</p>
--	--	---

	<p>museums. <i>Studies in Arts Education</i>, 52(4), 310-322. Informal learning environments contribute to social learning.</p> <p>Assey, J. (2000). <i>The future of technology in K-12 arts education</i>. Report to the Governor of South Carolina. Technology in arts education prepares students for multiple careers.</p> <p>Coufal, K. L., & Grandgenett, N. F. (1996). <i>The community discovered: The search for meaning through the integration of art and technology in K-12 education</i>. Evaluation progress report no. 1. Technology and the visual and performing arts are avenues for engagement in other subject areas for K-12 students.</p> <p>Delacruz, E. M. (2009). Art education aims in the age of new media: moving toward global civil society. <i>Art Education</i>, 62(5), 13-18. The author argues that new digital media, virtual communities, and art education technology pedagogy may come together to create a culture of caring on the new global commons.</p> <p>Lin, C. (2011). A learning ecology perspective: School systems sustaining art teaching with technology. <i>Art Education</i>, 64(4), 12-17. Teachers need functional infrastructure and institutional support in integrating arts into curricula.</p>	<p>PP/D Qual</p> <p>PP/C Qual</p> <p>PP/C Qual</p>
Performing Arts	<p>Atterbury, B. W. (1990). <i>Mainstreaming exceptional learners in music</i>. Englewood Cliffs: Prentice-Hall. This book discusses the challenges in truly incorporating arts and humanities with the more traditional disciplines and how those have been addressed successfully with curriculum support for teachers.</p> <p>Carlisle, K. (2011). INSPIRE: The quest for coherent curriculum through a performing arts-focused curriculum integration project. <i>Middle Grades Research Journal</i>, 6(4), 223-234. Data indicate that students collectively and individually articulate their curricular and creative understanding from an arts-focused integration perspective.</p> <p>Colley, B. M. (2012). Teaching social studies through the performing arts. <i>The Educational Forum</i>, 76, 4-12. Using the performing arts in social studies promotes student engagement and learning and gives voice to students.</p>	<p>PP/C</p> <p>M/D</p> <p>M/D</p> <p>S/QE</p>

	<p>Jellison, J.A., & Flowers, P.J. (1991). Talking about music: Interviews with disabled and not disabled children. <i>Journal of Research in Music Education</i>, 39(4), 332-333.</p> <p>Findings in this study indicate the advantages of music education with children with disabilities as well as with children without disabilities.</p> <p>Ododo, S. E. (2010). Empowering students with special needs: A case study of disabled students in the Department of the Performing Arts, University of Ilorin. <i>Sino-US Teaching</i>, 7(10), 14-19.</p> <p>This study discusses strategies for empowering students with special needs in the performing arts and concludes that they participate well.</p> <p>Philips, R. D., Gorton, R. L., Pinciotti, P., & Sachdev, A. (2010). Promising findings on preschoolers' emergent literacy and school readiness in art-integrated early childhood settings. <i>Early Childhood Education Journal</i>, 38, 111-122.</p> <p>Integration of visual and performing arts in preschool improved young children's emergent literacy.</p>	<p>PP/C</p> <p>M/QE</p>
SERVICE 12: TTU Dual Enrollment for Estacado HS Students		
	<p>Community College Research Center, Columbia University. (2012a). <i>Implementing a dual enrollment program</i>. Retrieved from http://www.eric.ed.gov.lib-e2.lib.ttu.edu/PDFS/ED530527.pdf</p> <p>Dual enrollment participation is positively related to a range of college outcomes, including college enrollment and persistence, greater credit accumulation, and higher college GPA.</p> <p>Community College Research Center, Columbia University. (2012b). <i>What we know about dual enrollment. Research review</i>. Retrieved from http://www.eric.ed.gov.lib-e2.lib.ttu.edu/PDFS/ED530528.pdf</p> <p>Research review quantifies its effectiveness and benefits.</p> <p>Karp, M. M., Calcagno, J. C., Hughes, K. L., Jeong, D. W., & Bailey, T. R. (2007). <i>The postsecondary achievement of participants in dual enrollment: An analysis of student outcomes in two states</i>. St. Paul, MN: National Research Center for Career and Technical Education, University of Minnesota.</p> <p>Dual enrollment can be an effective transition strategy.</p> <p>Kentucky Council on Postsecondary Education. (2006). <i>The dual enrollment of high school students in postsecondary education</i></p>	<p>PP/CP</p> <p>S/QE</p> <p>S/C</p> <p>S/C</p>

	<p><i>in Kentucky, 2001-02 to 2004-05.</i> Retrieved from http://www.eric.ed.gov.lib-e2.lib.ttu.edu/PDFS/ED495150.pdf Increased students' GPA by the end of their second year of college.</p> <p>Rochford, J. A., O'Neil, A., Gelb, A., & Ross, K. J. (2010). <i>Growth & impact: The expansion of high school based dual credit in Stark County, Ohio.</i> Stark County, Ohio: Stark Education Partnership. Dual credit course participants successfully earned credits.</p>	S/D
SERVICE 13: Work-Keys (ACT) Career Readiness Certification Testing & Catch-Up Academies		
	<p>Hendrick, R. E. (2011). Predicting Employee Retention through Preemployment Assessment. <i>Community College Journal Of Research & Practice</i>, 35(11), 895. Results suggested a higher retention rate for those companies using the Work Keys as a pre-employment assessment tool.</p> <p>ACT (2006). Preparing for the WorkKeys Assessments. Retrieved from http://actworkkeys.weebly.com/uploads/7/9/3/1/7931998/preparing_for_workkeys.pdf WorkKeys helps businesses and educators work together to ensure that students leave school prepared for real jobs in the real world.</p> <p>Zehr, M. (1998). 'Work Keys' job-skills assessment finally catching on. <i>Education Week</i>, 17(25), 8. Work Keys assesses skills in several areas of education and includes instructional materials for schools and a process for businesses to profile specific jobs according to what skill levels are required</p>	<p>M/C Quant</p> <p>S/D</p> <p>S/C</p>
SERVICE 14: High-School to College Transition Support		
Summer Transition Programs	<p>Walpole, M. B., Simmerman, H.; Mack, C.; Mills, J.T.; Scales, M.; Albano, D. (2008). <i>Journal of The First-Year Experience & Students in Transition</i>, 20(1) 11-30. This longitudinal study of an experimental group that went through a summer transition program and a control group that did not found that over the course of two years, participants showed greater increases in social and academic engagement and that participants' retention rate by junior year was higher than that of controls.</p>	S/QE Quant
College and Career	<p>Brand, B. (2009). <i>High school career academies: A 40-year proven model for improving college and career readiness.</i></p>	S/QE Quant

