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Introduction: Established in 2013, the primary purpose of Spartanburg Academic Movement is to promote and advocate for an all-in partnership of education, business, government, foundation, community and faith leaders across Spartanburg county, all working together in pursuit of high levels of academic success. Spartanburg Academic Movement's decade of accomplishments, initiatives, and experience is widely recognized on a state and national level, demonstrated by comprehensive community, county, state, and national support. A lead applicant, convener, and backbone agency for the proposed FSCS Spartanburg Success Pipeline, Spartanburg Academic Movement is well positioned to deploy and manage a collaborative leadership and governance structure while retaining accountability for the scope of work timeline, goals, deliverables, and fiscal aspects, congruent with the requirements of FSCS.

ABSOLUTE PRIORITY 1 SUMMARY

TITLE IA SCHOOLWIDE PROGRAM ELIGIBILITY: To meet this priority, applicants must propose to serve a minimum of two (2) or more full-service community schools eligible for a schoolwide program (as defined in this notice) under section 1114(b) of the ESEA, as part of a community- or district-wide strategy: Spartanburg Academic Movement, convener, in partnership with Spartanburg School District Seven (District 7) and Spartanburg School District Three (District 3) proposes to develop and implement a 5-year Full-Service Community Schools Program, entitled Spartanburg Success Pipeline, for 6 schools within the 2 LEAs: Pacolet Elementary School, Clifdale Middle School, Cowpens Elementary School, Cleveland Academy of Leadership, Mary H. Wright Elementary School, Carver Middle School.

District 7 and District 3 as the eligible LEA entities, will meet Absolute Priority 1 through inclusion of the 6 full-service community schools, 5 of which meet Section 1114(b) as they all are classified as Title 1 schoolwide programs with requisite low-income percentages:

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Pacolet Elementary School (76.98%), Cowpens Elementary School (81.73%) Clifdale Middle

School, Cleveland Academy of Leadership (73.62%), Mary H. Wright Elementary School

(88.22%), and Carver School (69.16%), cited from South Carolina Department of Education

2022-2023 data.

ABSOLUTE PRIORITY 4 SUMMARY **MULTI-LOCAL EDUCATIONAL AGENCY GRANTS**

<u>NEED SUMMARY:</u> The proposed project will provide support, resources, and services; close gaps in educational opportunity; or otherwise address the needs of the targeted population, including addressing the needs of underserved populations most impacted by the issue, challenge, or opportunity to be addressed by the proposed project:

The Spartanburg Success Pipeline FSCS model and strategies will engage community

stakeholders, who will collectively and rigorously transform the identified school sites into

vibrant hubs of community engagement, focusing on academic achievement and outcomes that

are supported by a continuum of services assembled to address the faculty's students', families',

and residents' social determinants of health. This plethora of responsive resources curated and

contributed by the consortium of collaborators partners will catalyze classroom, school-wide,

and community change among teachers, students, and families.

A robust, professional development plan to assure implementation and fidelity of relevant

and effective, evidence-based practices will assure the ongoing quality of the Spartanburg

Success Pipeline continuum of FSCS services. Specifically, the Spartanburg Success Pipeline

will focus on strengthening existing services at the 6 school sites: (1) high quality in-school and

out-of-school programs and strategies; (2) family and community engagement and support; and

(3) high quality early childhood education programs. In addition, Spartanburg Success Pipeline

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will incorporate and embedding (1) social, health, nutrition, and mental health services and supports, and (2) support for a child's transition to elementary school, and from elementary school to middle school, to prepare and transition from to postsecondary education and/or career training and into the workforce, including any comprehensive readiness assessment, interventions, and support determined necessary.

QUALITY OF THE PROJECT DESIGN SUMMARY:

(A) The extent to which the design of the proposed project reflects relevant and evidence-based findings from existing literature and includes a high quality plan for project implementation integrating the four pillars of full-service community schools and the use of appropriate evaluation methods to ensure successful achievement of project objectives: Spartanburg Success Pipeline has been carefully designed with intentionally diverse community voices, conducting a needs assessment encompassing overarching and school-based needs, and crafting a plan to effectively implement a full-service community school model in 6 schools in select communities within Spartanburg County, South Carolina, meeting the needs of high-poverty students, their parents, families, and communities. Emphasizing the community schools core strategies of coordination and effectiveness, Spartanburg Academic Movement brings together two distinct LEAs for a collaboration, intentionally selecting this unique blend of schools to reflect the diverse school structures in place throughout Spartanburg County.

Consortium: To accomplish this, and as guided by the Federal Register, Spartanburg Academic Movement has developed a consortium that will be responsible for planning, developing, coordinating, providing, and evaluating pipeline services for Spartanburg Success Pipeline. The Consortium leverages each districts' experience with FSCS, Spartanburg

Academic Movement experience convening and managing similar projects of scope and size, and the desire of families and schools to address the root causes that have fostered generational poverty and violence within their communities.

(B) The extent to which the proposed project demonstrates a rationale: The foundation of the Spartanburg Success Pipeline FSCS project is designed on the evidence-based foundation of strategies that align with the 4 pillars of FSCS. As such, Spartanburg Academic Movement conducted an extensive research and literature review of best practices for improving academic achievement in high-needs schools, identifying evidence-based interventions that yield the most promising results in communities.

QUALITY OF THE PROJECT SERVICES SUMMARY

(A) The extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of students, youth, families, educators and staff, beneficiaries of services, school leadership, and community leadership: In order to ensure that a diversity of perspectives is integrated into the project design, Spartanburg Academic Movement will engage teams with membership representing the diverse perspectives of students, youth, families, teachers, educators, project staff, and school and community leadership. The Spartanburg Success Pipeline project will focus on representing multiple perspectives of students and youth, families, teachers, the school and community throughout project implementation through regular connections to discuss, plan, and assess how the activities under each objective can best be designed and implemented.

(B) The extent to which the services provided reflect up-to-date knowledge from research and effective practice: Although FSCS offers extended hours and services during and

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beyond the school day, what distinguishes a FSCS is its deliberate responsiveness to the strengths and needs of students and their families, and their alignment of the assets of educators and community partners. Unlike many prominent school reform approaches that characterize low-income students as at-risk and low-income schools as under-resourced or failing, FSCS roots its efforts on the premise that all students and schools can succeed if they have access to needed financial and human resources. The principles of asset-based community development demonstrate how to mobilize the strengths of neighborhoods and their residents and institutions, animate community schools.

(C) The extent to which the services to be provided are focused on those with greatest need: The Quality of the Project Services section includes a list and detailed description of the new and existing services to be coordinated through the Spartanburg Success Pipeline. Each school site will complete an assessment and services design process survey to meet the specific needs of their school community each year of the project through a collaborative process which captures the feedback of leadership, staff, students, parents and other community stakeholders. Pipeline services were selected considering some strategies need to be widely accessible to all students and families at all school sites (universal services), while other strategies are needed for students and/or families with identified risk factors such as poor academic performance, poor attendance, behavioral concerns, and family-based needs (targeted services). Those more intensive supports will be available based on referral or identification from teachers, staff or administrators

QUALITY OF RESOURCES SUMMARY:

(A) The extent to which the grantee has plans for a full-time coordinator at each school, including a plan to sustain the position beyond the grant period and a description of how this position will serve to plan, integrate, coordinate, and facilitate programs and services at each school: Each school site will have a full-time site-coordinator, as required by the Full-Service Community Schools program. As the budget narrative states, positions for 6 full-time site-coordinators and 1 manager have been established to ensure the successful implementation of the project.

Description of the School Site-Coordinator Position: 6 Full-Service Community Schools Site Coordinators will be hired and will serve at a 100% level of effort. The Site Coordinators will support proper development, operation, and meeting expectations of the project at each school site. Each of these team members will be responsible for program planning and set up, logistics and operations, advertisement, student recruitment and retention, family involvement efforts, teacher participation support, program consistency, and will also collaborate with project evaluators in the data collection process at their own site. Site Coordinators will also serve as the point of contact between school administrators, school staff, project staff, and partners within the school community and will ensure the coordination and smooth operation of all pipeline services at each school are being offered in an equative, efficient, and effective manner.

(B) Potential for continued support for project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support: Spartanburg Success Pipeline partners have indicated that they are committed to the institutionalization and to use their own resources, while simultaneously building school

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resources and capacity, to continue the project. Principals of target schools indicate that

improving schools through integrating standards-based arts education into the curriculum, for at-

risk students, is a long-term priority. Beginning in project year 3, Spartanburg Academic

Movement and partnering LEAs will develop sustainability plans to determine how funding

could be allocated within the partner institutions to support the project's continuation beyond the

grant period.

QUALITY OF THE MANAGEMENT PLAN SUMMARY

**(A) The extent to which the grantee has, or demonstrates a strong plan to have, a
broadly representative consortium that reflects the needs of the community and its
stakeholders, and a description of the roles and responsibilities of the broadly
representative consortium outlined in the required preliminary:** Spartanburg Academic

Movement, convener and lead applicant, a nonprofit organization and community backbone

partnership of education, business, government, foundation, community and faith leaders across

Spartanburg County, which advocates for and promotes academic success, will facilitate the

overarching development, implementation, and management of the FSCS initiative in the role

of applicant, convener, liaison, and fiscal agent.

Together, Spartanburg School District 7, Spartanburg School District 3, and Spartanburg

Academic Movement will work collectively and collaboratively to establish Full-Service

Community Schools that address the diverse needs of students and families in Eastern

Spartanburg County. By leveraging their combined expertise and resources, this initiative aims to

create a supportive, nurturing, equitable, and inclusive educational environment that promotes

student success and community well-being. Specifically A mutually acceptable, preliminary

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Memorandum of Understanding/Agreement has been curated by the Spartanburg Academic

Movement, lead applicant, which sets forth overarching goals, specific roles and responsibilities

among the integral, participating entities that will comprise the guiding Consortium.

