

**U.S. Department of Education**

**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS  
UNDER THE**

**Opening Doors Expanding Opportunities**

**CFDA # 84.377C**

**PR/Award # S377C170006**

**Grants.gov Tracking#: GRANT12338761**

OMB No. , Expiration Date:

Closing Date: Feb 13, 2017

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Standard Budget Sheet (ED 524)</b>	e6
<b>3. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>4. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>5. ED GEPA427 Form</b>	e11
<i>Attachment - 1 (1237-Tulsa Public Schools Compliance with General Education Provisions Act)</i>	e12
<b>6. Grants.gov Lobbying Form</b>	e13
<b>7. Dept of Education Supplemental Information for SF-424</b>	e14
<b>8. ED Abstract Narrative Form</b>	e15
<i>Attachment - 1 (1234-Tulsa Public Schools - FY17 Opening Doors Abstract)</i>	e16
<b>9. Project Narrative Form</b>	e17
<i>Attachment - 1 (1236-Tulsa Public Schools - FY17 Opening Doors Narrative)</i>	e18
<b>10. Other Narrative Form</b>	e53
<i>Attachment - 1 (1235-Tulsa Public Schools - FY17 Opening Doors - Other Attachments)</i>	e54
<b>11. Budget Narrative Form</b>	e56
<i>Attachment - 1 (1238-Tulsa Public Schools - FY17 Opening Doors Budget)</i>	e57

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

02/10/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Tulsa Independent School District No. 1

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

73-6021242

\* c. Organizational DUNS:

0723968230000

**d. Address:**

\* Street1:

3027 S New Haven Ave

Street2:

\* City:

Tulsa

County/Parish:

\* State:

OK: Oklahoma

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

74114-0000

**e. Organizational Unit:**

Department Name:

Fed Prog/Spec Projects

Division Name:

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:

\* First Name:

Rochelle

Middle Name:

\* Last Name:

Klein

Suffix:

Title:

Grant Development Coordinator

Organizational Affiliation:

Tulsa Public Schools

\* Telephone Number:

918-746-6830

Fax Number:

918-746-6521

\* Email:

kleinro@tulsaschools.org

PR/Award # S377C170006

Page e3

<b>Application for Federal Assistance SF-424</b>			
<b>* 9. Type of Applicant 1: Select Applicant Type:</b> <input type="text" value="G: Independent School District"/>			
Type of Applicant 2: Select Applicant Type: <input type="text"/>			
Type of Applicant 3: Select Applicant Type: <input type="text"/>			
* Other (specify): <input type="text"/>			
<b>* 10. Name of Federal Agency:</b> <input type="text" value="Department of Education"/>			
<b>11. Catalog of Federal Domestic Assistance Number:</b> <input type="text"/>			
CFDA Title: <input type="text"/>			
<b>* 12. Funding Opportunity Number:</b> <input type="text" value="ED-GRANTS-121416-001"/>			
* Title: <input type="text" value="Office of Elementary and Secondary Education (OESE): Opening Doors, Expanding Opportunities CFDA Number 84.377C"/>			
<b>13. Competition Identification Number:</b> <input type="text" value="84-377C2017-1"/>			
Title: <input type="text" value="Opening Doors Expanding Opportunities"/>			
<b>14. Areas Affected by Project (Cities, Counties, States, etc.):</b> <div> <input type="text"/> <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/> </div>			
<b>* 15. Descriptive Title of Applicant's Project:</b> <input type="text" value="Reimagined Elementary School Experiences"/>			
Attach supporting documents as specified in agency instructions. <div> <input type="button" value="Add Attachments"/> <input type="button" value="Delete Attachments"/> <input type="button" value="View Attachments"/> </div>			

<b>Application for Federal Assistance SF-424</b>	
<b>16. Congressional Districts Of:</b>	
* a. Applicant: <input type="text" value="1"/>	* b. Program/Project: <input type="text" value="1"/>
Attach an additional list of Program/Project Congressional Districts if needed.	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>17. Proposed Project:</b>	
* a. Start Date: <input type="text" value="05/01/2017"/>	* b. End Date: <input type="text" value="06/30/2019"/>
<b>18. Estimated Funding (\$):</b>	
* a. Federal	<input type="text" value="746,284.73"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="746,284.73"/>
<b>* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?</b>	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/> .	
<input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372.	
<b>* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)</b>	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", provide explanation and attach	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)</b>	
<input checked="" type="checkbox"/> ** I AGREE	
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.	
<b>Authorized Representative:</b>	
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Deborah"/>
Middle Name: <input type="text" value="A"/>	
* Last Name: <input type="text" value="Gist"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Superintendent"/>	
* Telephone Number: <input type="text" value="918-746-6295"/>	Fax Number: <input type="text" value="918-746-6521"/>
* Email: <input type="text" value="gistde@tulsaschools.org"/>	
* Signature of Authorized Representative: <input type="text" value="Rochelle L Klein"/>	* Date Signed: <input type="text" value="02/10/2017"/>

PR/Award # S377C170006

Page e5

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization  
Tulsa Independent School District No. 1

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	142,133.42	0.00	0.00	0.00	0.00	142,133.42
2. Fringe Benefits	77,167.36	0.00	0.00	0.00	0.00	77,167.36
3. Travel	54,984.00	0.00	0.00	0.00	0.00	54,984.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	50,000.00	0.00	0.00	0.00	0.00	50,000.00
6. Contractual	170,000.00	0.00	0.00	0.00	0.00	170,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	494,284.78	0.00	0.00	0.00	0.00	494,284.78
10. Indirect Costs*	20,699.95	0.00	0.00	0.00	0.00	20,699.95
11. Training Stipends	231,300.00	0.00	0.00	0.00	0.00	231,300.00
12. Total Costs (lines 9-11)	746,284.73	0.00	0.00	0.00	0.00	746,284.73

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 5.25%.

- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

ED 524

<b>Name of Institution/Organization</b> Tulsa Independent School District No. 1		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
<b>SECTION B - BUDGET SUMMARY</b> <b>NON-FEDERAL FUNDS</b>						
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Project Year 5 (e)</b>	<b>Total (f)</b>
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00
<b>SECTION C - BUDGET NARRATIVE (see instructions)</b>						

ED 524

### ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

PR/Award # S377C170006

Page e8

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Rochelle L Klein	Superintendent
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Tulsa Independent School District No. 1	02/10/2017

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Tulsa Public Schools (Independent School District No. 1)"/> * Street 1 <input type="text" value="3027 S New Haven Ave"/> Street 2 <input type="text"/> * City <input type="text" value="Tulsa"/> State <input type="text" value="OK: Oklahoma"/> Zip <input type="text" value="74114"/> Congressional District, if known: <input type="text" value="1"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>   		
<b>6. * Federal Department/Agency:</b> <input type="text" value="US Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text"/> CFDA Number, if applicable: <input type="text"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text" value="Mr."/> * First Name <input type="text" value="Todd"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Singer"/> Suffix <input type="text"/> * Street 1 <input type="text" value="Heartland Consulting, Inc."/> Street 2 <input type="text" value="427 S Boston, Ste 14A"/> * City <input type="text" value="Tulsa"/> State <input type="text" value="OK: Oklahoma"/> Zip <input type="text" value="74114"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text" value="Mr."/> * First Name <input type="text" value="Todd"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Singer"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Rochelle L Klein"/> * Name: Prefix <input type="text" value="Dr."/> * First Name <input type="text" value="Deborah"/> Middle Name <input type="text" value="A"/> * Last Name <input type="text" value="Gist"/> Suffix <input type="text"/> Title: <input type="text" value="Superintendent"/> Telephone No.: <input type="text" value="918-746-6295"/> Date: <input type="text" value="02/10/2017"/>		
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PR/Award # S377C170006

Page e10

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1237-Tulsa Public Schools Compliance with

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PR/Award # S377C170006

Page e11

### **Compliance with General Education Provisions Act §427**

Concerning its compliance as an applicant for a new award with the General Education Provisions Act (GEPA) §427, Tulsa Public Schools assures the United States Department of Education that it will take appropriate steps to ensure equitable access to and participation for Students, Teachers, Administrators, Parents, and other Community Members with special needs in its proposed Reimagined School Experiences Grant Program. Tulsa Public Schools will serve all eligible Students, Teachers, Administrators, Parents, and other Community Members in this large, urban school district.