Readiness	<p>Philadelphia, PA: National Career Academy Coalition. Students who participated in career academies were more likely to complete required credits for high school graduation and satisfy the needs of the labor market.</p> <p>Conley, D. T. (2005). <i>College Knowledge: What It Really Takes for Students to Succeed and What We Can Do to Get Them Ready</i>. San Francisco: Jossey-Bass. Knowledge and Skills for University Success provides a research-based tool that schools and colleges can use in developing greater curricular integration and articulation preparing students for success.</p> <p>Bill & Melinda Gates Foundation. (2009). <i>College-Ready</i>. Seattle, WA: Bill & Melinda Gates Foundation. Focuses on success at a higher level, empowering excellent teachers, supporting and engaging students, commitment to learning, and working together.</p> <p>Educational Policy Improvement Center (EPIC). (2008). <i>Texas college readiness standards</i>. Eugene, Oregon: EPIC. The Texas College Readiness Standards is a multi-level framework that focuses on subject matter as well as a broader range of knowledge and skills that students need for entry-level college courses.</p>	<p>S/C</p> <p>S/C</p> <p>S/C Quant</p>
-----------	---	--

OTHER		
Achieve 3000	<p>Achieve3000. (2012) <i>The Leader in Differentiated Instruction</i>. Retrieved on July 9, 2012 from http://www.kidbiz3000.com/learningcenter/ Achieve3000 uses web-based differentiated instruction technology such as KidBiz3000, TeenBiz3000, and Empower3000 to increase reading comprehension, fluency, vocabulary, and writing proficiency for all students including English Learners.</p> <p>Achieve3000, (2011a). <i>National Lexile Study, 2010-11 Lexile Study</i>. Retrieved on July 9, 2012 from http://www.achieve3000.com/research/gated/3 Students at all levels showed Lexile growth using the LevelSet assessment.</p> <p>Achieve3000, (2011b). <i>Special Education Students. Lexile Study</i>. Retrieved on July 9, 2012 from</p>	<p>S Meta-analysis Quant</p> <p>S/D</p> <p>M/D</p>

	<p>http://www.achieve3000.com/research/gated/5</p> <p>The Lexile Framework measures both text and reader using the same scale. Special Education students at all grade levels made compelling gains compared to gains expected with “typical” instruction.</p>	
Mental Health Services in the Schools	<p>Adelman, H.S., & Taylor, L. (2000). <i>Looking at school health and school reform policy through the lens of addressing barriers to learning</i>. Children's Services: Social Policy, Research, and Practice, 3(2), 117-132.</p> <p>A comprehensive continuum of academic and mental health programs can address barriers to development, learning, parenting and teaching.</p>	PP D/T
	<p>Adelman, H.S., & Taylor, L. (2000). Shaping the future of mental health in schools. <i>Psychology in the Schools</i>, 37(1), 49-60.</p> <p>The way in which mental health of students is currently administered in schools is limited, marginalized and fragmented. A cohesive approach is proposed.</p>	PP D/T
	<p>Hoglund, W.L., & Leadbeater, B.J. (2004). The effects of family, school, and classroom ecologies on changes in children's social competence and emotional and behavioral problems in first grade. <i>Developmental Psychology</i>, 40(4), 533-544.</p> <p>Disadvantaged schools have higher antisocial behavior; those that promote pro-social behavior helped children be more socially competent.</p>	PP/D Qual
	<p>Masia-Warner, C., Klein, R.G., Dent, H.C., Fisher, P.H., Alvir, J., Albano, A.M., & Guardino, M. (2005). School-based intervention for adolescents with social anxiety disorder: results of a controlled study. <i>Journal of Abnormal Child Psychology</i>, 33(6), 707-722.</p> <p>This study demonstrated improvement in social functioning and reduced social anxiety.</p>	S/QE Quant
	<p>Quinn, K.P., & Lee, V. (2007). The wraparound approach for students with emotional and behavioral disorders: Opportunities for school psychologists. <i>Psychology in the Schools</i> 44(1), 101-111.</p> <p>Summarizes the wraparound approach to mental health at schools; clear communication with family, team-based approach with school and family; include natural family supports; common goal; community-based; culturally competent; individualized; draw upon strengths; persistent; outcome-based.</p>	PP/C
<p>Roeser, R.W., Eccles, J.S., & Strobel, K.R. (1998). Linking the study of schooling and mental health: Selected issues and empirical illustrations at the level of the individual. <i>Educational Psychologist</i>, 33(4), 153-176.</p> <p>Emphasizes the importance of including education and mental health</p>	PP/C	

	<p>simultaneously. Authors conclude that schools are an avenue through which both difficulties can be address.</p> <p>Tuesday-Heathfield, L., & Clark, E. (2004). Shifting from categories to services: Comprehensive school-based mental health for children with emotional disturbance and social maladjustment. <i>Psychology in the Schools</i>, 41(8), 911-920. Suggests that schools should become the preferred medium for mental health services for children. Identifies the controversy between ED (emotional disturbance) and SM (social maladjustment) as a culprit for stunting the delivery of needed services to children.</p> <p>Evans, S.W. (1999). Mental health services in schools: Utilization, effectiveness, and consent. <i>Clinical Psychology Rev</i>, 19, 165-178. A range of professionals need to be engaged in providing comprehensive mental health care.</p> <p>Evans, S.W., Langberg, J.M., & Williams, J. (2003). Treatment generalization in school based mental health. In M.D. Weist, S.W. Evans, & N. Tashman (Eds.), <i>Handbook of School Mental Health</i> (pp. 335-348). After-school mental health programs are empirically supported and promote increased utilization of services.</p>	<p>M/D</p> <p>S/D</p> <p>M/D</p>
Istation	<p>Istation.com. (2010). <i>Istation's indicators of progress early reading validity and reliability evidence for pre-kindergarten</i>. Retrieved from http://www.istation.com/Content/downloads/studies/isip_er_validity_reliability_evidence_preK.pdfIndicator of Strong gains in letter knowledge, vocabulary, phonemic awareness and comprehensive reading ability for students in PreK.</p> <p>Hoelzle, B. (2012). <i>Predicting student performance on the developmental reading assessment (2nd Edition): An independent comparison of two different tests</i>. http://www.istation.com/Content/downloads/whitepapers/DRA_study.pdf Use if Istation resulted in improved reading K-5th grade.</p> <p>Bugbee, A.C. (2011). <i>The effectiveness of istation in a school: East Baton Rouge Parish School System</i>. Retrieved from http://www.istation.com/Content/downloads/whitepapers/East_Baton_Rouge.pdf Elementary School students showed an average pre-test/post-test growth of 64%, tremendously exceeding the district average of 19.4%.</p>	<p>S /E Quant</p> <p>S/QE Quant</p> <p>S/QE Quant</p>