(B) The extent to which the applicant demonstrates a history of effectiveness in

working with a diverse range of stakeholders, including students and families: Established

in 2013, the primary purpose of Spartanburg Academic Movement is to promote and advocate

for an all-in partnership of education, business, government, foundation, community and faith

leaders across Spartanburg county, all working together in pursuit of high levels of academic

success. Spartanburg Academic Movement's decade of accomplishments, initiatives, and

experience is widely recognized on a state and national level, demonstrated by support from

intermediaries and field experts and thought partnership leaders that include Blue Meridian

Partners, StriveTogether, Purpose Built Communities, NeighborWorks America, Harvard

Graduate School of Education EdRedesign Lab, William Julius Wilson Institute at Harlem

Children's Zone, Results for America, Race Forward, and Local Initiatives Support Corporation

(LISC).

Lead Applicant, convener, and backbone agency for the proposed FSCS Spartanburg

Success Pipeline, Spartanburg Academic Movement is well positioned to deploy and manage a

collaborative leadership and governance structure while retaining accountability for the scope of

work timeline, goals, deliverables, and budget, congruent with the requirements of FSCS. A

specific diagram that depicts the framework for the Spartanburg Success Pipeline is included

with the Logic Model. Both Dr. Russell Booker, Spartanburg Academic Movement Chief

Executive Officer, and Dr. Jennifer Parker, Spartanburg Academic Movement Director of Child,

Youth & Family Initiatives, who have convened the consortium for the Spartanburg Success Pipeline are uniquely qualified to provide oversight for a project of this scope and significance.

(C) 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: The Spartanburg Success Pipeline Leadership Team will provide overall leadership for the project, which will include the following members: the Project Director, four teacher representatives, two student representatives, four family representatives from the family leadership team, the school principals, the School Site Coordinators, a school mental health coordinator, and one representative from each community partner. The Leadership Team will meet quarterly to: (1) set overall policies for the program; (2) monitor the implementation of the project's objectives and its services and budget; (3) assess the adequacy of resources; (4) review evaluation reports and make recommendations to staff; (5) provide quality control and discuss the effectiveness of the project with the Management Team; and (6) develop and monitor plans to sustain the project after federal funding ends.

Project Steering Committee: Spartanburg Success Pipeline will create a Project Steering Committee that provides high-level oversight of the FSCS model, ensuring that pipeline services are delivered with measurable outcomes under each of the four pillars. This group will consist of membership from the Consortium - Spartanburg Academic Movement, Spartanburg County District 3, Spartanburg County District 7, Benjamin E Mays Family Resource Center, Bethlehem Center, Northside Development Group, the FSCS Site Coordinators, and a parent representative from each district.

QUALITY OF THE PROJECT EVALUATION SUMMARY

(A) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project: Spartanburg Academic Movement's evaluation plan will investigate program effectiveness and impact through the assessment of project objectives annually. The evaluation design will include formative and summative evaluation components that occur at regular intervals throughout all 5 years of the project. The evaluation will include both an assessment of program implementation and an impact of the project on students and families, and specifically assess ongoing project activities to examine whether they have their intended effect, alignment and contribution to the proposed project objectives, and how effectively project activities are delivered. The evaluation components will assess progress toward project objectives through annual reporting of the performance measures, with measurement occurring at appropriate times and compared to previous years' performance.

(B) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes: Spartanburg Academic Movement's Institute for Continuous Improvement will develop and use a continuous improvement and assessment model for the FSCS that refines services and service delivery to make certain we continuously meet project goals and objectives. This model will ensure we stay on track to meet objectives, that we are within the project scope, and within the proposed budget parameters. In researching success models working in other communities' facing similar challenges, empowering teachers and students with Continuous Improvement strategies was used as a strategy to increase student achievement.

(C) The extent to which the methods of evaluation will provide valid, reliable performance data on relevant outcomes: Spartanburg Academic Movement will use reliable and valid tools and approaches to collect data aligned to each objective. When possible, a mix of quantitative and qualitative data will be gathered through traditional methods and participatory evaluation methods, representing a multifaceted and feasible evaluation approach. The evaluation will use valid and reliable performance data that is directly related to the program goals, objectives, and outcomes. Spartanburg Academic Movement will focus data collection efforts mainly on existing student academic, achievement, and engagement data which is currently collected by the participating districts and subsequently report to the South Carolina Department of Education to include indicators such as student enrolment and demographics, attendance rates, graduation rates, various discipline data, and standardized assessments of academic performance. As these data collection procedures were developed and are dictated by the South Carolina Department of Education, validity and reliability are inherent in the design.

NEED FOR PROJECT

How the proposed project will provide support, resources, and services:

Overview: The equity-driven Spartanburg Success Pipeline, convened by the Spartanburg Academic Movement, will benefit from and be strengthened and supported by an inclusive consortium of community constituents and advocates in Spartanburg County, South Carolina, including: The Bethlehem Center, Northside Development Group , and Benjamin E. Mays Family Resource Center, each of which are integrally empowered, connected with and fueled by stakeholders in Spartanburg County.

The Spartanburg Success Pipeline is a vital linchpin in the community driven vision for Spartanburg County informed by the 2030 Movement Integrated Economic Mobility Plan,

OneSpartanburg Inc. (Chamber of Commerce) Vision 2.0 plan; Hello Family Pay for Success

Plan; Spartanburg County Forward Together Plan, Live Healthy Spartanburg, Spartanburg Racial

Equity Index.[i] Through diligent and purposeful adherence to the rigors of Absolute Priority 1

and 4; and by exceeding the requirements for implementation of innovative strategies and

approaches set forth in Competitive Priorities 1 and 2, the Spartanburg Success Pipeline will: (a)

Effectively decrease gaps in the continuum of existing opportunities; and (b) Eliminate barriers

and disparities in order to increase equitable access to a trajectory of relevant services and

resources, which comprehensively respond to the array of diverse social, emotional, academic,

preventive and intervention needs of students, families, and surrounding communities.

Spartanburg County: The overarching geographical context and impact area for the

Spartanburg Pipeline Success Project is Spartanburg County, South Carolina, which

encompasses 811 square miles. Located at the Northwest border, referred to as Upstate South

Carolina, and with a population of 345,841, Spartanburg County ranks as the 5th largest in the

State. Numerous municipalities, towns, locales, unincorporated areas and neighborhoods

dispersed throughout the suburban and semi-rural and more remote sectors of Spartanburg

County, the largest of which is the City of Spartanburg, with a population of 38,142 as of 2023,

comprising 11% of the population. The nearest large metropolitan area is Charlotte, North

Carolina , 81 miles north of Spartanburg County along the I-85 corridor.

Additionally, although 7 colleges and universities, an array of industry leaders, proactive

economic development, and tourism initiatives are occurring, experiences of economic

stagnation, generational poverty, violence, and trauma persist throughout sectors of the City of

Spartanburg and Spartanburg County. These historical disparities in access to the contributors of

the social determinants of health, including affordable housing, food security, environmental

safety and preventive primary and mental health services adversely affect the attainment of

physical, social, educational, and emotional well-being of community members of all ages.

However, within these under-resourced and under-performing sectors are also the

structural assets and internal fortitude of existing schools with dedicated faculty, and students

and families who are eager to learn and thrive, and which if empowered, equipped, and

supported, can transform into fully supportive and interactive beacons of hope and opportunity

that will provide navigated paths to the potential of life-long success, where a lack of access has

historically persisted. The implementation of Full-service Community Schools, through the

proposed Spartanburg Success Pipeline, will deliver these opportunities in response to a

community call to action.

Spartanburg County School Districts and Systems: Spartanburg County's overarching

Pre-K and K-12 educational landscape includes 83 public schools administered by 7 distinct

School Districts, with a total reported enrollment of 50,524 students, guided and educated by

4,200 dedicated teachers. In addition, 21 private schools report an enrollment of 3,209.[ii] [iii]

Spartanburg County First Steps also reports collaboration with 55 early childhood education

provider entities, which work with 1,000 children annually, to provide training and quality

assurance building services[iv]

In addition to the overall cited age level percentage ratios and informed by both United

Way data gathering and 2030 Movement assessment components, Spartanburg County's current

population is reported as including 71,597 youth under age 18, categorized as 18,770 children

under age 5, with 20.6% living in households affected by poverty, and with 52,857 between the

ages of 5-17 years, 20.2% who live in households affected by poverty. The array of youth who experience generational and persistent impacts of poverty, and whose families and caregivers reside and attend school in these socio-economically under-resourced sectors of Spartanburg County, are the deliberate focus and intentional purpose of the Spartanburg Success Pipeline Full-Service Community Schools initiative.

School Districts selected for FSCS sites: *Spartanburg County School District Three (3)*, situated in the eastern part of Spartanburg County. In addition to the municipality of Pacolet, District 3 includes the locale of Cowpens and other neighborhood enclaves, and encompasses an area of 71 square miles, with 5 schools and a shared technology center with Spartanburg School District 7. Ages/grades 4-year pre-Kindergarten and through 12th grade are reported as 2,763 in total enrollment in the 2022-2023 school year.

Proposed FSCS sites within District 3 are:

1. Pacolet Elementary

2. Cowpens Elementary

3. Clifdale Middle

Spartanburg County School District Seven (7): located in the northern sector of Spartanburg County, spanning 50 square miles, includes most of the City of Spartanburg, including Highland, Northside, the specific focus areas for the Spartanburg Success Pipeline Full-Service Community Schools initiative. Proposed FSCS sites within District 7 are:

1.Cleveland Academy of Leadership

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2. Mary H. Wright Elementary

3. Carver Middle School

Targeted Communities Where Spartanburg Success Pipeline FSCS Will be Located: The 3

distinct areas of Spartanburg County, which will encompass the 2 LEAs wherein the proposed

FSCS 6 sites will be implemented, are identified as Northside and Highland (District 7) and

Pacolet (District 3). Of the 7 distinct Spartanburg County LEAs/School Districts, the 2 LEAs of

focus for the Spartanburg Success Pipeline are (1) District 3, located across the municipality of

Pacolet and surrounding locales: and (2) District 7, located across the City of Spartanburg's

Highland and Northside sectors, enroll students most at risk due to higher rates of comparative

poverty demonstrated in *Table-1*:

Table-1	COMPARATIVE SCHOOL DISTRICT POVERTY RATES
SCHOOL DISTRICT	**Poverty %**
Spartanburg 01	57.2%
Spartanburg 02	58.3%
Spartanburg 03-Pacolet	**71.4%**
Spartanburg 04	66.7%
Spartanburg 05	53.3%
Spartanburg 06	67.2%
Spartanburg 07 Highland & Northside	**71.3%**

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Figure 2

Overview: As shown in the Contextual Map (*Figure-2*):

Northside, situated within the City of Spartanburg, spans 0.555 miles. (District 7)

Highland, situated within the City of Spartanburg**,** spans 0.459 miles. (District 7)

Pacolet, situated in the semi-rural/suburban section of Spartanburg County, spans 5.85 miles (District 3)

Collectively, the Northside and Highland neighborhoods comprise 1.014 square miles within the City of Spartanburg borders. Both neighborhoods are significantly more densely populated than the Spartanburg County average, with 2,183 residents in the combined footprint compared to the 405.7 residents per square mile County average.