**Participants with Disabilities.** The school district will have diverse participants with disabilities. It will have low incidence populations of participants with auditory disabilities. The district has and will use several internal and external sources of assistance for communicating with participants with hearing impairments. It also will have low incidence populations of participants with visual impairments. This program will use or create and/or purchase large print and/or audio materials to accommodate these participants, as appropriate, and will make adjustments to physical activity to ensure participation of all participants. The district will have participants with orthopedic disabilities or other mobility impairments. It will provide accessible facilities to accommodate project-related meetings and implementation efforts and will work with administrators and community service providers to ensure that wheelchairs and similar assistive technologies will be available for project participants when needed. In addition, all activity will be adapted to ensure participation of all participants in all activities and events related to this project. Accommodations for special needs will be made for all participants in project-funded activities.

All materials created with these grant funds will be available for translation and/or interpretation in multiple languages, as needed. In addition, all program activities will be advertised in appropriate facilities in an effort to inform all community members of this project.

TPS does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, disability, genetic information, veteran status, marital status or age in its employment, programs, and activities.

---

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>	
Tulsa Independent School District No. 1	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Dr.	* First Name: Deborah Middle Name: A
* Last Name: Gist	Suffix:
* Title: Superintendent	
<b>* SIGNATURE:</b> Rochelle L Klein	<b>* DATE:</b> 02/10/2017

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 08/31/2017

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Joseph"/>	<input type="text"/>	<input type="text" value="Fraier"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="3027 S New Haven Ave"/>
Street2:	<input type="text"/>
City:	<input type="text" value="Tulsa"/>
County:	<input type="text"/>
State:	<input type="text" value="OK: Oklahoma"/>
Zip Code:	<input type="text" value="74114"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)

Fax Number (give area code)

Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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PR/Award # S377C170006

Page e14

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## ***Abstract***

***Project Title:*** *Reimagined Elementary School Experiences*

***Absolute Priority 2:*** Improving Schools by Increasing Diversity – Blueprint.

***Competitive Preference Priority:*** Neither

***Brief Project Description:*** Tulsa Public Schools will use innovation and design thinking to reimagine the elementary school experience in order to reduce socio-economic isolation and to meet the needs of all learners.

***Strand One - Listening:*** Conducting empathetic conversations with stakeholders to hear and understand their needs, aspirations, and fears (forums, 1:1 interviews, and shadowing days with 750-1000 students, families, and community members); emphasizing equity as a priority; conducting demographic and academic research; learning visits to schools/districts who have successfully implemented innovative school/classroom design and equitable school enrollment practices; and participation in innovation/design conferences and meetings.

***Strand Two – Designing:*** Storyboarding the learner journey; designing learner-centric solutions; and blueprint development (identifying what is working and creating a plan to expand it, identifying what is not working and developing a plan to off-ramp it, and creating new initiatives to bridge the gaps).

***Strand Three – Development of Organizational Capacity and Shared Ownership:*** Training and technical support for leaders conducting empathetic conversations with students, families, and community members; training and technical support in design thinking and agile solution development for teachers and leaders; team building and collaboration efforts to develop shared ownership of the need, design, blueprint, and implementation process; and reviewing the feedback/results, collaborating, and determining next steps.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename: 1236-Tulsa Public Schools - FY17 Opening Doors Narrati

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To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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## ***Table of Contents***

<b><i>Absolute Priority</i></b>	2
<b><i>Assurances</i></b>	2
<b><i>Need for Project</i></b>	2
Table 1: % of Students Meeting College-Career Readiness Threshold	4
Table 2: Graduation Rates	4
Table 3: Elementary Schools Ranked in Order of Free/Reduced Price Lunch	6
Eligibility Compared to 2016 Oklahoma Core Curriculum Test Scores	
And School Improvement Designations	
<b><i>Significance</i></b>	11
Diagram 1: Destination Excellence Five Strategies to Key Outcomes Over	16
Five Years	
<b><i>Quality of the Project Design</i></b>	17
Diagram 2: Reimagined Elementary School Experiences Theory of Action	18
<b><i>Quality of Project Personnel</i></b>	24
<b><i>Quality of the Management Plan</i></b>	29
Table 4: District Milestones, Responsibilities, and Timeline	29
<b><i>Adequacy of Resources</i></b>	32

### ***Project Narrative***

***Absolute Priority 2:*** Tulsa Public Schools will be applying under Absolute Priority 2: Improving Schools by Increasing Diversity – Blueprint.

***Assurances:*** Tulsa Public Schools assures that it will commit to the following:

- 1) Fully participate in the Opening Doors, Expanding Opportunities Community of Practice to explore strategies and design solutions to relevant problems, and also attend, in-person, at least one project director’s meeting;
- 2) Participate in any program evaluation or related activity (which may include public presentations) conducted by or for the Department, including by providing access to relevant program and project data and other information, as appropriate, and
- 3) Submit to the Department within the project period of the grant award, a blueprint that meets the Program Requirements as outlined in the notice inviting applications. (Applications for New Awards; Opening Doors, Expanding Opportunities; ED Notice Inviting Applications for New Awards Using Fiscal Year (FY) 2016 Funds, 81 Fed. Reg. 90343 (December 14, 2016).)

#### ***a. Need for Project (25 Points)***

##### ***1. The magnitude or severity of the problem to be addressed by the proposed project.***

On January 20, 2016, the Tulsa Public Schools Board of Education approved the district’s new five-year strategic plan, “*Destination Excellence*.” The central belief of the plan is that all members of the TPS community should have the opportunity to engage as learners, contributors, and designers. Measurable district goals related to *Being a Learner* are being established in the following areas: Student Growth, Masterful Teaching, Instructional Leadership, Supportive Learning, and Service to Schools. *Being a Contributor* goals relate to a Safe, Supportive, and

Joyful Learning Environment; Student Culture of Care and Respect; Talent; and Culture of Service at the Education Service Center. Finally, measurable district goals related to *Being a Designer* focus on Student Ownership of Learning, Continuous Improvement, Personalization, and Innovation.

The mission of Tulsa Public Schools (TPS) is to inspire and prepare every student to love learning, achieve ambitious goals, and make positive contributions to the world. In so doing, TPS will become the destination for extraordinary educators who engage the community and families to ignite a joy of learning and prepare every student for the greatest success in college, careers, and life. Tulsa Public Schools is working to accomplish this mission for its students and community through *Destination Excellence*.

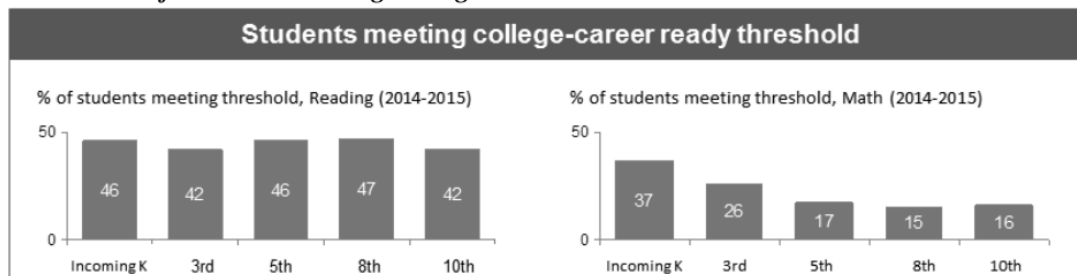
Tulsa Public Schools serves more than 38,600 students (PK-12) and employs approximately 3,000 teachers and 146 principals and assistant principals. There are 51 elementary schools serving students through fifth or sixth grade (depending on the school site). There are also three early childhood centers, exclusively serving pre-kindergarten and kindergarten students.