<p>School-University Coordination</p>	<p>Grundy, S., Robison, J., & Tomazos, D. (2001). Interrupting the way things are: Exploring new directions in school/university partnerships. <i>Asia-Pacific Journal of Teacher Education</i>, 29(3), 203-217</p> <p>The study reveals critical issues that must be considered by university personnel and school personnel in order to have functional partnerships.</p> <p>Sandholtz, J.H. (2002). In-service training or professional development: Contrasting opportunities in a school/university partnership. <i>Teaching and Teacher Education</i>, 18, 815-830.</p> <p>Subject specific conferences offered by universities to teachers were more valuable than in-services. Stresses importance of open communication and opportunity to learn from each other.</p> <p>Peel, H.A., Peel, B.B., & Baker, M.E. (2002). School/University partnerships: a viable model. <i>International Journal of Educational Management</i>, 16(7), 319-325.</p> <p>Partnerships that work are characterized by respect, commitment, willingness to embrace change, and communication.</p> <p>Scribner Bartholomew, S., & Haymore Sandholtz, J. (2009). Competing views of teaching in a school-university partnership. <i>Teaching and Teacher Education</i>, 25, 155-165</p> <p>Describes how competing views between university professors and school administrators interfere with implementation of school-university partnerships. Stresses consideration of goals and objectives of each.</p> <p>Stephens, D., & Boldt, G. (2004). School/University partnerships: Rhetoric, reality and intimacy. <i>Phi Delta Kappan</i>, 85(9), 703-707.</p> <p>The article suggests that a firm commitment to better education for our students should be the guiding force in this endeavor</p>	<p>PP/D</p> <p>PP/D Qual</p> <p>PP/T</p> <p>PP/D</p> <p>PP/D</p>
<p>Internet Access</p>	<p>Jackson, L. A., von Eye, A., Biocca, F. A., Barbatsis, G., Fitzgerald, H. E., & Zhao, Y. (2003b). Personality, cognitive style, demographic characteristics and Internet use - Findings from the HomeNetToo project. <i>Swiss Journal of Psychology</i>, 62(2).</p> <p>Internet use is helped by technical support for those who have access but are light users.</p> <p>Jackson, L. A., von Eye, A., Biocca, F. A., Barbatsis, G., Zhao, Y., & Fitzgerald, H. E. (2006). Does home Internet use influence the academic performance of low-income children? <i>Developmental Psychology</i> 42(3), 429-435.</p> <p>Internet use increased school achievement.</p>	<p>PP/D</p> <p>M/QE Quant</p>

	<p>Kraut, R., Kiesler, S., Boneva, B., Cummings, J., Helgeson, V., & Crawford, A. (2002). Internet paradox revisited. <i>Journal of Social Issues</i>, 58, 49-74.</p> <p>Children who use the Internet more score higher in reading and have higher GPAs 6 months, 1 year, and 16 months later than did children who use it less.</p> <p>Packard, E. (2007). <i>It's fun, but does it make you smarter?</i> Retrieved on June 6, 2012 from http://www.apa.org/monitor/nov07/itsfun.aspx</p> <p>Use of the Internet at home improves reading test scores.</p> <p>Bus, A. G. & Neuman, S. B. (2008). <i>Multimedia and literacy development: Improving achievement for young learners</i>. New York: Routledge.</p> <p>Multimedia additions improve literacy development.</p> <p>Purcell, K. (2010). <i>Teens and the internet: The future of digital diversity</i>. Pew Internet Project. http://www.pewinternet.org/Presentations/2010/Mar/Fred-Forward.aspx#</p> <p>Latino and African American students have less access to computers than white students.</p> <p>The David and Lucile Packard Foundation (2000). The future of children: <i>Children and computer technology</i>. Retrieved on June 6, 2012 from http://futureofchildren.org/futureofchildren/publications/docs/10_02_ExecSummary.pdf</p> <p>This literature review on indicates that computers have positive effects on children when they use them appropriately.</p> <p>Goldberg, A., Russell, M. & Cook, A. (2003). The effect of computers on student writing: A meta-analysis of studies from 1992 to 2000. <i>The Journal of Technology, Learning & Assessment</i>, 2 (1), 1-52.</p> <p>Meta-analysis on the advantages of computers in composition.</p> <p>Writing was more social, collaborative, and iterative with computers.</p> <p>Ito, M., Horst, H., Bittanti, M., Boyd, D., Herr-Stephenson, B., Lango, P.G., Pascoe, C.J., & Robinson, L. (2008). <i>Living and learning with new media: Summary of findings from the digital youth project</i>. Retrieved on June 2012 from http://digitalyouth.ischool.berkeley.edu/files/report/digitalyouth-WhitePaper.pdf</p> <p>Large scale study on youth and new media. Peer-based learning can be highly effective and engaging. Youth are developing new forms of media literacy.</p>	<p>S/QE Quant</p> <p>S/QE Quant</p> <p>D</p> <p>S/D Quant</p> <p>S Meta-analysis Quant</p> <p>S/QE Qual</p>
--	--	---

	<p>Laffey, J. M., Espinosa, L., Moore, J., & Lodree, A. (2003). Supporting Learning and Behavior of At-Risk Young Children: Computers in Urban Education. <i>Journal of Research on Technology in Education</i>, 35(4), 423-418. Digital media enhance learning opportunities, including for the most at-risk students.</p>	M/ D
--	---	------

APPENDIX F.3

SEGMENTATION ANALYSIS AND IMPLEMENTATION

Service 1: Extended Hours for Community Health & Wellness Clinics

Service Provider(s): TTU Health Sciences Center – Combest Clinic

Community Health Center of Lubbock – Parkway Clinic

Segmentation Analysis: 48% of families with medical home during weekday business hours of 8AM to 5PM but no choice other than ER after 5PM and on weekends. Covenant and TTUHSC partners report high use of hospital ER for primary care in evenings and weekends. All ELPN families with school children (i.e., 2201 families) are potentially in need of extended hours as work and transportation limit medical treatment during 8-to-5. This stifles treatment and fosters absenteeism.

Source of Funding: **8AM-to-5PM:** TTUHSC & Community Health Center of Lubbock
Extended Hours: PN Funds

Extended Health Care	Year 1	Year 2	Year 3	Year 4	Year 5
Per participant cost	██████	██████	██████	██████	██████
Number served (adults & children – of school age children)	4454	5021	5264	5485	5750
Total number in age group	8099	8099	8099	8099	8099
% served in age group	55%	62%	65%	68%	71%

Implementation Plan: TTUHSC and Community Health Center of Lubbock will immediately extend their hours of operation to 10PM three days a week and every other Saturday until 10PM upon award. Pending decline in ER for primary care on evenings and weekends, ELPN will seek increased support from hospital partners for further expansion of hours.

Service 2: “Baby College” Early Parenting Skills Outreach

Service Provider(s): TTU College of Human Sciences Faculty and Students
 TTUHSC School of Nursing
 Early Literacy Specialists-Texas Literacy Initiative (Lubbock ISD)

Segmentation Analysis: Less than 5% of new or expectant parents currently receive such services. Highest levels of child neglect and abuse rates in Texas call for action. The projection is for slow uptake but increased rates with incentives and liaisons.