Although the City of Spartanburg and County governance systems have established defined formal public/municipal services-related boundaries for the Northside and Highland neighborhoods, residents living adjacent to and in the vicinity of these areas often consider themselves as a part of the neighborhoods and locales and are in reality affected and impacted by the physical, social, and economic environments. Community-based resource providers also identify wider delivery service eligibility for residents of these areas beyond the systematically defined boundaries.

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These 2 areas are also considered more characteristically urban, with accompanying challenges. For example, data related to incarceration rates of family members in Highland and Northside are reported in ranges of 7.8%-12% for families of students and Carver, Cleveland, and Mary H. Wright schools in District 7. Although the Northside and Highland neighborhoods share similar challenges, examples of unique problems and needs in each of the 2 areas include:

Highland Neighborhood: Situated within census tract 208.00 within the City of Spartanburg, and location of the proposed FSCS. Highland, a historically Black neighborhood, was once a self-sustaining community, but over the years has been impacted by crime related to drugs and violence, and strong need for urban renewal. The Highland area reports the highest crime rate in the City of Spartanburg with 2.7 crimes per resident, double that of other areas in the City and County. The Bethlehem Center is connected with the Highland neighborhood as its anchor institution through a history dating back to 1930 and is a key partner and represented stakeholder with the Spartanburg Success Pipeline guiding Consortium.

Northside Neighborhood: Situated within a portion of census tract 204.00 within the City of Spartanburg, and location of the proposed FSCS. The Northside Development Group, which is a key partner and represented stakeholder with the Spartanburg Success Pipeline guiding Consortium, has worked to advance economic and social initiatives to address trending needs, which has resulted in an impressive and impactful array of revitalization accomplishments focused on housing, safety, and social determinants of health indicators. The Northside Development Group is also a member of Purpose-Built Communities, a national network of communities working for social change at the neighborhood level. In 2020, residents who occupied problematic public housing were provided the opportunity to move to a new

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affordable development in Northside.[v] However, Of note, 70.6% of the children in this area live in poverty; an extraordinarily high percentage compared to other neighborhoods in the nation. In addition, the Northside neighborhood is unique in that only 2.5% of adults report Educational Attainment of a BA/BS Degree, a lower rate of college graduates than found in 98.4% of U.S. neighborhoods.[vi]

Pacolet, the overarching location of the proposed District 3 FSCS sites, is included in 2 census tracts of 239.01 and 239.02. Pacolet, a unique, historic municipality, is situated in a wedge between Union and Cherokee Counties and is located 10 miles from the City of Spartanburg. Pacolet residents are generally mobile between the 2 adjacent Counties, with agreements among the corresponding school districts related to student cross-county attendance.

A town formerly centered on the textile industry, Pacolet has experienced decades of challenging economic times, but proactively implemented Pacolet History Tours in 2001. Coinciding with the tours, Pacolet Elementary School implemented the Community Social Studies Curriculum, which met the K-12 South Carolina Social Studies Standards by implementing the community as a classroom. Students throughout the years have thus learned about local, state, and national history and governance. In 2008 Pacolet received a Golden Achievement award from the South Carolina division of the National School Public Relations Association for the implementation of this innovative community partnership.[vii]

Specific comparative demographics and characteristics of the 3 Geographical Areas selected to benefit from the proposed FSCS sites are situated, are noted in *Table-2,* below:

Table-2 TARGET AREA DEMOGRAPHICS COMPARED WITH CITY AND COUNTY[viii]					
Characteristics: # and/or %	Northside-7	Highland -7	Pacolet-3	City	County
Population	1,165	1,018	2,240	13,142	345,841
White	38%	36%	78.8%	48.5%	73.8
Black/African American	70%	68%	14.2%	44.6%	20.7%

Hispanic/Latinx	4%	4.6%	2.75	5.6%	8.2%
American Indian/Alaska Native	0.5%	0.6	1.57%	0.5%	0.8%
Asian	0.5%	0.6%	0,3%	1.5%	0.9%
Hawaiian Native/Pacific Islander	0.3%	0.3%	0%	0.5%	0.5%
2 or More Races	3%	3%	2%	3%	
Male/Female	53.5%	46.5	51%/49%	53.5%/46/5%	51%/49%
LGBTQIA+	2.5%	2.5%	<1.5%	2.3%	1.9%
Residents in Poverty	20.3%	69.0%	34%	24.6%	13.7%
Children in Poverty	41.7%	89.1%	70%	28.8%	50.3%
Median Household Income	$43,988	$11,973	50,657	50,767	58,987
Residents with HS Diploma	43.9%	40.3%	88%	82%	84%
Residents with College Degree	2.3%	1.9%	14%	32.5%	24.5%
Labor Force Participation Rate	56.8%	67.1%	69%	57%	72%
Unemployment Rate	6.1%	20.3%	8%	3.5%	3.6%
No Health Insurance <Age 65	12.5%	19.0%	13%	12.8%	10.8%
Life Expectancy at Birth	69.3	71.2	68	69	75
Of the total Spartan County population, 7.6% are reported as foreign-born, and 10.8% with languages other than English represented and spoken. In the City of Spartanburg, 6.7% are foreign born, with 8,6% of languages other than English represented and spoken.					

Convening of FSCS Partnership: To design and implement the FSCS Spartanburg

Success Pipeline, Spartanburg Academic Movement co-convened community and faculty

leadership representing the 2 LEAs serving students and families of the Highland, Northside and

Pacolet neighborhood sectors, in addition to key advocacy and stakeholders Northside

Development Group, Bethlehem Center, and Benjamin E. Mays Family Resource Center.

Community Needs Assessments: *Overview:* To identify the most relevant and time-

sensitive needs of the proposed FSSC target populations in the context of challenges, problems,

disparities, and gaps in the context of the aftermath of the COVID-19 pandemic disruptions and

impacts, and to support an overarching strategic focus and vision for the Spartanburg Success

Pipeline, a comprehensive needs assessment process was initiated during 2022, informed through

real time data tracking and analysis conducted by and collected from numerous sources, and

which encompasses an array of sources to continuously include, observe, and assure informed

responses to diverse aspects and needs.

Through inclusive and interactive processes, community constituents and stakeholders of all ages and walks of life, and with different and diverse lenses, including youth, shared perspectives and viewpoints through 3 community conversation events and continuous pre-and post-survey feedback. In addition, 2 community-wide meetings facilitated by the City of Spartanburg provided stakeholder input regarding challenges, barriers, problems, needs, opportunities.

This outreach and engagement referendum fueled the Spartanburg Academic Movement and partnering LEAs, leaders from the 6 proposed FSCS, and diverse community influencers, service and resource providers and comprehensive constituencies potentially impacted by the proposed FSCS implementation in formation of the Spartanburg Success Pipeline FCSC initiative.

Numerous studies, strategic plans, assessments, and observations were also included in this diligent identification of assets, strengths, deficits, and opportunities focusing on indicators and measurable objectives anticipated to bring about change and impact. Because of the inclusiveness of so many community perspectives, the development of the FSCS plan included an analysis of gaps, deficits, and disparities in access to services and resources, in addition to inventories of braided funding available to leverage and catalyze a transformative impact within the County, state, and region.

Overarching and Shared Challenges and Needs: Through this broad and inclusive information gathering process and studies of all available information, Spartanburg County stakeholders and key informants, including students/youth, parents, and residents identified a plethora of barriers and inequities in full access to obtaining essential services, resources, and

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opportunities for proactive asset building on an individual and place-based basis. Other key

informants, which included service providers, early childhood educators, investors, elected

representatives, and municipal leaders, have identified other gaps and systemic weaknesses,

which include gaps in and lack of access to primary and behavioral health services, lack of

enough child development focused early childhood care opportunities, lack of affordable

housing, and declining infrastructure in neighborhoods, the amelioration of which will be a goal

of the Spartanburg Success Pipeline.

    Impacts of Covid-19 Pandemic, School Closures, and Academic Disruptions: The

COVID-19 pandemic has negatively affected the well-being of many children and families

across Spartan County. These harmful impacts have disproportionately affected low-income

families, people of color and children living in the high stress environments of Spartanburg

County according to A Study of COVID-19 and the Status of South Carolina's Nonprofit Sector,

by The Riley Center for Livable Communities at the College of Charleston, in partnership with

Together SC, the South Carolina Grantmakers Network, the United Way Association of South

Carolina, the Greenville Partnership for Philanthropy, the Community Foundation of Greenville,

and the Nonprofit Alliance Greenville. This study verified the disruptions that resulted across

the 7 Spartan County school districts, which was demonstrated by graduation rates that declined

from 87.8% for students in poverty to 79.9% (an 8% drop). While reading scores have rebounded

to pre-pandemic levels, math proficiency has not rebounded at any level in grades 3-8. Loss of

work, school, childcare and isolation created higher levels of stress resulting in increased

anxiety, depression, substance abuse, suicides and violence [ix] Additional studies demonstrate the

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mental health and emotional challenges and disruptive effect on children and families health and well-being, including exacerbation of already existing risk conditions.[x]

Overview of Needs, Observations, and Recommendations Identified through Community Engagement and Voices specific to Highland, Northside, Pacolet: Community engagement is a priority in both the Highland and Northside areas, which encompass 4 of the proposed District 7 FSCS sites. Through these outreach and listening sessions, Highland and Northside children/students and family members have persistently expressed needs for "counseling," "someone to help with problems," "someone to listen," and "having a safe place to go to cope with my anxiety" during community conversations that informed the FSCS design. Many partners stressed the need for ongoing training for youth and families to manage emotions and conflict which often results in fights, bullying and retaliation.