A significant obstacle encountered to achieving its ambitious goals is a high teacher turnover rate and a small pool of qualified teacher applicants. The district has lost an average of 20% of teachers over each of the past five school years. Additionally, due to a statewide budget shortfall that specifically affected education, the state has one of the lowest levels of teacher pay in the nation. That, combined with a series of election results that teachers see as a lack of public support of education, the number of Oklahoma teacher candidates has dropped 24% over the past eight years. As part of the strategic planning process, TPS worked with Education Resource Strategies to conduct multiple studies, including a study of its teacher retention. ERS is a “non-profit organization dedicated to transforming how urban school systems organize resources—

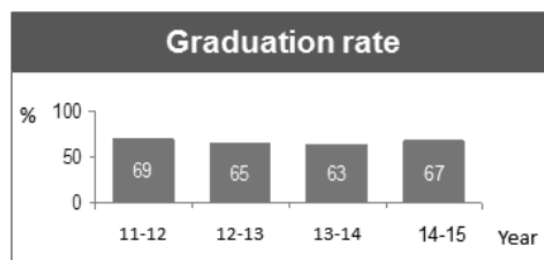
people, time, technology, and money—so that every school succeeds for every student.”<sup>i</sup> The work revealed major challenges with teacher retention, especially among new teachers. Where there is an average attrition rate of 20% for all teachers, the rate jumps to 26% for novice teachers, making it the highest among peer districts.

Tulsa Public Schools also faces many of the same challenges as other urban school districts. 73% of TPS students are eligible for the Free/Reduced Price Lunch Program. 33% of students identify as Hispanic, 25% as African American, 25% as Caucasian, 9% as Multi-racial, 5% as American Indian, and 2% as Asian. 18% of students qualify for special education services. 19% are English Language Learners with 79 different languages spoken. District level results, seen in Tables 1 and 2 below demonstrate that, overall, there is work to be done to increase academic growth, achievement, and college-career readiness. Table 3, however, (discussed more below) shows that there is even more disparity of academic performance when analyzed by individual schools based on their poverty rates.

**Table 1: % of Students Meeting College-Career Readiness Threshold**



**Table 2: Graduation Rates**



These results indicate that the district performs significantly better in reading and language arts than in math, but even in reading, fewer than half of students across the grade levels demonstrate an appropriate readiness for college-career. Further, high school graduation rates remain near 70%, though preliminary results show that the 2015-16 rate climbed to 72%. In examining the causes behind these results, Tulsa Public Schools worked with TNTP (formerly known as The New Teacher Project) to assess and analyze educational strengths and weaknesses. TNTP is a nationally-recognized organization whose “mission is to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom.”<sup>ii</sup> TNTP’s classroom visits across the district found little evidence of key college- and career-ready instructional practices. Observations of more than 100 classrooms revealed that texts in use were not complex or high-quality and that math instruction did not target conceptual understanding or application.<sup>iii</sup> Table 3, below, reveals the even greater disparity, not just between reading and math performance, but that when student performance is examined by school, ranked according to the poverty levels of their student population, a strong correlation can be seen between higher poverty levels and lower academic performance. Over time, the district has attempted to address the problem of low academic performance at the elementary level by creating magnet schools that focus on different kinds of instruction to elevate student growth and require parental application to enter the enrollment lottery. Dual Language Immersion Program, Zarrow International, and Eisenhower International utilize partial or full immersion instruction in Spanish or French. Mayo Demonstration Academy’s model is based on multi-age, project-based instruction. With the exception of Mayo and Dual Language (of which Dual Language is still a new and developing magnet implementation), these magnet schools demonstrate significantly

higher academic performance than most of their peers. Zarrow and Eisenhower consistently make the top two spots of all district elementary schools.

An anomaly of note in Table 3, below, is that while the intention of magnet schools was to reduce racial and socio-economic isolation in order to improve academic growth and performance of all students, the diversity of population in TPS' elementary magnets is much lower than the majority of their peers. In fact, just as Zarrow and Eisenhower routinely top the list in performance, they also top the list for the lowest Free/Reduced Lunch eligible student population. While the vast majority of TPS elementary schools qualify for school-wide Title I funding, Zarrow receives funding as a targeted assistance site and Eisenhower receives no Title I funding. Overall, the academic performance of elementary schools is closely tied to the Free/Reduced Lunch student population which is thus tied to the poverty rate of the community in which the school resides. As TPS looks to reimagine elementary schools and diversify its schools, this issue must be addressed.

***Table 3: Elementary Schools Ranked in Order of Free/Reduced Price Lunch Eligibility***

***Compared to 2016 Oklahoma Core Curriculum Test Scores and School Improvement***

***Designations***

Site Name	% F/RL Elig.	5th Gr Math	5th Gr Reading	2016	2015	2014	2013	2012
Eugene Field	81	34	44	Priority	Priority	Priority	Focus	Targeted
Whitman	81	17	42	Priority	Priority	Priority	Priority	Priority
Anderson	75	24	47	Priority	Priority	Priority	Priority	Priority
Gilcrease	75	38	38	Priority	Priority	Priority	Priority	Priority
Emerson	74	17	42	Priority	Priority	Priority	Priority	Priority
Burroughs	73	30	37	Priority	Priority	Priority	Priority	Priority
Hawthorne	73	68	48	Priority	Priority	Priority	Priority	Priority
Academy Central	72	22	48	Priority	Priority	Priority	Priority	Priority
Park	72	26	30	Priority	Priority	Priority	Priority	Targeted
McClure	70	18	27	Priority	Priority	Priority	Priority	Priority

Penn	70	52	45	Priority	Priority	Priority	Priority	Priority
Remington	69	17	63	Priority	Priority	Priority	Targeted	Targeted
Jackson	68	19	55	Priority	Priority	Priority	Priority	Priority
Marshall	68	14	26	Priority	Priority	Priority	Priority	Priority
Mark Twain	66	51	54	Priority	Priority	Priority	Priority	Priority
Bell	57	33	66	Priority	Priority	Priority	Targeted	Targeted
Robertson	57	50	57	Priority	Priority	Priority	Priority	N/A
Chouteau	55	29	58	Priority	Priority	Priority	Priority	Targeted
Hamilton	55	30	49	Priority	Priority	Priority	Priority	Priority
McKinley	55	29	71	Priority	Priority	Priority	Priority	Priority
Celia Clinton	52	27	37	Priority	Priority	Priority	Priority	Priority
Springdale	52	29	51	Priority	Priority	Priority	Priority	Priority
Lindbergh	51	29	49	Priority	Priority	Priority	Targeted	Targeted
Jones	50	42	58	Priority	Priority	Priority	Priority	Targeted
Key	50	47	54	Priority	Priority	Priority	Priority	Focus
Mitchell	49	43	62	Priority	Priority	Priority	Priority	Targeted
MacArthur	48	59	63	Priority	Priority	Priority	Priority	Targeted
Owen	48	39	57	Priority	Priority	Priority	Targeted	Targeted
Sequoyah	48	28	43	Priority	Priority	Priority	Priority	Priority
Lewis & Clark	47	79	76	Focus	Focus	Focus	Focus	Priority
Wright	46	39	56	Priority	Priority	Targeted	Targeted	N/A
Grimes	45	28	58	Priority	Priority	Priority	Targeted	Focus
Salk	45	75	83	N/A	N/A	N/A	N/A	N/A
Cooper	44	54	46	Priority	Priority	Priority	Targeted	Targeted
Patrick Henry	44	77	74	N/A	N/A	N/A	N/A	N/A
Kendall-Whittier	43	35	53	Priority	Priority	Priority	Priority	Priority
Columbus	42	45	43	Priority	Priority	Priority	Targeted	Focus
Kerr	42	58	44	Priority	Priority	Priority	Priority	Targeted
Skelly	42	57	47	Priority	Priority	Priority	Priority	Priority
Disney	41	58	60	Focus	Focus	Focus	Targeted	Focus
Peary	39	38	60	Priority	Priority	Priority	Priority	Targeted
Hoover	36	63	78	Focus	Focus	Focus	Targeted	Focus
Lanier	29	69	79	N/A	N/A	N/A	Reward	N/A
Dual Language (Magnet)	28	25*	42*	Priority	Priority	N/A	N/A	N/A
Mayo (Magnet)	22	43	75	N/A	N/A	N/A	N/A	N/A
Grissom	21	66	82	N/A	N/A	N/A	N/A	N/A
Carnegie	15	75	85	Reward	Reward	Reward	Reward	Reward
Eliot	14	75	84	N/A	N/A	N/A	N/A	N/A
Lee	14	73	89	N/A	N/A	N/A	N/A	N/A

Zarrow (Magnet)	14	85	91	Reward	Reward	Reward	Reward	Reward
Eisenhower (Magnet)	12	96	92	N/A	N/A	N/A	N/A	N/A

*\*Dual Language is adding grades as students are promoted. 4<sup>th</sup> grade scores have been included in lieu of 5<sup>th</sup> grade as the school did not yet have a 5<sup>th</sup> grade class at the time of testing.*

*Red = State assessment scores  $\leq 50$ , Priority, and Targeted*

*Yellow = State assessment scores  $51 \leq 75$ , Focus*

*Green = State assessment scores  $76 \leq 100$ , Reward*

*N/A = No designation made by the State.*

Finally, when it comes to per pupil expenditures, the work with ERS revealed that TPS spends less on special populations than do their peer districts. There exists a 40-50% difference in per pupil spending for Free/Reduced Lunch, English Language Learner, and Special Education resource inclusion students versus comparison district averages. These are inequities that must be examined and addressed.