Source of Funding: TTUHSC and PN Funds

Baby College	Year 1	Year 2	Year 3	Year 4	Year 5
Per participant cost	████	████	████	████	████
Number served (birth – 3 years)	198	290	396	462	594
Total number in age group	1320	1320	1320	1320	1320
% served in age group	15%	22%	30%	35%	45%

Implementation Plan: Connections with expectant and new parents will be made through hospital outreach and Community Health Clinic referrals. TTUHSC staff, College of Human Science graduate students, Texas Literacy Initiative Specialists and community liaisons will make home visits. Parents will be recruited for group participation or, if desired, home-based classes. Participation incentive will be offered through the TTUHSC recruitment program. Transportation will be offered to reduce barriers.

Service 3: Quality Early Learning through the Texas Literacy Initiative
--

Service Provider(s): TTU Human Sciences Early Head Start Center
 Early Learning Centers of Lubbock
 Lubbock YWCA Childhood Center
 Lubbock ISD Prekindergarten and Head Start Programs in ELPN

Segmentation Analysis: Less than 32% of parents current enroll their preschool children in high-quality early learning experiences. Issues include norms, cost, and transportation. If affordable, with local marketing and transportation, we project significant growth.

Source of Funding: Texas Literacy Initiative – US DOE Striving Readers Program

High Quality Early Learning	Year 1	Year 2	Year 3	Year 4	Year 5
Per participant cost	████	████	████	████	████
Number served (2 – 5 years)	612	691	770	880	1021
Total number in age group	1571	1571	1571	1571	1571
% served in age group	39%	44%	49%	56%	65%

Implementation Plan: Children and families participating in Baby College will be recruited into the Texas Literacy Initiative program sites. The US DOE Striving Reading provide support for literacy coaches at program sites and TTU will provide undergraduate in early childhood education to support site staff. Transportation will be provided as needed.

Service 4: Family & Community Learning Experiences at CLASS Sites

Service Provider(s): -Department of Health, Exercise & Sport Sciences: TTU College of Arts & Sciences: Faculty, graduate students, students
 -TTU College of Human Sciences: Faculty, graduate students
 -TTU College of Education: Faculty, graduate students
 -United Supermarkets

Segmentation Analysis: 51% of residents in ELPN are obese
 38% teen pregnancy rate among top in the state of Texas
 44% participate in 60 minutes moderate exercise
 10% consume 5 or more fruits and vegetables daily

Source of Funding: United Supermarkets
 PN Funds

Family & Community Learning	Year 1	Year 2	Year 3	Year 4	Year 5
Per participant cost	████	████	████	████	████
Number served (school age children, parents & ELPN adults 44 to age 64)	456	759	1,215	1,670	2,278
Total number in age group	15,184	15,184	15,184	15,184	15,184
% served in age group	3%	5%	8%	11%	15%

Implementation Plan: Key learning experiences will include: Healthy Cooking, Comprehensive Wellbeing, Teen Straight Talk, Task-Oriented Exercise, Strategies for Parent-School Collaboration for Learning, and Exploring Higher Education (for parents and K-12 students). All learning events will be held at CLASS Sites. Food, incentives and transportation support will be used to foster participation. Courses such as Healthy Cooking and Fun Exercise will be implemented as a series.

Service 5: Academic Case Managers & Catch-up Academies at CLASS Sites

Service Provider(s): Lubbock ISD & TTU College of Education: Faculty (content, pedagogy, and counselor education), graduate students, teacher candidates

Segmentation Analysis: On the new 2012 state assessment (STAAR), 9th grade ELPN Black students earned double digit lower pass rates than their Black student peers across the state of Texas on end-of-course exams (i.e., Reading -10, Writing -13, Algebra -22, Geometry -15, Social Studies – 11). ELPN Hispanic students also underperformed their state peers but not as badly as Black students.

ELPN 3rd, 4th, and 5th grade ELPN Hispanic students scored 10% below their district peers on the STAAR Reading exam in 2012.

At Dunbar Middle School in 2011, only 60% of students obtained passing scores on TAKS, the former state exam. The lowest area of achievement is mathematics. This is also true for all ELPN schools, elementary, middle and high school.

These data led ELPN planners to allocate Academic Case Managers to all students in ELPN at a ratio of 1/70. Only 4 Catch-up Academy after-school teachers were allocated per CLASS Site, but they will receive significant support from TTU undergraduate students.

Source of Funding: PN Funds
TTU College of Education
Lubbock ISD

Academic Case Managers Catch up Academies	Year 1	Year 2	Year 3	Year 4	Year 5
	Dunbar	Dunbar Wheatley	Dunbar Wheatley Alderson	Dunbar Wheatley Alderson Estacado	Dunbar Wheatley Alderson Estacado Balance of ELPN
Per participant cost	████	████	████	████	████
Number served (CLASS students)	600	1150	1983	2826	4353
Total number in age group	600	1150	1983	2826	5062
% served in age group	100%	100%	100%	100%	86%

Implementation Plan: Academic Case Managers will be added in phases as schools become CLASS Sites. ACM will be targeted to the four schools. The four Catch up Academy after-school teachers will be supported by a significant number of TTU undergraduate students. In Year Five, ACM will be reallocated to the two other elementary schools in the ELPN (Hodges, Harwell).

Service 6: Flooding with Positive Role Models – GenTXperts at CLASS Sites

Service Provider(s): Generation Texas - The TX Higher Education Coordinating Board
 South Plains P-20 Closing the Gap Council
 TTU College of Education

Segmentation Analysis: ELPN students begin to ponder dropping out in Middle School. Dunbar surveys indicate that this is particularly true for males. In 2010, Estacado High School in the ELPN experienced a 13% drop out rate, highest in the region. Thus, the first target is middle school males followed by upper elementary and high school freshman.

Source of Funding: Generation Texas - The TX Higher Education Coordinating Board
 PN Funds

Positive Model Flooding	Year 1 Dunbar	Year 2 Dunbar Wheatley	Year 3 Dunbar Wheatley Alderson	Year 4 Dunbar Wheatley Alderson Estacado	Year 5 Dunbar Wheatley Alderson Estacado Balance of ELPN
Per participant cost	████	████	████	████	████
Number served (male CLASS students, grades 5-9)	290	390	760	880	1000
Total number in age group	290	390	760	880	1289
% served in age group	100%	100%	100%	100%	78%

Implementation Plans: The GenTXperts already spend time in schools across the region with great acclaim. They are TTU students of color, highly successful academically, verbally and interpersonally gifted. New GenTXperts will be hired, trained and concentrated in ELPN CLASS Sites. GenTXperts will also assist with pre-dual enrollment classes at Dunbar.

Service 7: AVID at CLASS Sites

Service Provider(s): Lubbock ISD
 TTU Office of Diversity
 TTU College of Education: Faculty and undergraduate teacher candidate AVID Mentors

Segmentation Analysis: As AVID targets “bubble kids,” students approaching academic standards, this will address approximately 20% of students in schools scheduled to become CLASS Sites. As other interventions such as Academic Case Managers begin to positively impact student performance, it is projected that student numbers in AVID will increase.