Highland: Although the Highland neighborhood has experienced extreme poverty and isolation for several decades, which has resulted in substandard neighborhood conditions, a consistently higher crime rate compared to the rest of Spartanburg, and general disorder, according to resident activities, community engagement has shown promise. Additional resources are needed to continue proactive programs, including community policing, according to faith based leaders and advocates who work with the Bethlehem Center, a committed Consortium partner with Spartanburg Success Pipeline.

Northside: Although the Northside has experienced extensive redevelopment since 2012 and community conditions have improved, significant challenges remain, as verified in *Table-2*, and in the context of safety and well-being of children, youth, and families. An integrally connected community development entity, Northside Development Group, continues to identify

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needs in the aspects of affordable and market rate housing, economic, educational, recreational, health, and social opportunities for its residents. The Northside Development Group is a key informant and committed Consortium guide for the Spartanburg Success Pipeline, and as such will continue to identify needs, trends, and ways to leverage and catalyze investments needed to support the Full-service Community Schools model.

Pacolet: As a rural community surrounded by other rural areas with equally minimal resources (Cowpens, Clifton, Union, and the west side of Cherokee County), resources are scarce. Schools have consolidated and left the city limits of Pacolet, with only an elementary school remaining. No banking institution exists in Pacolet, greatly impacting commerce and healthy food choices. Pacolet offers only 1 daycare, early childhood education opportunities are nearly non-existent, and support to help families achieve economic mobility and learn life skills are a dire need. As indicated by data, young children are most impacted in this under-resourced area.

Need for Early Childhood Education Classroom Expansion Based on Community Needs Assessments/Situational Analysis/Overview: In Spartanburg County, although 3,500 babies are born each year, and 18,353 children under age 5 are currently in residence, an average of 50.3% are reported as living in poverty, and of those, only 39% of children living in poverty are entering school ready, compared to 58% of those not living in poverty.[xi] Outcomes and opportunities for adults and children in all 3 targeted/proposed FSCS areas remain inequitable and disparate compared to the county average. The 3 areas where FSCS initiatives will be implemented experience Spartanburg County's most concentrated areas of poverty, high densities of public and inadequate housing, and lowest median incomes.

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Table-3	DEMOGRAPHICS BY SCHOOL BUILDING[xiixiii]					
	Spartanburg District 3			**Spartanburg District 7**		
# or %	**Pacolet Elementary School**	**Cowpens Elementary School**	**Clifdale Middle School**	**Cleveland Academy**	**Mary H. Wright Elementary**	**Carver Middle School**
Grades	PK-5	PK-5	6-8	PK--5	PK-5	6-8
Enrollment	415	466	701	454	458	688
Living in Poverty	312	369	507	454	458	627
Limited English Proficiency	6	24	30	40	41	54
Female Students	209	236	339	208	230	349
Male Students	206	230	362	246	228	339
Homeless/Housing Insecure/Transient	8%	6%	5%	10%	10%	11%
Black/African American	64	50	114	312	349	484
Asian	4	6	5	1	2	13
American Indian/Alaskan Native	3	0	2	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	2	4
White	289	320	446	33	19	61
Ethnicity: Latinx/ Hispanic	16	33	84	79	53	88
2 or More Races	39	33	50	29	33	38

Table-4	ACADEMIC ACHIEVEMENT BY PROPOSED FSCS SITE-FY 2021-2022[xiv]					
	Spartanburg District 3			**Spartanburg District 7**		
	Pacolet Elementary School	**Cowpens Elementary School**	**Clifdale Middle School**	**Cleveland Academy**	**Mary H. Wright Elementary**	**Carver Middle School**
Math Proficiency	46.1	59.8	35.9	43.4	18.1	19.5
ELA Proficiency	45.6	57.2	46	30.6	21.2	28.4
Science Proficiency	53.2	56.3	47.5	42.7	20.5	27.3
Kindergarten Readiness (KRA)	28.6	34.5	n/a	5.7	20.5	n/a
School Readiness (EDI)	32.8	47	n/a	38.2	39.5	n/a

Readiness: *The Kindergarten Readiness Assessment KRA)* is a tool applied across South

Carolina, similar to other states, to measure school readiness across multiple domains and

administered annually at the beginning of each school year for students entering publicly funded

kindergarten programs.

School readiness is reported as measured by the *Early Development Instrument (EDI),*

from Spartanburg Academic Movement Student-Level EDI Data (2021) and Spartanburg County

EDI Table Book (2021). The EDI measures school readiness across five key domains that

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include physical health and well-being, social competence, emotional maturity, language and cognitive development, and communications skills and general knowledge.

Spartanburg Academic Movement's EDI partner, UCLA's Center for Healthier Children, Families, and Communities, notes that their community with the highest percent of children "on track" across all developmental domains has minimal equity challenges and has achieved 62% of children on track; in addition, Santa Monica, California and Conway County, Arkansas, have achieved 60-65% school readiness (Arkansas Research Center and Santa Monica Cradle to Career). Although children in the proposed Spartanburg Success Pipeline may attend schools in different census tracts, a reasonable observation can be made as follows related to comparisons with the most recent years' collected EDI scores from 2021: Cleveland is down from 41% Cowpens is down from 57.6% Mary H. Wright is up from 24.5 % (but n count is twice as much in 2023) Pacolet is up from 27.5% but consistently remains the one of the most vulnerable areas

School readiness for Highland and Northside children also remains extremely concerning as, in 2021, only 35% of Highland children and 36% of Northside* children were ready for kindergarten, compared to the countywide average of 49%. (*Northside census tract 204 did not meet the threshold for inclusion, likely because of COVID-related issues, in the 2021 EDI study. These are from the adjoining census tract 203.01). These data speak to the lack of basic child development opportunities. If these children were in quality childcare programs such as Early Head Start or Head Start, and if more mothers received prenatal care and other support, they would enter school ready to learn.

Just-released third grade reading proficiency data show that Cleveland Academy increased its "meets or exceeds" reading level from 18.6% in 2020-2021 to 39% in 2021-2022.

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The Principal, Marquice Clark, attributes this significant gain to community-level academic support and Continuous Improvement training and support provided by Spartanburg Academic Movement. StriveTogether features Cleveland Academy as an exemplar of the positive impacts of Continuous Improvement. Involvement by the faith community in Northside is another asset. First Presbyterian Church funded a Math Lab at Cleveland Academy in 2020 at a cost of

███████. Cleveland Academy's Principal attributes "unprecedented success" on the 2021 state assessment to this support. "Satisfactory" achievement in math at Cleveland Academy has moved from 12.4% in 2018 to 27% in 2021 to 43.1% in 2022. In 2011, Cleveland Academy adopted the Leader in Me education model, an evidenced-based model grounded in Steven Covey's, The Seven Habits of Highly Effective People. In 2013, Cleveland Academy was distinguished as a Leader in Me Lighthouse School, one of only 103 other schools in the world with this designation.

Discipline and Absenteeism: As identified in *Table-5*, the identified/proposed FSCS sites all report challenges with discipline and chronic absenteeism:

Table-5	CHRONIC ABSENTEEISM AND DISCIPLINE RATES BY SCHOOL BUILDING[xv]					
	Spartanburg District 3			Spartanburg District 7		
	Pacolet Elementary School	Cowpens Elementary School	Clifdale Middle School	Cleveland Academy	Mary H. Wright Elementary	Carver Middle School
Discipline (In and Out of School Suspensions)	31	36	327	105	75	450
Chronic Absenteeism	12.8%	10.4%	10.6%	29.9%	38.3%	39.4%

Additional problems in the proposed FSCS sites include transiency, family instability, and Adverse Child Experiences, (ACES). Spartanburg County's Kid's County ACEs data shows 58% reporting ACEs. Substance abuse (31%); Divorce/Separation (30%); Emotional Abuse (28%)[xvi] [xvii]

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Graduation and Dropout Rates:

- The 2022 graduation rate for students living in Highland is 58.1%, compared to the school district rate of 83.6%.

- The 2022 graduation rate for students living in the Northside is 55.1%, lower than Highland's rate and significantly lower than the district average.

- Increased educational attainment is critical in Northside and Highland in order to raise income levels and decrease poverty levels; however, there has not been an increase in graduation rates since 2019.

Table-6	GRADUATION RATES AND DROPOUT RATES BY FSCS DISTRICT[xviii]	
	Spartanburg District 3	**Spartanburg District 7**
	Broome High School	**Spartanburg High School**
All Students	89.1	85.36
Economically Disadvantaged	88.33	79.18
Not Economically Disadvantaged	98.73	94.79
Male	84.96	82.4
Female	93.88	88.51
Black	88.46	84.46
White	90.38	88.24
Hispanic/Latinx	94.74	77.78

Teacher Diversity and Student Demographics: According to Seth Gershenson et al. in an "Long-Run Impacts of Same-Race Teachers," for persistently lower-performing Black students, exposure to at least one African American teacher in grades 3-5 increases students' self-reported intention to pursue a bachelor's degree.[xix]

Recruitment: The Center for Educator Recruitment, Retention, & Advancement (CERRA) stands as a pioneering force in addressing the critical challenges of teacher recruitment and retention. Established in December 1985 by the Commission on Higher Education and funded by the South Carolina General Assembly, CERRA has emerged as the nation's oldest and most distinguished teacher recruitment program. In response to the pressing need to bolster

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classroom-based teacher recruitment and retention within rural and underserved districts, CERRA was entrusted with a pivotal mission in 2021. This mission entailed the development and administration of an innovative incentive program: the Rural Recruitment Initiative (RRI). This initiative was specifically designed to fortify educational landscapes in districts characterized by more than 11% average annual teacher turnover, as indicated by their five most recent State Report Cards. The eligibility criteria further identified districts that are not among the state's 15 wealthiest, based on the index of taxpaying ability. The RRI thoughtfully excludes positions like assistant teachers, media specialists, reading coaches, school counselors, and speech-language pathologists from its definition of classroom-based teachers.

The Districts identified for participation in the Rural Recruitment Initiative include Spartanburg 3 and Spartanburg 7. District superintendents within these eligible districts are empowered to request RRI funds for initiatives falling within a comprehensive array of categories, all geared toward enhancing recruitment and retention efforts. The categories span from Alternative Certification Fees to Travel Stipends for Commuters, each tailored to address specific needs.