## ***2. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.***

Taking all of the information above with respect to the challenges facing district elementary schools, TPS will use this project to strategically reimagine its elementary schools: how, when, and where teachers teach and students learn. TPS does not want its schools, teachers, or students to be constrained by a traditional model of education just because that is how it has always been done. The district understands that this traditional model should not be completely abandoned because some students and teachers do perform best in that situation, but it should not be the universal model since many students do not. Innovative school models will be selected and/or designed, with significant input from all stakeholders, including students, families, community organizations, teachers, and leaders, so that the needs of every student are met, not just the ones

who perform best in a traditional model. Designing attractive models that better meet the needs of many students will also give the district the ability to better diversify school populations.

The needs of disadvantaged students, in particular those in high poverty, will be served by ensuring that these reimagined schools have purposefully diversified student populations, evening out the balance of high and low poverty within the individual schools. As is indicated in the lessons learned from the federal School Improvement Grant investments, working to eliminate the segregation of socio-economic populations is likely to reduce the disparity in academic performance between high and low poverty populations. In addition, the project will carefully examine current practices related to the way in which district families are currently placed in schools – either by neighborhood boundaries or selection. TPS needs to ensure that its disadvantaged students have equitable access to high-quality schools and teachers who meet them where they are.

***3. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.***

As demonstrated by the statistics in these tables, the district's current educational ecosystem does not adequately address the gaps that exclude many students from equitable opportunities to learn, contribute, and design for the future. These inequities are further affected by the current misalignment of elementary and middle/junior high schools within feeder patterns, resulting in transitions that are difficult to navigate for families. Currently, some elementary schools are PK-5<sup>th</sup> grade and some are PK-6<sup>th</sup> grade. Roughly half of the secondary schools into which these students transition are middle schools (grades 6-8) and half are junior highs (grades 7-8). In concert with the fact that the transfer rate among students is particularly high, even within feeder



attractive schools in more neighborhoods across the district. Ultimately, TPS will see a significant closing of performance gaps among socio-economic sub groups through a redesign of the elementary school experience in Tulsa.

***b. Significance (15 Points)***

***1. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.***

It is commonly acknowledged by politicians, policy makers, and educators that 21<sup>st</sup> century students should no longer be educated with 19<sup>th</sup> and 20<sup>th</sup> century models of instruction. Looking back to that one-room schoolhouse filled with children of all ages and grades, though, one essential element must be carried forward: the personalization of learning that meets students right where they are, no matter their age or grade. Personalization of learning and innovative school/classroom design are rising topics in education because educators are searching for the best way to close achievement gaps and provide all students with the highest quality education possible. They also represent the first truly transformative and disruptive innovation on the educational landscape with the potential to customize education to meet the needs of all students. For the past six years Tulsa Public Schools (TPS) has been at the forefront of implementing innovative strategies, undergoing intensive reform, and is ready to further embrace personalization and reimagined school models.

In 2009, TPS entered into a new era of transformation with funding from the Bill and Melinda Gates Foundation to develop and implement a comprehensive plan to evaluate and improve teacher and leader effectiveness. That resulted in the *Tulsa Model for Observation and Evaluation* that uses three separate measures to evaluate teacher and leader effectiveness: 1) *Tulsa Model Observation and Evaluation* rubric, 2) teacher and school-level value-added scores,

and 3) other academic measures selected by the teacher (*Tripod Student Perception Surveys* are commonly selected). The *Tulsa Model* was identified by the Oklahoma State Board of Education as one of three approved evaluation models in the State of Oklahoma. Building on this work, in 2013, TPS was awarded a School Leadership Program grant from the U.S. Department of Education and additional funding from The Wallace Foundation in 2014 to develop leadership effectiveness as well as the creation of a leadership pipeline.

In 2014, the Bill and Melinda Gates Foundation again elected to partner with TPS in providing funding through its Innovative Professional Development Challenge (iPD) to support the personalization of all TPS professional development based on adult-learning needs and styles, including multi-modal delivery. TPS sought to expand the leadership opportunities for teachers who want to stay in the classroom by collaborating with TNTF to design innovative career pathways. Additionally, TPS is actively engaged with the Teaching Institute for Excellence in STEM (TIES) to design and implement a district-wide STEM strategy that provides high-quality, equitable, relevant, and personalized STEM experiences for all students. In March 2015, 80% of Tulsa voters approved a \$138 million bond that will support the technology purchases necessary for district-wide 1:1 devices over the next six years. Finally, in the summer of 2016, TPS created the office of Design and Innovation, specifically tasked to educate and empower teachers and leaders to be design thinkers and use innovative strategies in teaching and learning.

These opportunities demonstrate the district's ability to innovate, effectively implement, lead, and influence change. TPS is prepared to reimagine the systems of school to meet the needs of all learners; to push the paradigm and truly transform education for students with second order change. Second order change (or disruptive innovation) is defined as being "a break with the past, inconsistent with prevailing organizational norms, incongruent with personal values, and

requir[ing] new knowledge and skills,”<sup>iv</sup> and it is this kind of change that TPS will intentionally plan for in its blueprint. The Reimagined Elementary School Experience project will be informed in its design thinking by the work of national experts as well as empathetic conversations with students, families, community members, teachers, and leaders to determine the needs and desires of the community. Further, TPS will study and build upon the most effective innovative and reimagined learning strategies and implementation models demonstrated by its own pioneering educators and leaders and those in districts such as Montgomery County (Maryland) and Cambridge Public School District (Massachusetts).

### ***Tulsa’s Influence***

Schools and districts looking for proven examples of successful innovative designs will be able to trust what TPS designs because the district has a history of developing high-quality work that has informed and guided the work of others. The *Tulsa Model for Observation and Evaluation*, developed by TPS teachers and leaders, is being used by a majority of all Oklahoma school districts; some districts outside of Oklahoma have expressed interest in using the *Tulsa Model* as well. Oklahoma, as a state, is held out as a model for early childhood education, with Tulsa Public Schools being a leader in the state. President Barack Obama mentioned the success of Oklahoma’s early childhood program as a national model in his 2013 State of the Union address and the model has been written up in national press outlets such as the New York Times. 99.4% of Oklahoma districts operate a public Pre-Kindergarten program. 75% of all Oklahoma four year olds are enrolled in a public Pre-Kindergarten program. 92% of individual schools in TPS operate a Pre-K program and approximately 77% of all TPS four year olds are enrolled in one of the Pre-K programs, exceeding even the state average. Finally, TPS demonstrates great success in its dual language and language immersion schools, providing multiple pathways for English