Source of Funding: Lubbock ISD
 TTU
 PN Funds

AVID at CLASS Sites	Year 1	Year 2	Year 3	Year 4	Year 5
	Dunbar	Dunbar Wheatley	Dunbar Wheatley Alderson	Dunbar Wheatley Alderson Estacado	Dunbar Wheatley Alderson Estacado Balance of ELPN
Per participant cost	████	████	████	████	████
Number served (“bubble students” at CLASS Sites)	120	260	540	1100	1500
Total number in age group	120	260	540	1100	1900
% served in age group	100%	100%	100%	100%	79%

Implementation Plans: Lubbock ISD and TTU have early experience with AVID. There has been training an initial implementation at some Lubbock ISD schools. Now, AVID will be implemented at CLASS Sites. Implementation will be phased in as schools become CLASS Sites.

Service 8: Project-based Learning/Service Learning at CLASS Sites
--

Service Provider(s): Lubbock ISD
 TTU College of Education: Faculty, graduate students, undergraduate teacher candidates
 TTU College of Visual and Performing Arts: Faculty, graduate students, undergraduate students

Segmentation Analysis: As previously noted, student surveys indicate a significant decline in motivation for school learning in middle school. Relevance begins to be lost and an increased number of students ponder dropping out of school, especially males. For this reason, ELPN planners will initiate CLASS implementation at Dunbar Middle School.

Source of Funding: Lubbock ISD
 TTU College of Education
 TTU College of Visual and Performing Arts
 PN Funds

PBL & Service Learning	Year 1	Year 2	Year 3	Year 4	Year 5
	Dunbar	Dunbar Wheatley	Dunbar Wheatley Alderson	Dunbar Wheatley Alderson Estacado	Dunbar Wheatley Alderson Estacado Balance of ELPN
Per participant cost	████	████	████	████	████
Number served (Students at CLASS Sites)	600	1150	1983	2826	3543
Total number in age group	600	1150	1983	2826	5062
% served in age group	100%	100%	100%	100%	70%

Implementation Plans: Lubbock ISD and TTU faculty from the College of Education and College of Visual and Performing Arts will begin curriculum planning during the 2012-2013 school year. We will identify important community issues through the ELPN Advisory and CLASS Site Community Committees. We will then construct interdisciplinary curriculum infusing the Texas academic standards.

The curriculum development team will begin meeting with Dunbar teachers during the 2012-13 school year to gain their input and begin preparing them for this significant change in curriculum, instruction, and assessment. Dunbar teachers voted close to 98% for CLASS implementation in preparation for this proposal, yet these reforms will mandate constant presence of the curriculum planners, especially represented by doctoral students from the TTU College of Education.

PBL implementation will be closely linked to student monitoring by Academic Case Managers who will ensure that their students are thriving in this student-directed learning environment. Struggling students will be supported with Catch Up Academies and other tiered supports.

Service 9: Tablets for Learning & Flipped Instruction at CLASS Sites

Service Provider(s): Lubbock ISD
 TTU College of Education: Faculty, graduate students, undergraduate teacher candidates
 TTU College of Visual and Performing Arts: Faculty, graduate students, undergraduate students

Segmentation Analysis: Again, student surveys indicate a significant decline in motivation for school learning in middle school. Relevance begins to be lost and an increased number of students ponder dropping out of school, especially males. For this reason, ELPN planners will initiate the tablet and flipped lessons aspect of CLASS implementation at Dunbar Middle School.

Source of Funding: PN Funds

Tablets at CLASS Sites	Year 1 Dunbar	Year 2 Wheatley	Year 3 Alderson	Year 4 Estacado	Year 5 Dunbar Wheatley Alderson Estacado Balance of ELPN
Per participant cost	█	█	█	█	█
Number served (students at CLASS Sites)	600	550	883	2826	5062
Total number in age group	600	550	883	843	2826
% served in age group	100%	100%	100%	100%	56%
Cumulative use of tablets	600	1150	1983	2826	2826

Implementation Plans: Tablets were planned not just as a motivational tool but more specifically as the tool to motivate independent reading and web-based research. PBL will be built on concurrent student group work. Tablets will enable students to complete their projects without the constraint of the traditional teacher lecture model. In addition, teachers and students will be taught to learn the basics at home, at night with “flipped” lessons and embedded assessments.

In the curriculum planning and professional development process, teachers and students will be coached toward these self-regulatory learning strategies. Research on self-directed learning

(e.g., reciprocal teaching/learning) suggests that students must experience new learning techniques twelve to fourteen times to master them. Thus, the first year of CLASS PBL implementation will consist of intensive “think aloud” reflection on new learning methods. Before this is practiced with CLASS students, it will be practiced with CLASS teachers in the previous academic year.

Service 10: Enriched After-School Program Options at CLASS Sites

Service Provider(s): Lubbock ISD
 TTU College of Education: Faculty, graduate students, undergraduate teacher candidates
 TTU College of Visual and Performing Arts: Faculty, graduate students, undergraduate students
 TTU Dept. of Health, Exercise & Sports Science: Faculty, graduate students, undergraduate students

Segmentation Analysis: Our analysis showed that only 39% of ELPN students participate in high-quality after-school programming. A significant drop off occurs in middle school. ELPN educators have reported extreme challenge retaining students in spite of various programming options. Because this is also the age period when students begin to experience teen pregnancy and youth crime, the ELPN planners targeted Dunbar Middle School for enriched after-school options.

Source of Funding: PN Funds
 South Plains Food Bank
 Lubbock ISD
 TTU College of Education
 TTU College of Visual and Performing Arts
 TTU Dept. of Health, Exercise & Sports Science

	Year 1	Year 2	Year 3	Year 4	Year 5
	Dunbar	Dunbar Wheatley	Dunbar Wheatley Alderson	Dunbar Wheatley Alderson Estacado	Dunbar Wheatley Alderson Estacado Balance of ELPN
Per participant cost	████	████	████	████	████
Number served (180 week days)	400	850	1983	2383	3483
Number served (20 weekend days)	300	500	700	800	900
Number served (20 summer days)	200	400	500	600	700
Total number in age group	600	1150	1983	2826	5062
% served in age group	66%	74%	100%	84%	69%

Implementation Plans: The dominant cost of after-school weekdays, weekends, and summers is the cost of food. It is assumed that by Year Three, the Lubbock ISD Board of Trustee will vote to extend the school day. This assumption was provided by Lubbock ISD leaders on the ELPN planning team. A numbers of after-school weekday, weekend and summer options are planned by the various TTU colleges. Planned options include: Service Learning (COE), Catch up Academy Support (COE), Task-Oriented Exercise and Sports Options (HESS), and the ARTS. The ARTS is calculated alone in Service 11.

Service 11: The ARTS at CLASS Sites
--

Service Provider(s): TTU College of Visual and Performing Arts: Faculty, graduate students and undergraduate students
Lubbock ISD

Segmentation Analysis: ELPN parent surveys and the ELPN Advisory Board expressed strong beliefs about the value and need of arts programs that were significantly reduced over the years.