Among the participating districts, Spartanburg 7 has directed its attention to several key categories. These include Alternative Certification Fees, Critical Needs Salary Stipends, Graduate Coursework, and Mentoring and Induction Support. By strategically focusing on these areas, Spartanburg 7 aims to create fertile ground for attracting and retaining dedicated educators within their ranks.

Similarly, Spartanburg 3 has homed in on a distinctive set of priorities. These encompass Alternative Certification Fees, Critical Needs Salary Stipends, Mentoring and Induction Support,

Professional Development, and Recruitment Expenses. The district's focused approach

underscores its commitment to creating an educational environment that encourages professional

growth and stability among educators

The impact of CERRA's Rural Recruitment Initiative has emerged as a powerful response

to the educational challenges faced by rural and underserved districts. With a tailored and

strategic approach, districts like Spartanburg 7 and Spartanburg 3 are leveraging this initiative to

not only address recruitment and retention but also to foster a culture of continuous improvement

within their educational communities. As the initiative continues to unfold, its impact is poised to

reverberate through the educational landscape, creating brighter futures for students and

educators alike.

School Climate Conditions: Results from the State of South Carolina's annual survey are

essential to understanding the experiences of educators, parents, and students in South Carolina,

and informing strategies for improvement. *Table-7* below summarizes reactions and responses to

School Climate in each of the Districts, compared by proposed FSCS site:

Table-7	SCHOOL CLIMATE SURVEY[xx]					
	Spartanburg District 3			**Spartanburg District 7**		
	Pacolet Elementary School	**Cowpens Elementary School**	**Clifdale Middle School**	**Cleveland Academy**	**Mary H. Wright Elementary**	**Carver Middle School**
Percent Parents Satisfied with Learning Environment	50	100	71.4	66.7	50	87.5
Percent Students Satisfied with Learning Environment	86.8	87.2	80.7	91.6	88.9	81.5
Percent Teacher Satisfied with Learning Environment	87.5	89.2	96.2	92.3	76.9	86.5
Percent Parents Satisfied with Social /Physical Environment	50	100	71.4	85.7	100	88.9
Percent Students Satisfied with Social/Physical Environment	91.1	88.6	78.5	91	88.7	79
Percent Teacher Satisfied with Social /Physical Environment	93.8	88.6	96.2	91	88.7	84.6
Percent Parents Satisfied with	100	100	57.1	100	100	100

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Home-School Relations						
Percent Students Satisfied with Home & School Relations	94.7	91	90.4	95.1	89.2	87.9
Percent Teacher Satisfied with Home & School Relations	N/A	N/A	N/A	N/A	N/A	N/A

(B) How the proposed project will close gaps in educational opportunity: The

Spartanburg Success Pipeline will address this need for enhanced collaboration in the community

by forging partnerships between the schools, families, and community services providers in order

to better be able to target services to those in the community who need them, as well as forming

a continuum of coordinated supports for program services and student, teacher, and family

opportunities, for growth and improvement from early childhood through the workplace. To

accomplish this goal, a new consortium will be formed to foster a more comprehensive systemic

culture of collaboration. The consortium will be ultimately responsible for developing data-

driven decision-making processes; fine-tuning the evaluation plan, including providing input on

the design of assessments and indicators; and ensuring that all instruments meet high standards

for validity and reliability; sharing data assessments based on evaluation outcomes; and mutually

revise program strategies in order to develop a system of continuous program improvement for

all project components.

Spartanburg Success Pipeline has selected pipeline services within the Pillars that

cohesively align with the gaps in the barriers to access, gaps, and disparities identified through

the extensive assessment of needs, informed by numerous community, described below:

Pillar 1 - Integrated Student Supports: The proposed project implements full-service

communities schools specific to Pillar 1, with Spartanburg Academic Movement serving as

systems coordinator for the provision of integrated family supports working with each school's

full-time Site Coordinator. Site Coordinators within each school will integrate student supports

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that provide in- and out-of-school support for students, address well-being, and address out-of-school barriers to learning through partnerships with social and health service agencies, including mental and behavioral health agencies and providers.

Pillar 2 - Expanded and Enriched Learning Time and Opportunities: Spartanburg Academic Movement will coordinate the integration of early childhood services for the target schools. After-school and summer school programs will include art, culture, and recreation offered through partner agencies.

Pillar 3 - Active Family and Community Engagement: The project will meaningfully engage parents and families, outline a variety of engagement strategies ranging from curriculum and training designed to support student achievement and training to enhance parental knowledge toward supporting learning at home. With a significant portion of targeted students coming from economically disadvantaged homes and historically underserved student groups, family engagement activities are tailored to engage these families. All families are invited and encouraged to attend the many events held throughout the year.

Pillar 4 - Collaborative Leadership And Practices: During the project planning, Spartanburg Academic Movement will inform and encourage the formation of school leadership teams tasked with adopting the full-service community schools model.

Ultimately, the results of these strategies will be dependent on authentic fit with district, school, parent and community member desires and needs. This fit is in turn dependent on true engagement, voice, and leadership by district, school, parent, and community members.

Spartanburg Success Pipeline will work with partners to design reporting mechanisms that enable regular tracking of funding metrics. In addition, Spartanburg Success Pipeline,

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partners will seek to understand progress towards sustainability through qualitative trends; for example:

- Broadened community awareness of and commitment to the challenges and solutions elevated in the plan, including commitments of community and grassroots organizations to partner on plan strategies;

- Continued local public sector elevation of and commitment to solutions linked to Spartanburg Success Pipeline goals; and

- Build traction on policy priorities at the local, state and federal level.

(C) How the proposed project will address the needs of the targeted population, including addressing the needs of underserved populations most impacted by the issue, challenge, or opportunity to be addressed by the proposed project: Prioritized Needs Summary: Based on the analysis of school data and gaps identified within the schools' pipeline services, Spartanburg Academic Movement has prioritized critical overarching needs and targeted goals for collective impact through this grant. *Focus Area #1:* Increase the number of schools with an evidence-based approach to the coordination of integrated student supports in order to address family stability, health, mental health, and other out-of-school factors to impact attendance, chronic absenteeism, and discipline rates. This will include increased parental and community involvement in school activities and events. *Focus Area #2:* Increase access to pre-k and other early learning opportunities in the FSCP sites by including high-quality early learning opportunities to improve school readiness. *Focus Area #3:* Increase access to after- and out-of-school support to impact reading and math scores for elementary and middle school students.

QUALITY OF PROJECT DESIGN

(A) The extent to which the design of the proposed project reflects relevant and evidence-based findings from existing literature and includes a high-quality plan for project implementation integrating the four pillars of full-service community schools and the use of appropriate evaluation methods to ensure successful achievement of project objectives: Spartanburg Success Pipeline has been carefully designed with intentionally diverse community voices, conducting a needs assessment encompassing overarching and school-based needs, and crafting a plan to effectively implement a full-service community school model in 6 schools in select communities within Spartanburg County, South Carolina, meeting the needs of high-poverty students, their parents, families, and communities. Emphasizing the community schools core strategies of coordination and effectiveness, Spartanburg Academic Movement brings together two distinct LEAs for a collaboration, intentionally selecting this unique blend of schools to reflect the diverse school structures in place throughout Spartanburg County.

Consortium: To accomplish this, and as guided by the Federal Register, Spartanburg Academic Movement has developed a consortium that will be responsible for planning, developing, coordinating, providing, and evaluating pipeline services for Spartanburg Success Pipeline. The Consortium leverages each districts' experience with FSCS, Spartanburg Academic Movement experience convening and managing similar projects of scope and size, and the desire of families and schools to address the root causes that have fostered generational poverty and violence within their communities. The districts share wide ranging resources, histories, services, and community partners, and both serve high-poverty Spartanburg County students and families with critical and unmet needs. With the additional resources offered

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through FSCS, participating schools will provide lessons learned and best practices for

expansion throughout the County's other 5 districts, with diverse management approaches.

Table-8	CONSORTIUM MEMBERSHIP / FSCS PROJECT STEERING COMMITTEE
Member	**Role / Responsibilities**
Spartanburg County School District 3	Participating LEA
Spartanburg County School District 7	Participating LEA
Spartanburg Academic Movement	Community Organizer
Benjamin E Mays Family Resource Center	Backbone organization for Pacolet community
Bethlehem Center	Backbone organization for Highland neighborhood
Northside Development Group	Backbone organization for Northside neighborhood

Spartanburg Academic Movement: Spartanburg Academic Movement is a nonprofit

organization and a community movement adopted in 2013 as an all-in partnership of education,

business, government, foundation, community and faith leaders across Spartanburg county, all

working together in pursuit of high levels of academic success for all children. As part of its

Center for Resilient Schools and Communities, Spartanburg Academic Movement works with

Spartanburg County families, schools, and communities to build supports and systems that

increase children's success, particularly in neighborhoods where educational disparities exist.

The Spartanburg Academic Movement Out-of-School Time Collaborative exists to close

persistent opportunity gaps by improving, expanding, and sustaining high-quality after-school

and summer programs for middle and high school-age youth. Fundamentals training is provided

to all out-of-school youth-service providers.

Benjamin E. Mays Family Resource Center: In 1953, Dr. Benjamin Elijah Mays created

the Benjamin E. Mays Consolidated Schools, the first of 5 public schools in Pacolet, South

Carolina, which served black children during segregation. In 2022, the Benjamin E Mays Family

Resource Center was incorporated, inspired by the school's namesake, to serve as a beacon of

hope for the Pacolet community.

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Bethlehem Center: Highland Residents identify the Bethlehem Center as that neighborhood's greatest asset. The Center is a multi-service agency providing an array of programs to residents in Spartanburg County. The Center's day care facility has the capacity to serve 130 children between the ages of two and five. The outreach department facilitates client-centered referrals, provides emergency assistance with food, electrical, heating and rental payments as well as coordinates self-improvement focused programming and remedial academic GED preparation classes. The community services department provides numerous programs related to after school tutorial services, fine arts (dance, drama, piano lessons and art), sports and recreational activities, scouting, seasonal camping, primary prevention and leadership programs for community youth. A computer lab is maintained for all program participants and community residents. The health clinic provides emergency, routine and preventive medical services to community residents. The facility also is available to host other agency sponsored programs to serve the community. Financial and volunteer support for the program and services are needed.