***2. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.***

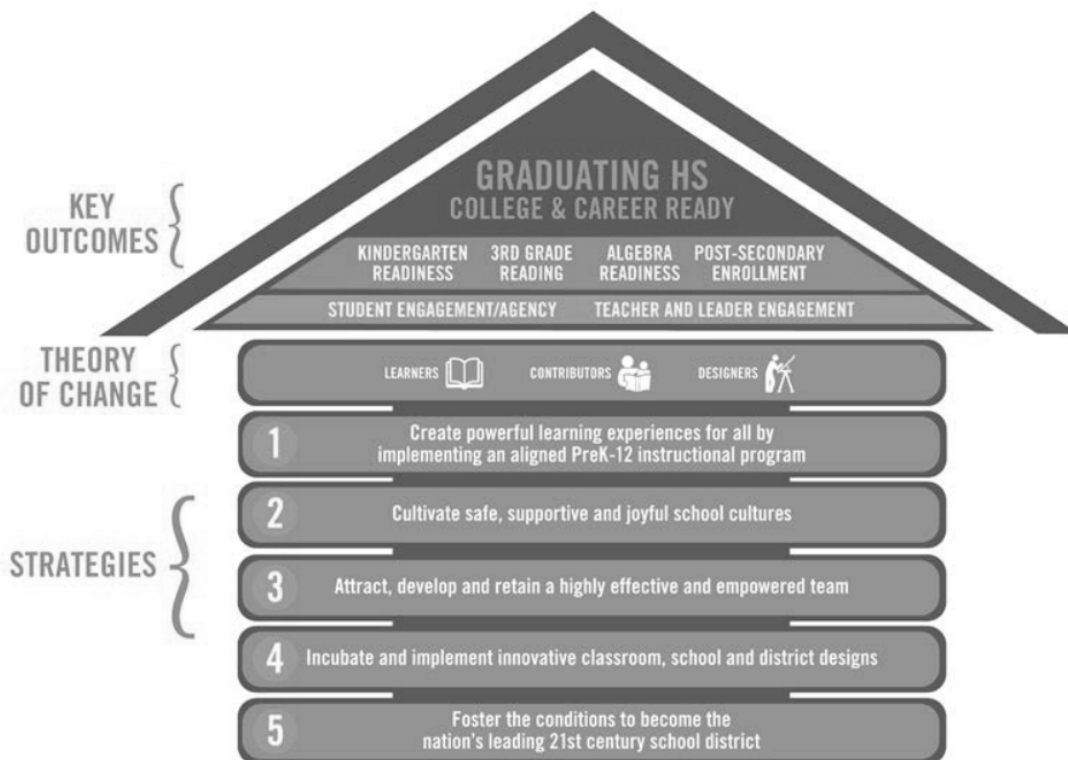
Tulsa Public Schools is determined to become the destination for top educators and a proof point for what is possible in urban education. The district will do this by embracing innovation and supporting the design and implementation of new learning models while continuously improving teaching and learning for all. The power of its collective efforts will result in each student graduating ready for success in college, careers and life. In order to accomplish this, Tulsa Public Schools believes that the entire community must be learners, contributors, and designers.

- As a learning organization, it will invest in continuous improvement to ensure that all educators, students, and schools benefit from high quality teaching and learning.
- As a contributing organization, it will create a culture of empowerment and engagement in the classroom, the community, and in the district office in order to spur change and effectively serve a diverse portfolio of schools.
- As a designing organization, it will foster and embrace innovation through new instructional practices and classroom and school designs to help reimagine the public school experience.

The district has embraced five strategies that will lead to key outcomes over the next five years:

1) Creating powerful learning experiences for all by implementing an aligned PreK-12 instructional program, 2) Cultivating safe, supportive, and joyful school cultures, 3) Attracting, developing, and retaining a highly effective and empowered team, 4) Incubating and implementing innovative classroom, school, and district designs, and 5) Fostering the conditions to become the nation's leading 21<sup>st</sup> century school district.

**Diagram 1: Destination Excellence Five Strategies to Key Outcomes over Five Years**



Specific to this Reimagined Elementary School Experiences project, TPS will utilize this funding to build the organizational capacity of the district to assess and understand the needs of its students, families, and community (especially the communities with higher poverty) and to design high-quality, innovative, and reimagined elementary school experiences that reduce socio-economic isolation. Teachers and leaders will gain skills and be empowered to engage stakeholders in empathetic conversations that seek to hear their experiences, understand their needs, and collect their wishes and desires for education. Teachers and leaders will also be engaged in design lab training that will instruct them in how to utilize design thinking to reimagine school/classroom experiences. The district will examine and prepare to redesign its feeder pattern alignment, enrollment/transfer practices, and where to locate schools, which will

not only meet the needs of their students, families, and community, but provide equitable access and experiences for all students and families.

***c. Quality of the Project Design (30 Points)***

***1. The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.***

Tulsa Public Schools will examine and imagine what would happen to the ecosystem of learning if:

- 1) The learning experience leverages all the assets, resources, and people in Tulsa.
- 2) A student's elementary school is selected by the child and family based on interests, passions, and needs while the district also protects the neighborhood school structure.
- 3) The pace, modality, and content of learning are personalized for every student.
- 4) More of a student's time in school is spent working on relevant, creative projects.
- 5) Students begin in elementary school not only to build an academic foundation (learner), but also to hone their skills as a team member (contributor) and problem solver (designer) in order to be prepared for college, career, and life.

The district believes that by listening to the community and using its imagination to rethink how school is done in Tulsa, it can design a 21<sup>st</sup> Century learning experience that supports each student, right where they are.

**Diagram 2: Reimagined Elementary Schools Experience Theory of Action**



This work has been divided into three concurrent strands that will occur during the life of the grant, laying the foundation for ongoing implementation that will happen beyond the life of the grant.

**Strand One - Listening:**

- Conducting empathetic conversations with stakeholders to hear and understand their needs, aspirations, and fears (focus groups, 1:1 interviews, and shadowing days with 750-1000 students, families, and community members)
- Emphasizing equity as a priority
- Conducting demographic and academic research

- Learning visits to schools/districts who have successfully implemented innovative school/classroom design and equitable school enrollment practices
- Participation in innovation/design conferences or meetings

*Strand Two – Designing:*

- Storyboarding the learner journey
- Designing learner-centric solutions
- Blueprint development
  - Identifying what is working and creating a plan to expand it
  - Identifying what is not working and developing a plan to off-ramp it
  - Creating new initiatives to bridge the gaps

*Strand Three – Development of Organizational Capacity and Shared Ownership:*

- Training and technical support for leaders conducting empathetic conversations with students, families, and community members
- Training and technical support in design thinking and agile solution development for teachers and leaders
- Team building and collaboration efforts to develop shared ownership of the need, design, blueprint, and implementation process
- Reviewing the feedback/results, collaborating, and determining next steps.

The blueprint will address design plans on both the district and individual school level. The district design will address policies and practices around enrollment, transfers, feeder pattern alignment, and boundaries. The individual school designs will be the reimaged plans for a select number of individual elementary schools that are identified through the listening and design process.



development across the district because everyone has agreed to work toward the same goals laid out in *Destination Excellence*. The superintendent, deputy superintendent, and department chiefs meet weekly to assess initiative alignment, capacity, and progress. As this is a reimagination of how education functions in Tulsa, all current local, state, and federal funding and resources will be analyzed to determine how they can be repurposed to support this new model of education. Finally, Tulsa’s local philanthropic community has already been incredibly supportive of the district’s innovation efforts and, where needed, the district will seek additional funding and resources from this funding community.

Specifically, this work will build upon the initiatives already underway with district partners, DeJong-Richter and the National Equity Project. DeJong-Richter, is a “nationally-recognized educational planning firm with advanced approaches that combine key data analysis with community outreach. Their focus on educational assessments aids districts in crafting facilities plans that reflect the unique needs of their students.”<sup>v</sup> TPS is working with DeJong-Richter to examine and compare student transfer rates and the rates of students who live in and attend their neighborhood school, feeder patterns, transition points, school building capacity, and provide analysis on how to prevent creating or exacerbating isolation. They will aid the district in designing the plan for making neighborhood schools more attractive to the community, looking at what needs to be offered to make them want to stay, and considering how to improve assignment and selection processes.

The mission of the National Equity Project is “to dramatically improve educational experiences, outcomes, and life options for students and families who have been historically underserved by their schools and districts. They work to build culture, conditions, and competencies for excellence and equity in districts, schools, classrooms, nonprofits, and communities.”<sup>vi</sup> Their

work with Tulsa Public Schools includes engaging in the Leading for Equity program with a variety of groups, including the School Board, district leadership, school leaders, and teachers. Sixty teachers and leaders are serving as Equity Ambassadors and the district has already begun hosting monthly Exploring Equity forums, open to the public, in which they will learn together about and discuss a variety of issues that affect diversity, justice, and acceptance.

The National Equity Project is also involved in supporting the district's work to reimagine its students' school experience, ensuring that equity remains at the heart of all design processes. This listening and design work, funded by private foundations, is recently underway and will act to blaze the trails which the elementary reimagination work will follow, building upon and learning from their experiences as they begin their own listening and designing.