Source of Funding: PN Funding
Lubbock ISD
TTU College of Visual and Performing Arts

	Dunbar	Dunbar Wheatley	Dunbar Wheatley Alderson	Dunbar Wheatley Alderson Estacado	Dunbar Wheatley Alderson Estacado Balance of ELPN
Per participant cost	████	████	████	████	████
Number served (180 week days)	120	322	634	989	1265
Number served (20 weekend days)	60	140	224	280	334
Number served (20 summer days)	40	112	160	210	267
Total number in age group	600	1150	1983	2826	5062
% served in age group	20%	28%	32%	35%	25%

Implementation Plans: Much of the arts materials that once existed in the ELPN schools are now gone and/or unusable. Thus, start-up costs are significant. On the other hand, labor is largely TTU graduate and undergraduate students doing academic program-related service learning.

Service 12: TTU Dual Enrollment Courses for Estacado HS Students

Service Provider(s): TTU, Various Colleges

Segmentation Analysis: Only 14% of Estacado graduates attend community college and 7% attend year-four universities. Research shows that dual enrollment courses increase the probability of college-going and retention. However, most ELPN students and parents report the inability to afford the cost of courses. Lubbock County does not have a community college with taxing authority, thus there are no low-cost higher education course options. TTU will waive tuition and fees for Estacado High School Students.

Source of Funding: TTU Office of Finance (tuition/fees)
Lubbock ISD (transportation/books)

	Year 1	Year 2	Year 3	Year 4	Year 5
Per participant cost	██████	██████	██████	██████	██████
Number served (Jr & Sr Estacado HS student who have passed the Accuplacer exam)	60	90	136	204	306
Total number in age group	240	260	280	300	320
% served in age group	25%	35%	49%	68%	96%

Implementation Plans: TTU will work with advisors at Estacado to encourage junior and senior high school students who have passed the Accuplacer to take dual enrollment courses on the TTU campus. GenTXperts student mentors will encourage Estacado students and will show them around campus.

In the longer-term, GenTXperts will conduct pre-dual enrollment courses with middle school students and freshman and sophomore students at Estacado. Informational classes will also be offered for the parents of pre-dual enrollment course participants. It is projected that the number of Estacado students qualified for dual enrollment will increase with improved academics at the middle school and high school over time.

Service 13: Work Keys (ACT) Career Readiness Certification Testing & Catch-up Academies

Service Provider(s): Workforce Solutions
TTU College of Education

Segmentation Analysis: Preliminary administration of the Work Keys assessment with ELPN high school students indicated that over 65% did not pass certification cut scores on applied mathematics, reading for information, and the ability to quickly locate relevant information. Therefore, the ELPN planning team chose to target Estacado High School students. As the catch up academies for career certification will be elective, we project slow but steady growth.

Source of Funding: Workforce Solutions
TTU College of Education

Career Certification Support	Year 1	Year 2	Year 3	Year 4	Year 5
Per participant cost	████	████	████	████	████
Number served (ELPN HS Students)	84	126	169	211	253
Total number in age group	843	843	843	843	843
% served in age group	10%	15%	20%	25%	30%

Implementation Plans: TTU College of Education and Workforce Solutions will coordinate with Estacado High School Advisors on the timing of Work Keys testing and Catch up Academies. To incentivize student testing and use of catch up academies to reach Work Keys certification, the ELPN will offer paid internship opportunities for those reaching certification.

Service 14: High School-to-College Transition Support

Service Provider(s): Lubbock ISD
TTU Office of Diversity

Segmentation Analysis: Only 14% of Estacado High School Students attend community college and 7% attend a 4-year university. ELPN surveys indicated that TTU has been perceived as a campus for students other than ELPN graduates.

Source of Funding: Lubbock ISD
TTU Office of Diversity

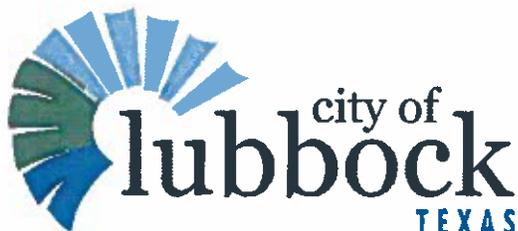
HS-to-College Transition Support	Year 1	Year 2	Year 3	Year 4	Year 5
Per participant cost	████	████	████	████	████
Number served ((ELPN HS Students)	211	253	295	337	379
Total number in age group	843	843	843	843	843
% served in age group	25%	30%	35%	40%	45%

Implementation Plans: It is projected that a high percent of the Estacado Students experiencing the high school-to-college transition services will also be taking dual enrollment courses. The TTU Office of Diversity and the GenTXperts will identify these students and create support plans for each. Supports will include a designated TTU college student mentor, visits to TTU students groups, faculty, facilities and sporting events. The parents of these students will also be approached and supported with information about orientations, enrollment, registration, and financial aid.

APPENDIX F.4
PARTNER PARTICIPATION

APPENDIX F.4.a.

PUBLIC OFFICIAL AND CEO SUPPORT LETTERS



July 24, 2012

Director, Promise Neighborhood Grant Program
U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Avenue, S.W., Room 4W338, LBJ Building
Washington, D.C. 20202-5970

Dear Madam/Sir:

The City of Lubbock, Texas has many wonderful attributes, including great people. Like many of America's other large cities, Lubbock also has its challenges. Among our challenges are neighborhood revitalization and development in East Lubbock. The residents in East Lubbock are wonderful people, but many of them have experienced a history of limited opportunities.

We are committed to increasing the opportunities for the residents of East Lubbock. The East Lubbock Promise Neighborhood (ELPN) Coalition has great resolve to change the environments that lead to these challenging human conditions in the community. The U.S. Department of Education's Promise Neighborhoods Program is a needed opportunity to bring synergy and data-driven focus to our collective efforts. We support Texas Tech University's efforts to seek this grant opportunity, and we pledge to work together for measurable results.

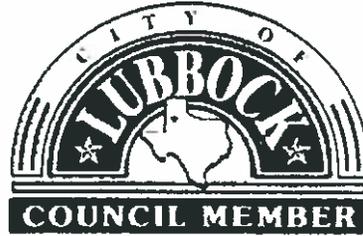
As the Mayor of Lubbock, I will participate on the ELPN Executive Governing Board. As a member of the ELPN Coalition, I will look forward to strategic initiatives that emerge as a possible foundation for additional supportive public policies for East Lubbock.

I appreciate your consideration of Texas Tech's grant application and will be happy to provide any additional information to assist you.

Sincerely,

A black rectangular redaction box covering the signature of the Mayor.

Glen C. Robertson
Mayor



FLOYD PRICE
DISTRICT 2

July 24, 2012

Director, Promise Neighborhood Grant Program
U. S. Department of Education
Office of Innovation and Improvement
400 Maryland Ave., S. W., Rm. 4W338, LBJ Building
Washington, D. C. 20202-5970

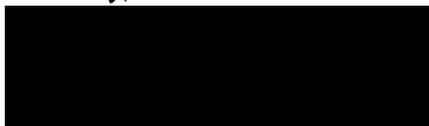
Dear Sir or Madam,

It is with great enthusiasm I am writing to express my support for the East Lubbock Promise Neighborhood Coalition. As the Lubbock City Council representative for District 2, an area that encompasses much of the eastern portion of our city, it is my duty to promote programs that have the potential to improve the lives of my constituents. As a longtime resident of East Lubbock, I also have a great personal interest in seeking this grant opportunity.