The Northside Development Group: The Northside Development Group is a non-profit comprising a diverse group of people who invest time, skills and dollars to expand opportunities in the neighborhood, ensuring that the Northside's transformation remains true to the plan generated by residents and is guiding all redevelopment efforts there. As a Purpose-Built Community, the Northside has experienced extensive redevelopment since 2012, including deep investment in early learning that established the Franklin School model early learning center, as well as significant investment in Cleveland Academy of Leadership, the local elementary school. So far, over ████████ has been invested in Northside redevelopment.

Goals and Objectives: The Consortium has developed measurable goals and objectives

and an implementation plan to achieve those goals, a management plan for coordination and

communication, and an evaluation plan for continuous quality improvement.

Table-9	GOALS, OBJECTIVES AND PERFORMANCE MEASURES
Goal 1: To improve academic outcomes for students in District 3 and District 7.	
Objective 1.1: By December 2028, increase kindergarten school readiness by 20%. **Outcome:** 20% increase in school readiness for entering kindergartners.	**Performance Measures:** Number and percentage of pre-K students participating in 3-K and 4-K programs.
Objective 1.2: By December 2028, increase reading scores by 25% for 3rd to 8th graders. **Outcome:** 25% increase in reading scores for 3rd through 8th graders.	**Performance Measure:** Number and percentage of students participating in the project-funded out of school learning programs.
Objective 1.3: By December 2028, increase math scores by 25% for 3rd to 8th graders. **Outcome:** 25% increase in math scores for 3rd through 8th graders.	**Performance Measure:** Number and percentage of students participating in mentoring and academic support programs. **Performance Measure:** Number of hours of out of school learning available to students. **Performance Measure:** Number of students who are enrolled in at least one out of school learning opportunity. **Performance Measure**: Percentage of students enrolled in out of school learning opportunities who attend at least 50% of the time.
Objective 1.4: By December 2028, decrease chronic absenteeism by 15%. **Outcome:** 15% reduction in chronic absenteeism.	**Performance Measure:** Number and percentage, by building, of chronically absent students.
Objective 1.5: By December 2028, increase parent climate indicators by 30%. **Outcome:** 30% increase in parent self-reported climate indicators.	**Performance Measure:** Percentage of parents with a self-reported change on climate surveys.
Objective 1.6: By December 2028, increase student climate indicators by 30%. **Outcome:** 30% increase in student self-reported climate indicators.	**Performance Measure:** Percentage of students with a self-reported change on climate surveys.
Objective 1.7: By December 2028, increase staff climate indicators by 30%. **Outcome:** 30% increase in staff self-reported climate indicators.	**Performance Measure:** Percentage of staff with a self-reported change on climate surveys.
Objective 1.8: By December 2028, decrease exclusionary discipline incidents by 15%. **Outcome:** 15% reduction in exclusionary discipline incidents.	**Performance Measure:** Number of hours of out of school learning available to students.
Goal 2: Improve school involvement outcomes in District 3 and District 7.	
Objective 2.1: By December 2028, increase parent involvement by 40%. **Outcome:** 40% increase in parent involvement in school activities.	**Performance Measure:** Number and hours parents spend involved in school-based activities.
Objective 2.2: By December 2028, increase community partnerships by 30%. **Outcome:** 40% increase in community involvement in school activities.	**Performance Measure:** Number and hours community members spend involved in school-based activities.

Objective 2.3: By December 2028, increase the number of referrals / connections to services made by 35%. **Outcome:** 35% increase in referrals to school-based and community-based services.	**Performance Measure:** Number of referrals made to school-based services. **Performance Measure:** Number of referrals made to community-based services. **Performance Measure:** Percentage of referrals made that result in a connection made between the referral agency and the student/family.
Objective 2.4: By December 2028, increase parent participation in leadership or volunteer roles within the schools by 40%. **Outcome:** 40% increase in parents in a volunteer or school leadership role.	**Performance Measure:** Number of parents who serve in a leadership or volunteer role with the school.
Objective 2.5: By December 2028, increase community participation in leadership or volunteer roles within the schools by 50%. **Outcome:** 40% increase in community members in a volunteer or school leadership role.	**Performance Measure:** Number of community members who serve in a leadership or volunteer role with the school.

Alignment with Pillars of FSCS: Spartanburg Academic Movement will deploy a community school strategy to work actively with the identified districts, the selected school buildings, parents, students, and community to meet the needs of the school and community. Spartanburg Academic Movement will work across all stakeholders to embed the 4 pillars into the day-to-day operations of the districts with a long-term goal of creating positive change in each school, building a culture of student and parent support within the districts. Spartanburg Academic Movement will focus on systemic and community-level change, while working with each school building to connect students to the resources they need. The project design brings together crucial implementation partners harnessing the organizational energy and commitment to fulfill all four full-service community schools pillars and align data, strategy and targeted outcomes for students as follows.

Table-10 FOUR PILLARS OF COMMUNITY SCHOOLS AND CONNECTED PROJECT PURPOSE	
Integrated Student Supports	1.) Comprehensive Medical Services - Mobile Health 2.) School Based Behavioral Therapy 3.) Specialized Trauma Informed Training 4.) Direct Classroom Coaching for Appropriate Behavioral Response 5.) Family Navigation & Success Planning
Expanded/Enriched Learning Time and Opportunities	1.) Out-of-School Time - Positive Youth Development Focus 2.) Early Childhood Education

Active Family and Community Engagement	1.) FSCS Coordination 2.) Strengthening Families 3.) Family Solutions 4.) Family & Community Based Family Resources
Collaborative Leadership And Practices	1.) Parent Directed Annual Conference 2.) FSCS Project Steering Committee 3.) Continuous Improvement in the Classroom & Leadership

Table-11	CONNECTED PIPELINE SERVICES		
Pipeline Service	**Proposed New or Expansion of Existing Services**	**Partner**	**Federal / Match Funding**
High-quality early childhood education programs	Existing/Expanded Service: Addition of Public 3-K Early Childhood Education at Pacolet and Cowpens Elementary School	Spartanburg Academic Movement, First Steps, Spartanburg County District 3	Federal / Match
	Existing/Expanded Service: Addition of Public 3-K Early Childhood Education at Cleveland and Mary H. Wright	Spartanburg Academic Movement, First Steps, Spartanburg County District 7	Federal / Match
High-quality school and out-of-school time programs and strategies	Existing/Expanded Service: Out-of-School Expansion through Positive Youth Behaviors Programming including Aba Naya, Girls Circle, and Teen Outreach Program at Carver and Clifdale Middle Schools	Spartanburg County District 3, Spartanburg County District 7, Spartanburg City Parks and Recreation, My Brothers Keeper, Bloom Upstate, various community enrichment partners	Federal
Support for a child's transitions including any comprehensive readiness assessment determined necessary	New Service: Family Navigation & Success Planning	Spartanburg Academic Movement, Harvard EdRedesign, Benjamin E. Mays, Bethlehem, NDG, Spartanburg County District 3, Spartanburg County District 7	Federal / Match
Family and community engagement and supports, which may include engaging or support families at school or at home	New Service: Strengthening Families	Benjamin E. Mays, Bethlehem, NDG, Spartanburg County District 3, Spartanburg County District 7	Federal
	New Service: Family Solutions		
	New Service: FSCS Project Steering Committees - Parent / Family Leadership Councils	Spartanburg Academic Movement, Spartanburg County District 3, Spartanburg County District 7	Federal
	Existing/Expanded Service: Continuous Improvement	Spartanburg Academic Movement, Spartanburg County District 3, Spartanburg County District 7	Federal / Match
	New Service: FSCS Coordination	Spartanburg Academic Movement, Spartanburg County District 3, Spartanburg County District 7	Federal
	New Service: Family and Community Engagement	Spartanburg Academic Movement, Spartanburg County District 3, Spartanburg County District 7,	Match

		Benjamin E. Mays, Bethlehem, NDG	
	New Service: Parent Directed Annual Conference	Spartanburg Academic Movement, Spartanburg County District 3, Spartanburg County District 7	Federal
Social, health, nutrition, and mental health services and supports	Existing/Expanded Service: Comprehensive Medical Services	Regenesis, Spartanburg County District 3, Spartanburg County District 7	Match
	Existing/Expanded Service: School Based Behavioral Therapy	Emerge, Spartanburg County District 3, Spartanburg County District 7	Federal
	Existing/Expanded Service: Trauma Informed Training	CRSC, Spartanburg County District 3, Spartanburg County District 7	Match
	New Service: Behavioral Response Coaching	CRSC, Spartanburg County District 3, Spartanburg County District 7	Grant

Addition of Public 3-K Early Childhood Education at Pacolet Elementary, Cowpens Elementary, Cleveland Academy and Mary H. Wright Elementary: District 7 and District 3 have underscored the need to expand their childcare capacity, in addition to improving the quality of care. School District 7 has identified an opportunity to pilot public 3K expansion at Cleveland and Mary H. Wright through Spartanburg's Movement 2030 plan. The Spartanburg Success Pipeline will allow this seat expansion to occur at Pacolet and Cowpens Elementary in parallel with Quality Counts district-wide support. The project will create a 3K classroom with 1 certified early childhood teacher and 1 teacher assistant at Cleveland Academy of Leadership, Mary H. Wright, Pacolet Elementary, & Cowpens Elementary offered at the school sites. The classroom will operate 7.5 hours, 5 days a week in conjunction with the normal school day offerings (180 days per year).

First Steps in Spartanburg County has developed Quality Counts, a local child care quality rating and improvement system that supports continuous quality improvement in early learning environments through targeted professional development, coaching, and the use of nationally recognized assessments. The program has grown since 2012 to support 42 of our 100

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child development centers county-wide and has demonstrated a positive impact for educators and children in our community. By 2030, Quality Counts plans to scale to support quality improvement in a variety of early learning environments with the goal of doubling its current reach in centers. As such it is well poised to scale its technical assistance into Cleveland, Mary H. Wright, Pacolet and Cowpens Elementary with this expansion. In addition, Quality Counts will strengthen elements of its model for scale; for example, it plans to bring its Conscious Discipline training in-house, an evidence-based, trauma-informed, social emotional approach to teaching and learning.