***3. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.***

Tulsa Public Schools has extensive links to local and national organizations that provide support and resources to the district as well as schools and students in high-poverty and/or low academic achievement: The philanthropic and funding partners include The Foundation for Tulsa Schools, George Kaiser Family Foundation, Charles and Lynn Schusterman Family Foundation, Bill and Melinda Gates Foundation, The Wallace Foundation, Walton Family Foundation, and the US Department of Education. Programmatic and support partners include Head Start, Teach For America, City Year, Reading Partners, Communities in Schools, YMCA of Greater Tulsa, Growing Together, Impact Tulsa, Diplomas Now, Kennedy Center (Any Given Child), Relay Graduate School of Education, National Equity Project, Strategic Data Project, UPD Consulting, Center on Reinventing Public Education, Center for Educational Leadership, Transcend, Teach

to One Math, Education Resource Strategies, Talent Development, Boston Consulting Group, TNTP, New Schools Venture Fund, and the Broad Center.

These important partnerships will not only continue after the life of the grant, but they will be integrally involved in the reimagination process to design new school models that will equitably serve all students, especially those in lower socio-economic homes and communities. Additionally, as appropriate and needed, new partnerships will be sought in order to provide the best possible education for all students.

***4. The extent to which the proposed project encourages parental involvement.***

The following is one of the five core beliefs expressed in the District's strategic plan, *Destination Excellence*:

*“Our Community is Essential - Our children and schools need all of us—educators, families, and community partners. High quality schools are vital to the health of our community. We must engage our families and all of Tulsa by embracing transparency, holding ourselves accountable to high standards, proactively communicating and working as a team united in the success of every student.”*

Seeking the input of the parents as to what they need from, aspire to, and hope for Tulsa Public Schools will be an essential and foundational element of this design process. A campaign will be initiated via multiple media pathways and contact points to ensure that all parents are aware of the opportunity to participate in empathetic conversations, whether it is in public focus groups, 1:1 interviews, or shadowing days. The work will be heavily driven by the information gathered in these conversations because, as part of the TPS community, they are designers and contributors just as are the students, teachers, and leaders. The district values the input of the

parents and will ensure that community stakeholders will 1) be and feel valued as designers and contributors in their school community; 2) have ownership in the success of their school; and 3) have confidence that these conversations will be sustained.

***d. Quality of Project Personnel (10 Points)***

***1. The qualifications, including relevant training and experience, of the project director or principal investigator.***

This Reimagined Elementary School Experience project will be led by a Project Manager who will be part of the Office of Design and Innovation. The Project Manager will administrate and coordinate the work of this project. The responsibilities of this position will include, but are not limited to, the following: provide project management duties including planning, prioritizing, coordinating, and daily oversight over all aspects of the project to ensure successful and timely completion; collaborate with the Office of Federal Programs and Special Projects to ensure all fiscal and reporting requirements are satisfactorily completed; collaborate with Tulsa Public Schools departments and partners; coordinate and collaborate with the Superintendent, Deputy Superintendent, Design and Innovation Officer, Chief of Schools, Chief Learning Officer, Chief Analytics Officer, and Instructional Leadership team; manage the district planning process; extensively document project-related activities and findings, quantify results, and communicate project results and conclusions to stakeholders, collaborators, and district leaders; develop the blueprint; meet monthly with the Assistant Director of Grants Compliance; and complete all required federal, state, and district reports. The Project Manager will be a specialist in engaging and facilitating empathetic conversations and working with the community members and design lab teams as well as looking at the long-term design work and working with the community members and design lab teams to determine if the innovations will actually work.

The Project Manager will be chosen from a list of candidates who meet the following minimum qualifications: Bachelor's degree in education, business administration, project management, or related field and/or equivalent work experience; five years of work experience managing projects and/or design thinking initiatives, preferably in an educational design setting; working knowledge of project management methodology; strong organizational and interpersonal skills, including keen attention to detail, and the ability to adhere to deadlines; exceptional written and oral communication skills; excellent time-management; ability to proactively identify challenges and work to find solutions; and demonstrated ability to work with district and community partners. This position will report directly to the Design and Innovation Specialist, who in turn reports directly to the Design and Innovation Officer.

***2. The qualifications, including relevant training and experience, of key project personnel.***

***Design and Innovation Officer:*** This position is not yet filled, but will be funded by private donors. A national search for the best possible candidates is underway.

**Position Summary:** As a key member of the leadership team, the Design and Innovation Officer will drive and oversee all innovation and design related efforts within TPS. The Officer will be responsible for both assessing the status of current innovation efforts and driving a district-wide innovation strategy which will integrate and build on existing efforts while in parallel exposing a growing body of educators, students, and staff to innovative teaching, learning, and working practices.

**Minimum Qualifications:** Master's degree in education, management or related field; proven experience in leading effective teams and individuals, managing organizational change and initiating key innovations; advanced ability to set and meet goals and priorities, and work with colleagues to implement and drive results-oriented systems for teaching and learning; highly

effective organizational and consensus building skills; alignment with mission, vision and core values of Tulsa Public Schools; exceptional communication ability, both written and oral (with individuals and groups).

Responsibilities and Essential Functions: 1) operationalize the district's innovation strategy; 2) drive all efforts toward school, classroom, and organizational design in line with the district innovation strategy; 3) develop an understanding for relevant national programs that will serve as exemplars for TPS, but will also develop an acute understanding of TPS' unique context in order to tailor to district's specific needs; 4) work to secure the necessary funding for different design projects, manage existing, and select the relevant partners to help further embed new design practices into classrooms and schools; 5) capture learnings and best practices in order to continuously improve; 6) drive the development of practices to measure real time impact when building, testing and rolling out designs that foster classroom, school, and organizational innovation; 7) embed feedback and learning loops within program design, codify early successes, and create a communication mechanism to share learning across the organization; 8) make recommendations and base decisions such as program effectiveness and pilot expansion on data and ongoing feedback from students, teachers, principals, school leaders, as well as district staff; 9) foster a district-wide culture of innovation; 10) define a target set of desired behaviors that promote innovation district-wide and are in line with TPS's Strategic Plan, Destination Excellence; 11) capture and share existing best practices and provide incentives for staff to transform school and central office culture; 12) support the overall vision and implementation of TPS's strategic plan, Destination Excellence; 13) serve as a key member of the Superintendent's cabinet and provide guidance and vision toward achieving Destination Excellence; 14) manage

overall budget for the department and all activities related to innovation in line with established financial metrics and targets; and 15) establish standards for performance at the department level as well as standards for sourcing, hiring, training and developing all talent related to innovation.

**Skills and Abilities Required:** extensive experience in project management at large scale; experience driving organizational change in a changing environment; empathy and commitment to cause; communication, interpersonal and team skills; problem solving and systems thinking; and leadership skills.

***Design and Innovation Specialist:*** Joseph Fraier (resume included in Other Attachments)

**Position Summary:** The Design and Innovation Specialist will support the Design and Innovation Officer in all aspects of planning, refinement, and execution of the TPS innovation strategy. The specialist will drive a broad portfolio of innovation work ranging from organizational, school and classroom innovation project design, implementation, and monitoring to talent sourcing, partner recruitment and coordination, knowledge management, continuous improvement, and best practices sharing.

**Minimum Qualifications:** alignment with vision, values and goals of TPS; Master's degree in business, management, education or related field; background in research and development, product development or strategy development highly preferred; deep understanding of project management methodologies and approaches; advanced ability to set and meet goals and priorities, and work with colleagues to implement and drive results-oriented systems for teaching and learning; highly effective organizational and consensus building skills; exceptional communication ability, both written and oral (with individuals and groups); and experience implementing improvement science practices in an education organization.

Responsibilities and Essential Functions: help operationalize the district's innovation strategy; drive innovation and design efforts already underway; help foster a district-wide culture of innovation; capture lessons learned and share best practices; provide continued implementation and innovation ecosystem management support; and perform other duties as assigned.

Skills and Abilities Required: advanced project management skills; exceptional analytical skills; ability to work well in a fast paced and collaborative environment; experience leading large projects with diverse teams; innovative, forward thinker with a demonstrated competency in strategic thinking; ability to work with ambiguity in a complex and dynamic environment; takes initiative to solve problems and create stakeholder buy-in; and identifies and prioritizes mission critical issues with alignment of people, time and resources.