Prior to becoming a City Councilmember, I served with the Lubbock Police Department for over thirty years. My many years of public service have enabled me to identify the needs of the East Lubbock community, and on many occasions I have had the privilege of participating in successful programs in that area. Nevertheless, the people in East Lubbock continue to face a myriad of challenges, including an acute need for new neighborhood development and revitalization efforts.

I strongly support the East Lubbock Promise Neighborhood Coalition not only because of the potential benefits of the program to my City Council District, but also because it represents an admirable level of collective community effort. Among other prominent organizations, Texas Tech University has taken an active role in pursuing this grant and I look forward to working with Dr. Scott Ridley, Academic Dean of the University's College of Education, to achieve measurable results. We seek the assistance offered by the U. S. Department of Education Promise Neighborhood Grant in hopes of making Lubbock a symbol of state and national excellence in community collaboration. Thank you for this opportunity.

Sincerely,



Floyd Price
Councilman, District 2



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™

Tedd L. Mitchell, M.D.
President

July 17, 2012

Director, Promise Neighborhood Grant Program
U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Ave., S.W., Rm. 4W338, LBJ Building
Washington DC 20202-5970

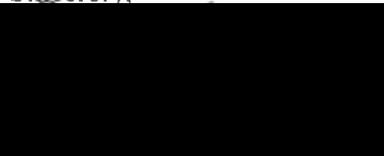
Dear Madam/Sir:

Texas Tech University Health Sciences Center is strongly committed to making a difference in the lives of its students and the citizens of Texas. Through our School of Nursing and our Combest Community Health & Wellness Center, we are working to ensure that students and families in East Lubbock are healthy and ready to learn.

I strongly support this collective TTU-community effort to improve opportunities and outcomes in this community. The U.S. Department of Education's Promise Neighborhoods Program is a needed opportunity to bring synergy and data-driven focus to our collective efforts.

As President of Texas Tech University's Health Sciences Center, I will serve on the East Lubbock Promise Neighborhood Executive Governing Board which meets quarterly. I will also work to see that our Combest Community Health & Wellness Clinic provides excellent and highly affordable care to those who need it most. Thank you for this opportunity.

Sincerely,



Tedd L. Mitchell, M.D.
President



TEXAS TECH UNIVERSITY
Office of the Provost

July 23, 2012

Director, Promise Neighborhood Grant Program
U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Ave., S.W., Rm. 4W338, LBJ Building
Washington DC 20202-5970

Dear Madam/Sir,

The U.S. Department of Education's Promise Neighborhoods Program is a wonderful and badly needed opportunity for the people of East Lubbock. Residents of East Lubbock have an important history in our community, contributing much to our agrarian culture yet receiving measurably less in terms of opportunities for social mobility. We are happy to report that a significant number of people and organizations in our community recognize this fact and are acting to bring new opportunities to East Lubbock long available to those born with privilege.

Our community has also learned that greater organization and data are needed to improve our community work. Therefore, Texas Tech University is stepping forward to lead. We will bring synergy and data-driven focus to our collective efforts. In the course of our preparations for this proposal, we have received very strong support for guiding this grant opportunity, and we pledge to work collaboratively for measurable results.

As the Provost and Chief Academic Officer for Texas Tech University, I strongly support the integration of university academic study with strategic community engagement and university service learning. I can think of no better place to apply this principle of integration than in East Lubbock where the needs and the pay-off in terms of the advancement of human capital potential will be so great. Additionally, I can think of no better person than Dean Scott Ridley to lead such an effort. Indeed, in my 44 years in academe at six research universities (Texas Tech, Universities of Arkansas, Connecticut, Iowa and Texas at Austin, and Washington State University), I have not observed or worked with a more dynamic, dedicated, and insightful education dean than Dean Ridley. He will serve the proposed project exceedingly well and I will feel honored to serve on the ELPN Executive Governing Board. Thank you for this potential opportunity.

Sincerely,

Bob Smith
Provost and Senior Vice President



COMMUNITY HEALTH CENTER OF LUBBOCK

CARING FOR LUBBOCK

Administration: 1313 Broadway, Suite 5 • Lubbock, TX 79401-3277
(806) 765-2611 • Fax (806) 765-2604

July 23, 2012

Director, Promise Neighborhood Grant Program
U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Ave., S.W., Rm. 4W338, LBJ Building
Washington DC 20202-5970

Dear Madam/Sir,

Community Health Center of Lubbock has the mission of providing quality primary care and preventative health services to those in need. We have served residents in East Lubbock for many years and are committed to this ELPN coalition to improve opportunities and outcomes for children and their families.

With Promise Neighborhood Grant support, we commit to offering extended hours of service at our Parkway Community Health Clinic in the ELPN close to Alderson & Estacado schools (i.e., until 10PM three days on weekdays and Saturdays until 10PM every other weekend).

We appreciate this opportunity and believe that this coordinated, multi-agency approach to offer a continuum of services will make a measurable difference in the lives of East Lubbock residents.

Sincerely,



Michael Sullivan
CEO, Community Health Center of Lubbock



Arnett-Benson
Clinic
3301 Clovis Road
Lubbock, TX 79415
(806) 763-5557
Fax (806) 765-0754

Chatman Community
Health Center
2301 Cedar Ave.
Lubbock, TX 79404
(806) 749-0024
Fax (806) 749-8806

CHCL Community
Dental Clinic
1702 Parkway Drive
Lubbock, TX 79404
(806) 687-6259
Fax (806) 771-0850

Downtown
Clinic
1318 Broadway
Lubbock, TX 79401
(806) 765-2611
Fax (806) 765-6271

Parkway Community
Health Center
406 MLK Blvd.
Lubbock, TX 79403
(806) 767-9744
Fax (806) 767-9930



**CLOSING
THE GAPS
COUNCIL**
SOUTH PLAINS P-20
EDUCATIONAL INITIATIVE

South Plains Closing the Gaps P-20 Council
P.O. Box 41071
Lubbock, TX 79409-1071

www.ClosingTheGaps.org
(806) 742-1998, Ext 459

July 18, 2012

Director, Promise Neighborhood Grant Program
U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Ave., S.W., Rm. 4W338, LBJ Building
Washington DC 20202-5970

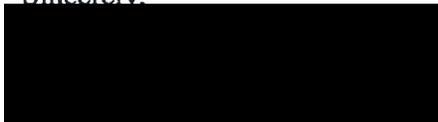
Dear Madam/Sir,

The East Lubbock Promise Neighborhood (ELPN) Coalition is invested in improving opportunities and life conditions for the students and residents of East Lubbock. The indicators in this community demonstrate a level of distress greater than other parts of Texas. For example, students in East Lubbock underperform their peers across the state of Texas. Also, Lubbock is among the highest in the state on issues such as teen pregnancy, child neglect and abuse.