Both districts would cover a portion of the pilot costs through transportation, food service, ongoing operations, etc. with philanthropy supporting full-time teachers in all four schools. Catalytic philanthropy, including initial Pay for Success investment, will accelerate quality-improvement in the long-term, alongside growing public support through South Carolina First Steps and potential direct legislative funding for ongoing technical assistance capacity. Catalytic philanthropy through Movement 2030 will support the initial piloting and further proof of concept; Technical Assistance support costs increasingly covered as a shared cost across school district budgets.

Out-of-School Expansion through Positive Youth Behaviors Programming: The project will improve academic, attendance, and behavior outcomes for Tier 2 and 3 students identified through multi-tiered systems of support, implemented in 2022 as a series of youth development programs that took place after the school day at Carver Middle School which included the evidenced-based programs Aban Aya, Girls Circle, and Teen Outreach Program. Due to the success in Carver Middle School, the project will expand this initiative into Clifdale Middle

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School and offer this programming during the summer months at both middle schools.

Spartanburg Success Pipeline youth will be identified through school based behavioral screeners incorporated into Multi-tiered Systems of Support -Positive Behavior Interventions and Supports Framework in Spartanburg School Districts 3 and 7. As a result, 1,385 at-promise students have been identified in need of behavior interventions focusing on intensive positive youth development support to build resiliency and improve health outcomes.

Through FSCS, social emotional wellness curriculum will be provided in Carver and Clifdale Middle Schools after school and during the summer. Spartanburg Academic Movement will utilizing the Positive Youth Development Framework, an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths. Each student will participate in either Aban Aya or Girl's Circle. Aban Aya is a program designed to teach students to avoid drugs and alcohol and resolve conflicts nonviolently, using an Afrocentric social development curriculum. The program is designed for students in 5th through 8th grade. Aban Aya will be supported by partner My Brother's Keeper, and will be offered 2 days per week, on Mondays and Wednesdays, with Carver Middle School training no less than 2 African American male facilitators to lead the program, serving as lead for My Brother's Keeper Club. Girls Circle, a structured support group for girls and youth who identify with female development from 9-18 years, integrates relational theory, resiliency practices, and skills training in a specific format designed to increase positive connection,

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personal and collective strengths, and competence, will be offered in partnership with Bloom

Upstate. This program will also be offered 2 days per week, on Mondays and Wednesdays, with

students and their families will be invited to Bloom outings and experiences as offered.

Additionally, the Teen Outreach Program, an evidence-based best practice program used by

schools and communities to empower teens to lead successful lives and build strong

communities which concentrates on the essential goals of healthy behaviors, life skills, and sense

of purpose, will be offered 2 days per week, on Mondays and Wednesdays, to all students at

Carver and Clifdale Middle Schools, with teachers trained as facilitators serving as lead

implementers. Curricula available for small group implementation are taught by school guidance

counselors and trauma-informed educators in Teen Outreach Program, Aban Aya and Girls

Circle.

On Tuesdays and Thursdays at both Carver and Clifdale Middle Schools, the project will

secure community-based partners to offer enrichment opportunities in areas of theater, music,

and dance. Selection will be made based on youth feedback and community partner availability

at the beginning of each semester and the summer term; therefore, letters of commitment for

these agencies are not included in the Appendices. These strategies will be implemented in

equitable, inclusive trauma-informed environments and will focus on implementing curricula and

ensuring access to mentors and service-learning opportunities through proven effective teen

pregnancy prevention positive youth development program models.

Family Navigation & Success Planning: Family Navigators will provide cradle-through-

career support to families and act as a trusted resource connecting families to a range of much

needed services in the school and beyond. Because the Spartanburg Success Pipeline targets

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children in the six elementary and middle schools, family navigators will be important to

ensuring a seamless pipeline of services are offered to children and families from prenatal

through college and career throughout the year. The Spartanburg Academic Movement will serve

as the lead in supporting the development of the navigation system with the help of a four-

member team who will participate in a year-long cohort at Harvard University's Graduate School

of Education.. The navigators will build on existing case management support provided by

partners' experiences (e.g., Community Health Workers, Community Resource Coordinators)

and be informed by community feedback and national best practices. Individualized "mentoring"

with weekly check-ins with students to support student success and advancement through student

success plan with the identification of family needs for referral to school-based or community-

based resources through the addition of 4 Family Service Navigators - 3 Navigator from

Benjamin E. Mays, 2 from the Northside Development Group, and 1 from Bethlehem Center.

This service will be offered at all schools involved in the project through partnership with

Benjamin E. Mays, Northside Development Group, and Bethlehem Center, the entities

responsible for overseeing the Family Service Navigators. Harvard EdRedesign will provide

facilitator training on the Family Navigation and Success Planning model.

> *According to Harvard EdRedesign, " Harvard describes Success Planning as "a personalized, relationship-based approach for ensuring all children and youth have a caring, in addition to their families, who knows them well, and develops a plan for ensuring their needs, interests, and goals are met by connecting them to supports and opportunities available in their community. By creating new ways to understand and support each child as an individual with interests and goals, as well as needs for tailored services, all children and youth can thrive. Success Planning a strategy with codified frameworks rather than a single model. This strategy is not meant to be an add-on program but rather to align with and complement existing support efforts. Recognizing that different communities have varying needs, capacities, and entry points for implementation, EdRedesign has developed core components and guiding principles of a successful support system. These components are: 1) a Navigator—a caring adult who*

fosters a positive individual relationship with a child and their family, ensuring they are known, seen, and heard, and develops an understanding of the child's needs, interests, and goals; 2) a personalized plan for action, which acts as a dynamic tool to guide individualized support for children and youth and provides a process for supporting the needs, strengths, and goals outlined in the plan; 3) a coordinated system of supports and opportunities is developed and leveraged with strategic vision, resources, and collaborative support offered by various stakeholders at all levels of the community ecosystem; 4) a data platform documents plans over time, captures information to support referrals to services and opportunities, and provides a systems-level snapshot so the individual and aggregated needs of children and youth can be addressed; and 5) optimally, Success Planning is part of a community-wide strategy coordinated by a cross-sector body leading a place-based strategy.[xxi]"

The United Way of the Piedmont (United Way) will support the Family Navigators through a variety of training, shadowing and mentoring exercises to include: the support of United Way's Director of Economic Mobility to provide training and coaching through its Community Resource Coordinator Training which includes monthly meetings, shadowing, SOAR, Mental Health First Aid, and budgeting/financial coaching training. The United Way will also offer Community Health Worker Certification and will provide Motivational Interviewing training for all 6 Family Navigators. The Family Navigators will utilize the United Way's Charity Tracker case management software for ongoing data collection / data storage.

Strengthening Families: Spartanburg Academic Movement will offer the evidence-based family skills training program, Strengthening Families, for high-risk and general population families that is recognized both nationally and internationally. Parents and youth attend weekly Strengthening Families skills classes together, learning parenting skills and youth life and refusal skills. They have separate class training for parents and youth in the first hour, followed by a joint family practice session in the second hour. The program will be offered in a 12-week cycle one per year in year 1 and twice a year in years 2-5. The program will be offered at Cleveland

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Academy, Mary H Wright Elementary, Pacolet Elementary and Cowpens Elementary with partners Benjamin E. Mays, Northside Development Group, Bethlehem Center delivering the curriculum.

Family Solutions: This evidence-based practice delivers early intervention to youth and their families by working together in groups to strengthen family relationships and prepare youth for successful futures. Family Solutions has more than 15 group lessons to choose from, all of which provide skills to help reduce truancy, improve communication and relationships with parents, reduce problem behaviors, and help youth to realize the importance of their education. The program will be offered in a 12-week cycle one per year in year 1 and twice a year in years 2-5. The program will be offered at Cleveland Academy, Mary H Wright Elementary, Pacolet Elementary and Cowpens Elementary with partners Benjamin E. Mays, Northside Development Group, Bethlehem Center delivering the curriculum.

FSCS Project Steering Committee & Parent / Family Leadership Councils: Parent and family voice is often absent in the governance of family-serving organizations such as schools. In an effort to increase engagement of families in the development and education of their children, Spartanburg Academic Movement and the partnering districts believe it is essential to have parent and family voice in planning efforts and governance of initiatives. A Parent / Family Leadership Council will be developed for each participating school to participate in the larger FSCS Project Steering Committee (consortium) that supports the overall project made up of council members. The FSCS Project Steering Committee will meet quarterly and the council will meet up to monthly. The council will initially include parents who are a part of the existing School Improvement Councils, PTSO, Parent Councils, and Title 1 Parent Groups. Collectively,

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we will determine a process for widening the reach and ensuring diversity of perspective within the council. The purpose of the meetings will be to utilize continuous improvement methodologies and PDSA processes to plan, implement, and monitor progress.

Continuous Improvement: Spartanburg Academic Movement's Institute for Continuous Improvement will develop and use a continuous improvement and assessment model for the FSCS that refines services and service delivery to make certain we continuously meet project goals and objectives. The following services will be offered through the Spartanburg Academic Institute for Continuous Improvement:

1) CI 101 for Leaders: Designed for community, nonprofit, civic agency and educational leaders, this course provides an understanding of the basic principles of continuous improvement science and how they integrate into unique environments and programs like Spartanburg Success Pipeline. Priority will be given to schools and anchor institutions in the Spartanburg Success Pipeline and groups with programs seeking to provide support for positive outcomes for children in these areas. Time Commitment: 1 full day, 8AM - 4PM.

2) CI 101 for Educators: Designed for educators, this course will provide training for teachers and staff at each of the Spartanburg Success Pipeline schools on how to embed continuous improvement practice and processes into the classroom dynamic. Teachers will receive training that ultimately results in PDSA (Plan, Do, Study Act) classroom cycles. Time Commitment: 1 full day, 8 AM - 4 PM.

3) CI Refresher for Educators & Next Steps: Designed for teachers/educators in the Spartanburg Success Pipeline schools, this course will provide a refresher to Spartanburg Academic Movement's CI 101 for Educators and expands on the first eight steps of a Continuous

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Improvement classroom by helping students set individual goals and monitor progress as well as by providing educators an overview of high-yield, research-based strategies to incorporate in their PDSA (Plan-Do-Study-Act) cycles of improvement. It also provides some guidance on using CI strategies for remote learning. This course provides 6 professional development contact hours. Contact hours are validated by a certificate generated upon course completion.