***3. The qualifications, including relevant training and experience, of project consultants or subcontractors.***

Consultants and contractors will be identified through the appropriate and required request for proposals and procurement processes. TPS will ensure they are experts in their field, have a reputation for and evidence of success, and have excellent listening, learning, and leading skills in educational and community settings. Contracts will be developed with the following:

- A consultant to help build the organizational capacity of district/school teachers/leaders to continue facilitating empathetic conversations with students, families, and community members about their needs, aspirations, and fears about education and how well their schools/innovations are meeting those needs.
- A consultant to train design lab facilitators to train teachers and leaders in design thinking and agile solution development.
- An event planner to facilitate arrangements for empathetic conversation events.

***e. Quality of the Management Plan (15Points)***

***1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.***

***Table 4: District Milestones, Responsibilities, and Timeline***

<b><i>District Milestones</i></b>	<b><i>Responsible Party</i></b>	<b><i>Timeline</i></b>
Grant Start-up meeting and Budget Analyst assigned	Exec. Dir. of Federal Programs & Asst. Dir. of Grants Compliance	April-May 2017
Project Manager hiring process; vendor/consultant contracts procurement process initiated	Design and Innovation Specialist and Exec. Dir. of Federal Programs	May 2017
Begin grant check-ins with the Assistant Director of Grants Compliance	Innovation Design Specialist/Project Manager	May 2017 ongoing
Begin conducting demographic and academic research	Project Manager and Data Analytics Department	May 2017
Training for empathetic conversations	Project Manager	July-Aug 2017
Rollout of empathetic conversations	Project Manager	Aug 2017 ongoing
Train-the-trainer sessions for design lab facilitators	Project Manager	Feb 2018
Design lab workshops for teachers/leaders to gain design thinking and agile solution	Project Manager	July 2018 ongoing

development skills		
Storyboarding the learner journey	Project Manager	July 2018
Designing learner-centric solutions		ongoing
Blueprint development		(final due June 2019)
Recursive review and revision process for blueprint with district cross-functional teams and community stakeholders	Project Manager	Jan 2019
End of year data collection check and analysis/report/evaluation and Annual Performance Report	Project Manager	ongoing
		June of each year

Tulsa Public Schools will institute multiple processes to ensure feedback and continuous improvement during the life of the grant. The Project Manager will have monthly grant check-ins with the Assistant Director of Grants Compliance to ensure adequate progress on milestones, fiscal issues, and required reporting. Additionally, the Project Manager will submit a monthly activity summary to the Design and Innovation Specialist for presentation to the district's "Super Team" (cabinet) comprised of the Superintendent, Deputy Superintendent, Chief of Schools, Chief Learning Officer, Chief Analytics Officer, Chief Financial Officer; Chief Information and Operations Officer, Chief Talent Officer, Design and Innovation Officer, and General Counsel. The Super Team will review the reports of the Project Manager and provide feedback on the work of the blueprint development. Meetings may include reports on demographic and academic research, empathetic conversations, learning visits, design labs, findings, and plans. Where progress levels are stagnant or insufficient, the Project Manager will lead strategy sessions with

the Design and Innovation Specialist to develop ways to improve and identify further trainings and links that may be required. Where progress levels exceed expectations, the Project Manager will meet with the Design and Innovation Specialist to identify what innovations and strategies have brought about such success.

***2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.***

One of the most foundational elements of this planning process strategy is the use of empathetic conversations with students, families, and community members. These will come in the form of public focus groups, 1:1 interviews, and shadowing days with 750-1000 individuals. There will be strategic awareness campaigns to ensure that all stakeholders who want to be involved in the conversation have that opportunity. The district believes that if community stakeholders are actively sought out to engage in empathetic conversations, led by experienced and genuine facilitators, seeking to understand their needs, aspirations, and fears, and if the capacity of teachers and leaders to be experienced and genuine facilitators of empathetic conversations is developed, then community stakeholders will 1) feel valued as designers and contributors in their school community; 2) have ownership in the success of their school; and 3) believe these conversations will be sustained.

Additionally, teachers and school leaders will be invited to participate in design labs that help them innovate and reimagine how their schools and classrooms can operate. The district believes that if teachers and leaders are provided with opportunities to develop their knowledge and skills in design thinking; are given the freedom to innovate around the time, space, place,

and pace of learning; and are provided with the resources and support to test their innovative design, then teachers and leaders will 1) grow into stronger learners, contributors, and designers; 2) take ownership for innovation, and 3) lead change.

***f. Adequacy of Resources (5 Points)***

***1. The extent to which the budget is adequate to support the proposed project.***

The budget was developed to support the costs of each element of the project that was not already provided by the district or other funding source:

*Strand One - Listening:*

- Conducting empathetic conversations with stakeholders to hear and understand their needs, aspirations, and fears (focus groups, 1:1 interviews, and shadowing days with 750-1000 students, families, and community members)
  - *Budget line items include: Project manager salary and fringe, stipends and fringe, conversation materials and supplies, and contract with event planner (funding for food/beverage costs for the events will be raised separately by the district.)*
- Emphasizing equity as a priority (*funded as part of an existing district initiative*)
- Conducting demographic and academic research (*funded as part of an existing district initiative*)
- Learning visits to schools/districts who have successfully implemented innovative school/classroom design and equitable school enrollment practices
  - *Budget line item: Learning visit travel*
- Participation in innovation/design conferences or meetings
  - *Budget line item: Meetings/national and regional innovation conference travel*

*Strand Two – Designing:*

- Storyboarding the learner journey
- Designing learner-centric solutions
- Blueprint development
  - Identifying what is working and creating a plan to expand it
  - Identifying what is not working and developing a plan to off-ramp it
  - Creating new initiatives to bridge the gaps
- *Budget line items: Project manager salary and fringe, stipends and fringe, and Design Lab materials and supplies*

*Strand Three – Development of Organizational Capacity and Shared Ownership:*

- Training and technical support for leaders conducting empathetic conversations with students, families, and community members
  - *Budget line items: Contract with conversation facilitation trainer, stipends and fringe*
- Training and technical support in design thinking and agile solution development for teachers and leaders
  - *Budget line items: Contract with design thinking/solution development trainer, stipends and fringe*
- Team building and collaboration efforts to develop shared ownership of the need, design, blueprint, and implementation process (*funded as part of an existing district initiative*)
- Reviewing the feedback/results, collaborating, and determining next steps.
  - *Budget line items: Project manager salary and fringe*

***2. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.***

Each budget line item was carefully selected based on a need to support a specific element of the Reimagined Elementary School Experiences project. The costs were also chosen specifically to ensure timely development of a functional blueprint which the district will then utilize to implement the innovative designs and elementary experiences in order to become a model for 21<sup>st</sup> century learning. A justification and calculation has been provided for each line item in the budget narrative.

***3. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.***

Support for this reimagination of elementary school experiences is universal across the district, from the Superintendent to the classroom teachers. *Destination Excellence* was developed by the entire community and is clear that the district will move forward in becoming the destination for extraordinary educators who engage the community and families to ignite a joy of learning and prepare every student for the greatest success in college, careers, and life. This includes ensuring equity for all students, eliminating socio-economic isolation, and providing the best 21<sup>st</sup> century learning experiences that meet students where they are. This blueprint will provide the design for how elementary school is done in Tulsa Public Schools going forward, therefore all needed facilities, equipment, supplies, and other resources necessary to support design implementation and maintenance will be provided.

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<sup>i</sup> "Education Research Strategies." *Education Research Strategies*. N.p., n.d. Web. 25 Jan. 2017. <<https://www.erstrategies.org/>>.

<sup>ii</sup> "About Us." *TNTP*. N.p., n.d. Web. 25 Jan. 2017. <<http://tntp.org/about-tntp>>.

<sup>iii</sup> TNTP Instructional Review.

<sup>iv</sup> Greaves, T., Hayes, J., Wilson, L., Gielniak, M., & Peterson, E. (2012). *Revolutionizing Education Through Technology: The Project RED Roadmap for Transformation* (p. 7). International Society for Technology in Education.

<sup>v</sup>DeJong Richter." *Cooperative Strategies*. N.p., n.d. Web. 9 Feb. 2017.  
<<http://www.coopstrategies.com/>>.

<sup>vi</sup> National Equity Project. "National Equity Project - About. N.p., n.d. Web. 9 Feb. 2017.  
<<http://nationalequityproject.org/about>>.

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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## Re-imagined School Experiences System Goal

**IF** there is a systemic approach to disruptive innovation and incremental improvement that operates simultaneously; is linked to clearly articulated student, family, and community needs identified through empathetic conversations; and is based on well-informed agile solutions,

**THEN** there will be an eco-system of learning that 1) builds college, career, and life-readiness; 2) is focused on social and emotional learning; and 3) cultivates a supportive, joyful learning environment for students and educators.