The ELPN Coalition has great resolve to change the conditions that lead to these challenging human conditions in the community. The U.S. Department of Education's Promise Neighborhoods Program is a needed opportunity to bring synergy and data-driven focus to our collective efforts. We support Texas Tech University's leadership to seek this grant opportunity, and we pledge to work together for measurable results.

As the Chairperson from the South Plains P-20 Closing the Gaps Council, I will participate on the ELPN Executive Governing Board. I will also work to provide college and career readiness awareness/support services to students and parents in the ELPN including the use of Generation Texas college student mentors at CLASS sites. Thank you for this opportunity.

Sincerely,



Carolyn Simpson

Chairperson, South Plains P-20 Closing the Gap Council

RANDY NEUGEBAUER
19TH DISTRICT, TEXAS

ROOM 1424
LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-4319
PHONE: (202) 225-4005
FAX: (202) 225-9615
www.randy.house.gov
randy@mail.house.gov

Congress of the United States
House of Representatives

July 25, 2012

611 UNIVERSITY AVENUE
SUITE 220
LUBBOCK, TX 79401
(806) 763-1611

1510 SCURRY STREET
SUITE B
BIG SPRING, TX 79720
(432) 264-0722

500 CHESTNUT
SUITE 819
ABILENE, TX 79602
(325) 675-9779

James H. Shelton, III
Assistant Deputy Secretary
U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Ave., S.W., Rm. 4W338, LBJ Building
Washington DC 20202-5970

Dear Assistant Deputy Secretary Shelton:

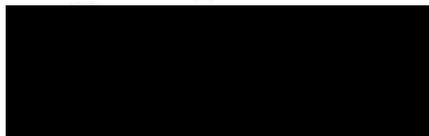
It is my sincere pleasure to recommend the East Lubbock Promise Neighborhood (ELPN) project, a proposal for funding through the Department of Education's Promise Neighborhood grant program consisting of multiple anchor institutions within the City of Lubbock, Texas including various colleges and schools at Texas Tech University (TTU).

The ELPN project will focus on the northeast quarter of Lubbock where indicators of need in the community, including student achievement, teen pregnancy, child abuse, sexually transmitted disease and neglect, exist significantly. This area of Lubbock currently suffers from uncoordinated and unmeasured efforts that have not yielded the needed results to revitalize the community. In contrast, the ELPN project will be a coordinated effort led by TTU and closely supported by Lubbock, Covenant Health Systems, United Supermarkets, Lubbock ISD, South Plains P-20 and the local United Way, to measurably improve educational, family and community indicators in the East Lubbock area.

The involvement of multiple TTU colleges and schools bringing a variety of capabilities and expertise will strengthen the community-wide initiative through ways such as: providing a longitudinal data system to track progress and specific areas of focus, the use of nursing students for extended hours at clinics near the ELPN schools, and designing and implementing instruction from early learning to college and career and from exercise and nutrition to the arts, among others things. With the additional community support and resources covering all of the revitalization efforts this project intends to encompass, the proposal will positively impact and address the needs of the community.

I support the East Lubbock Promise Neighborhood (ELPN) project and ask that all due consideration be given to this wise investment opportunity.

Sincerely,



Randy Neugebauer

RN/sl

APPENDIX F.4.b.

PARTICIPANTS IN THE NEEDS ASSESSMENT

Appendix F.4.b.

Participants in the Needs Assessment/Segmentation Analysis

Throughout the past nine months university and public school staff have met at least every three weeks with community groups and Quadrant 4 parents, residents, students, alumni and retired teachers as well as with the larger Lubbock community to discuss preparation of a Promise Neighborhood Implementation grant proposal.

Among the community groups involved in meetings and/or interviews have been the following:

- American Heart Association Regional Chapter
- 100 Black Men of West Texas (Business, Community, Civic and Religious Leaders)
- Black Faculty and Staff Association of TTU – Conducts College and Career Fairs
- Boy Scouts
- Boys and Girls Club
- Black Greek student organization- TTU
- Bridge of Lubbock Enrichment Program for At-Risk Youth
- CASA – Court Appointed Special Advocates – (For abused and neglected children)
- Catholic Charities
- Catholic Family Services Emergency Assistance Program
- Children’s Advocacy Center of the South Plains
- Children’s Health Clinic of Lubbock
- Communities in Schools
- Covenant Health Systems
- Difference Makers Fellowship Church- Mentoring Youth
- Dunbar/Manhattan Neighborhood Association
- Early Childhood Intervention Center
- Early Learning Centers of Lubbock
- Family Counseling Center
- Generation Texas (GEN TX)
- Girl Scouts of Texas Oklahoma Plains
- Goodwill Industries of Lubbock
- Guadalupe/Parkway Child Center – Early Learning Services
- Head Start South Plains Community Action Association
- Hombres Nobles – Juvenile Crime Prevention
- Homeless Consortium/Texas Homeless Network
- Housing Authority/HUD
- Juvenile Justice – get info from Clint on who and what type of data they have
- Juvenile Justice County Office
- League of Urban Latin American Citizens (LULAC) and LULAC Youth
- Learn Talent Search
- Literacy Lubbock
- Lubbock Community Health Clinics
- Lubbock Independent School District Administration
- Lubbock Interdenominational Ministerial Alliance

- Lubbock United Neighborhood Association
- Link Ministries
- LULAC (League of Urban Latin American Citizens) and Youth LULAC
- Lubbock Rape Crisis Center
- Lubbock United Neighborhood Association (LUNA)
- Lutheran Services of the South Health for Friends Clinic
- Managed Care Center for Addiction and Other Disorde
- Parenting Cottage
- Reach Out and Read – Program of Children’s Health Clinic of Lubbock
- Red Cross
- Roots Lubbock Historical Arts Council
- Silver Star
- Small Business Administration
- South Plains Food Bank
- South Plains P-20 Council
- South Plains Community College
- StarCare Specialty Health System (Serving Persons with Disabilities)
- Sunrise Canyon – Juvenile Offenders
- Texas Literacy Program
- TRIO Program: Education Talent Search
- Upward Bound
- United Supermarkets
- United Way
- Volunteer Center of Lubbock
- Wayland Baptist University -
- WIC – Women Infants and Children Clinics
- YWCA

In addition to the above organizations, parents, residents, teachers, students and alumni of schools in Quardant 4 participated in meetings and interviews.

Throughout the interview and meeting process ongoing adjustments were made to the proposed Continuum of Solutions to ensure fidelity to the expressed needs and preferences of the community.

Review of all data was overseen by the proposal preparation team’s Ethics Consultant, Dr. Loretta Marbley, Professor of Counselor Education at TTU. Dr. Marbley is a noted leader and author in the area of ethics and has provided expertise to UNESCO. Her role was to ensure that the Needs and Continuum of Solutions presented in the proposal were congruent with community wishes.