### Listening

**IF** community stakeholders are actively sought out to engage in empathetic conversations, led by experienced and genuine facilitators, seeking to understand their needs, aspirations, and fears, And **IF** the capacity of teachers and leaders to be experienced and genuine facilitators of empathetic conversations is developed,

**THEN** community stakeholders will 1) feel valued as designers and contributors in their school community; 2) have ownership in the success of their school; and 3) believe these conversations will be sustained.

## Reimagined School Experiences

### Designing

**IF** teachers and leaders are provided with opportunities to develop their knowledge and skills in design thinking; are given the freedom to innovate around the time, space, place, and pace of learning; and are provided with the resources and support to test and implement their innovative design,

**THEN** teachers and leaders will 1) grow into stronger learners, contributors, and designers; 2) take ownership for innovation, and 3) lead change.

### Organizational Capacity and Shared Ownership

**IF** there is 1) organizational capacity to support and sustain empathetic conversations and agile solution development; 2) shared ownership of the need, design, and implementation process; and 3) collaborative review of feedback/results and determination of next steps,

**THEN** there will be a continuous cycle of improvement that drives personalized and accelerated learning for all, resulting in increased improvement and a closing of equity gaps.

JOSEPH FRAIER

(b)(6)

EDUCATION

- 2012 - 2014 KELLOGG SCHOOL OF MANAGEMENT, NORTHWESTERN UNIVERSITY  
Master of Business Administration, Austin Scholar, June 2014
- 2002 - 2007 UNITED STATES AIR FORCE ACADEMY  
Bachelor of Science in Management, May 2007

EXPERIENCE

2016 – Current TULSA PUBLIC SCHOOLS

*Design and Innovation Specialist in Tulsa OK*

- Leads design and innovation initiatives for an urban school district of 39,000 students and 6000 staff. Responsibilities include determining the organizational strategy and approach to innovation, as well as execution design initiatives.

2014 – 2016 ACCENTURE

*Technology Strategy Consultant in Chicago IL*

- Performed capability analysis for a \$3B prime aerospace & defense contractor; created workshop and interview materials, documented findings, and performed benchmarking analysis for the CIO.
- Created business strategy for the post-merger integration of two medium-sized hospital systems, including the rationalization of technology and the consolidation of business management processes.
- Deployed corporate website for a Fortune 50 chemicals manufacturer. Created and implemented the first digital product catalog to centralize management of 2300+ SKUs across 13 business units.
- Implemented the technology strategy for the construction of petrochemical plant in a joint venture project between a US chemicals manufacturer and the world's largest foreign oil & gas producer.

2007-2012 UNITED STATES AIR FORCE

*Software Project Manager & Executive Officer at Hanscom AFB, MA*

- Managed \$600k budget and identified software requirements, solicited proposals from aerospace corporations, and awarded contracts for software used to plan combat missions.

*Chief of Intelligence Plans & Programs at Misawa AB, Japan*

- Authored intelligence briefs for military officials regarding Chinese emerging technologies, Russian military-industrial re-capitalization and political instability on the Korean peninsula.

*Cryptologic Support Officer-in-Charge at Camp Slayer, Iraq*

- Led team of six analysts during six-month deployment to Baghdad, Iraq. Triggered 36 counter-terrorism operations resulting in the arrest of 18 persons on Iraq's most-wanted list.

*Deputy Chief of Sustained Operations at Misawa Security Operations Center, Japan*

- Directed sensitive intelligence operations during 24/7 operations; oversaw the training, schedule, and operations of eight mission directors and 100 analysts and technicians.

September 28, 2015

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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**Tulsa Public Schools - Opening Doors, Expanding Opportunities Grant  
Detailed Budget**

<b>BUDGET CATEGORY</b>	<b>26-month grant period</b>
<b>PERSONNEL</b>	
Project Manager - EG-05 mid-scale @ \$65,600/year - To administrate and supervise all aspects of the project and to act as a specialist in engaging and facilitating empathetic conversations and working with the community members and design lab teams to continuously improve in innovation. The Project Manager will report to the Design and Innovation Specialist and will work as a team with the other Project Manager. (\$5,466.67 per month x 26 months).	\$142,133.42
<i>Salaries are based on similar classified positions in Tulsa Public Schools.</i>	
<b>PERSONNEL TOTAL</b>	<b>\$142,133.42</b>
<b>FRINGE BENEFITS</b>	
Project Managers Fringe @ 20%.	\$35,533.36
Stipend Fringe @ 18%	\$41,634.00
<i>This is the standard fringe benefit rate for Tulsa Public School District.</i>	
<b>FRINGE BENEFITS TOTAL</b>	<b>\$77,167.36</b>
<b>TRAVEL</b>	
Project Directors Meetings/National and Regional Innovation Conferences	\$11,304.00
<i>Two annual trips for Project Manager and one administrator @ Registration \$600/person, Airfare \$600/person, Hotel 2 nights x \$250/night/person, Per diem 3 days \$71/day/person, Ground transportation \$100/person.</i>	
10 Learning Visits to observe and learn from schools/districts who have successfully implemented innovative designs and reimagined schools/classrooms.	\$43,680.00
<i>10 visits for 4-member teams (Project Manager, Principals, Design Team Members, Community Members, and District Leaders as appropriate) Each trip @ Airfare \$600/person, Hotel 1 night x \$250/night/person, Per diem 2 days \$71/day/person, Ground transportation \$100/person.</i>	
<b>TRAVEL TOTAL</b>	<b>\$54,984.00</b>
<b>EQUIPMENT</b>	
There is no request for Equipment at this time.	\$0.00
<b>EQUIPMENT TOTAL</b>	<b>\$0.00</b>
<b>SUPPLIES</b>	
Materials, supplies, and printed materials (including outreach and awareness efforts) for empathetic conversations through focus groups, 1:1 interviews, and in-school shadowing with students, families, and community members about their needs and what they need from their schools.	\$10,000.00
Materials and supplies for school design teams participate in workshops at the district design lab to learn how and to develop design solutions.	\$40,000.00
<b>SUPPLIES TOTAL</b>	<b>\$50,000.00</b>
<b>CONTRACTUAL</b>	
Contract with a consultant to help build the organizational capacity of district/school teachers/leaders to facilitate empathetic conversations with students, families, and community members about their needs, aspirations, and fears in education and how well their schools/innovations are meeting those needs. \$2,000 per day x 25 days.	50,000.00
Contract with a consultant to train design lab facilitators to train teachers and leaders in design thinking and agile solution development. \$2,000 per day x 50 days.	100,000.00
Contract with an event planner to facilitate all arrangements for community empathetic conversation events such as securing locations, catering, supplies, etc. \$10,000 per year. (Funding for event food/beverages will be raised separately by the district.)	20,000.00
<i>Cost represents total expenses of the contractor including, but not limited to time, supplies, materials, and travel.</i>	
<b>CONTRACTUAL TOTAL</b>	<b>\$170,000.00</b>
<b>OTHER</b>	
There is no request for Other at this time.	\$0.00
<b>OTHER TOTAL</b>	<b>\$0.00</b>
<b>DIRECT COST TOTALS</b>	<b>\$494,284.78</b>
<b>INDIRECT COSTS @ 5.25% of Direct Costs</b>	<b>\$20,699.95</b>
<b>STIPENDS</b>	

**Tulsa Public Schools - Opening Doors, Expanding Opportunities Grant  
Detailed Budget**

Stipends for teachers/leaders to participate in training for empathetic conversations and design thinking and to be facilitators of empathetic conversations and design labs. 50 teachers and leader to participate in 18 hrs of training in facilitating empathetic conversations @ \$21/hr. 100 teachers and leaders to participate in 24 hours of training in design thinking and facilitating design labs @ \$21/hr. 50 teachers and leaders to facilitate 10 empathetic conversations (2 hours each) @ \$26/hr. 100 teachers and leaders to facilitate design labs (20 hours each) @ \$26/hr. 200 teachers to participate in design labs (20 hours each) @ \$21/hr.	\$231,300.00
<b>STIPENDS TOTAL</b>	<b>\$231,300.00</b>
<b>GRAND TOTALS</b>	<b>\$746,284.73</b>