FSCS Coordination: Spartanburg Academic Movement as lead applicant will maintain responsibility for FSCS coordination through both the Consortium as well as providing direction and guidance to the FSCS Site Coordinators to ensure interventions offered at each of the schools are consistent and reliable. The FSCS Site Coordinator is responsible for coordinating the programs and services at each school site. In this context, the coordination provides the logistical support needed to maximize Spartanburg Success Pipeline's impact on students, families, and teachers. Such coordination involves working with school administration to ensure that Spartanburg Success Pipeline has access to adequate school facilities at the times needed to provide the programming proposed for the project. The FSCS Site Coordinator also has to coordinate the delivery of the pipeline services. Successful coordination of the pipeline services will be marked by an efficient deployment of the pipeline services, i.e. the services are deployed according to the plan established in this proposal, and within the proposed budgetary constraints. At the same time, coordination of programming and services also ensures the effectiveness of the pipeline services, that is, that each of the services are being implemented with fidelity, aligned with the four pillars, and in accordance with the needs assessments carried out in preparation for this project. To accomplish this, the Spartanburg Success Pipeline Project Manager will oversee

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the FSCS Site Coordinators, action planning collectively to ensure successful and consistent implementation.

Family and Community Engagement: Spartanburg Academic Movement will coordinate parent and family workshops, seminars, and events offered within the school by community partners based on the needs of the school that could include affordable housing, healthy eating, credit repair, income tax assistance, identity theft, budgeting, or other identified priority.

Parent Directed Annual Conference: In addition to engagement events, Spartanburg Academic Movement will support the organization of a parent-directed conference where parents assume leadership roles in developing an annual conference for families at their respective school. This will include parent-directed planning on general topic areas, selecting speakers and the event budget, which will be supported by the FSCS Site Coordinator.

Comprehensive Medical Services: ReGenesis, a federally qualified health center which offers services on the Northside on a sliding fee scale, will provide mobile health care services, including pharmaceutical care. ReGenesis will provide all primary and preventive care services offered through its clinic sites through their Mobile Medical Center, including but not limited to primary/acute care and wellness screenings, behavioral health, oral health, sports physicals, and immunizations. Should radiology or other specialized services be required outside of the mobile unit's capacity, patients will be provided transportation by ReGenesis to appointments outside of Highland and Pacolet free of charge.

School Based Behavioral Therapy: will be embedded in all 6 schools, to address a high need for mental health intervention. Emerge, which already provides these services in a neighboring Spartanburg school district, will provide therapists based on the following schedule:

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3 days a week at Cleveland Academy, Pacolet Elementary, and Cowpens Elementary, and 4 days a week at Clifdale Middle School and Carver Middle School. Emerge therapists are trained in play therapy and family therapy.

Trauma Informed Schools Training: will be provided in all 6 schools by Spartanburg Academic Movement's Center for Resilient Schools and Communities. The Center for Resilient Schools and Communities works with Spartanburg County families, schools, and communities to build support and systems that increase children's success, particularly in neighborhoods where educational disparities exist. Two days of dedicated training will be provided annually to each school in addition to monthly training opportunities across schools in class management strategies that equip teachers to respond effectively to disruptive behaviors. Elementary School teachers will also receive four hours of play training in effective ways to support their students' social-emotional needs and learn practical tools for facilitating positive change in their students' social skill acquisition, self-regulation, and prosocial behaviors. The Center for Resilient Schools and Communities will supplement the curriculum by bringing nationally recognized experts to Spartanburg. Teachers receive professional development credit for attending. This evidence-based training is designed for school administrators, teachers, and school staff to establish a base of knowledge about the impact of trauma on learning and to equip participants with trauma-sensitive practices. This training also includes unconscious bias and other issues of equity.

Behavioral Response Coaching: There is increasing evidence that professional development programs, including those for teachers, are more effective when they involve intensive forms of support. Behavioral Response Coaching for teachers has been shown to be an effective form of support providing intensive and differentiated assistance to teachers so that

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they are able to incorporate research-based practices into their teaching. Spartanburg Academic Movement will draw upon expertise from leaders in its Center for Resilient Schools and Communities division to offer all coaching in all participating schools, up to 5 hours per week.

(B) The extent to which the proposed project demonstrates a rationale: The foundation of the project is designed on the evidence-based foundation of strategies that align with the 4 pillars of FSCS. As such, Spartanburg Academic Movement conducted an extensive research and literature review of best practices for improving academic achievement in high-needs schools, identifying evidence-based interventions that yield the most promising results in communities.

Evidence Basis for Project Strategies and Intervention: Spartanburg Success Pipeline will build resilience by addressing the inequities and gaps that exist in accessing services, support, and opportunities in equitable, inclusive environments by employing a strength-based model, focusing on resilience is a shift from identification of risk factors to the identification of strengths. Research suggests that resiliency factors can be grouped into four main components: bonding, social emotional competencies, optimism, and basic needs. Bonding consists of a close relationship with mature and supportive adults, connections to prosocial and rule-abiding friends, and connection to people in prosocial organizations. Social emotional competencies include good self-regulation of emotions and impulses, positive self-perceptions, and behavioral competence. Optimism indicates a sense of meaning in life, as well a clear and positive identity. And lastly, resilience is promoted in environments that are safe and supportive with access to basic needs including healthcare. The project will increase resiliency factors through positive youth development and social emotional health and wellbeing approaches.

Table-12	EVIDENCE OF EFFECTIVENESS FOR PIPELINE SERVICES

<u>Public 3-K Early Childhood Education:</u> An extensive body of research demonstrates that school readiness is a key milestone linked to long-term economic mobility. Students who enter school ready to learn are more likely to achieve key academic milestones, graduate from high school, and go on to earn higher salaries.[xxii] Research indicates that 90% of a child's brain growth occurs before age five and strategic investments in children's social and emotional health, particularly from birth to five, play an integral part in ensuring they lead and maintain a healthy life.[xxiii] Yet, few programs provide support to parents and young children before entering formal education. As a result, families and children who don't have access to high-quality early care and education support enter school from a place of disadvantage – and many never catch up. Additionally, Quality Counts, a program operated by partner agency First Steps, experienced early growth and was named an evidenced-informed program by South Carolina First Steps and was the 2021 What Works SC award winner. Quality Counts was successfully piloted in public 4K preschool classrooms in Districts 7 and 3 in 2016-2019 and results suggested impact on measures such as literacy (10% KRA improvement, 20% improvement in PALS scores) and identified significant room for quality improvement across a range of preschool classrooms.

<u>Out-of-School Expansion through Positive Youth Behaviors Programming including Aba Naya, Girls Circle, and Teen Outreach Program:</u> There is strong evidence that out-of-school time programs are effective in improving the reading achievement of academically at-risk students in grades K-3.[xxiv] There is sufficient evidence that math-focused programs are effective in improving the math achievement of at-risk students, with an indication of greater effects of math-focused programs at higher-grade levels.[xxv] There is sufficient evidence of effectiveness of general academic programs in improving the reading and math achievement of academically at-risk students, although the magnitude of each effect is smaller than those from reading- and math-focused programs.[xxvi] Aban Aya was originally evaluated in 2004 and met moderate rating with a random assignment study; findings show a positive, statistically significant impact for at least one behavioral outcome. The study found that at the time the program ended in the spring of eighth grade, boys participating in the intervention were significantly less likely to report having had recent sexual intercourse. The study found no statistically significant program impacts on sexual intercourse for girls. It has been published in three peer reviewed journals: National Institute of Health, "Effects of 2 Prevention Programs on High-Risk Behaviors Among African American Youth"[xxvii]; Mathematica Policy Research, "Teen Pregnancy Prevention Evidence Review"[xxviii]; and American Journal of Preventive Medicine, "Effectiveness of Interventions to prevent youth violence a systematic review"[xxix]. Girls Circle has demonstrated effectiveness in reducing delinquency for girls by the Office of Justice Programs, National Criminal Justice. The evaluation revealed that girls who participated in the Girls Circle program showed significant increases in educational aspirations, and expectations.[xxx] Teen Outreach Program has positive outcomes that are well documented from rigorous research studies conducted on Wyman's Teen Outreach Program over the last 20 years.[xxxi] Studies show that students participating in TOP programs with the proper dosage and intensity show decreases in risky sexual behavior, lower risk of pregnancy, less engagement in sexual intercourse, lower risk of course failure and skipping class.[xxxii]

<u>Family Navigation & Success Planning / Family & Community Engagement:</u> The ability to access health and social care is associated with improved physical, social, emotional, and behavioral health, and improved quality of life.[xxxiii] For families with children, research suggests the benefits of health and social interventions can be potentiated through delivery at key developmental periods.[xxxiv] Routine access and engagement with health and social care has been shown to promote children's brain development, social-emotional skills, self-efficacy, and learning, as well as promote positive parenting practices and the parent-child bond.[xxxv] The current evidence based for service navigation is promising, however many gaps and challenges remain.[xxxvi] Navigator models identified in the research tend to be embedded in settings where individuals are already receiving some form of health or social care.[xxxvii] This limits the ability to engage and support families who are disconnected from health and social care or where health care or social services exist without navigation support. Navigator models also tend to prioritize service access for individuals

experiencing specialized or chronic health and mental health conditions, limiting the potential for navigation to engage and connect families early and prevent morbidity and adverse experiences altogether.

Strengthening Families: Twelve Randomized Control Trials (RCTs) found significant improvements in youths' behavioral health, including 50% reductions in substance misuse, depression/anxiety, and child maltreatment.[xxxviii] Culturally adapted SFP versions have improved family relations and the children's behavioral health in 36 countries.[xxxix]

Family Solutions: Two doctoral dissertations were conducted on the evaluation of the Family Solutions Program in 2005. First, parent stress was significantly reduced among 111 parents between the inception of the Family Solutions Program and 3 months following the Family Solutions Program.[xl] Effectiveness of a multiple family group intervention in reducing stress in parents of juvenile first offenders which is important because it is a well-accepted notion that high parental stress increases the probability of child abuse.[xli] Second, a replication study in Augusta, Georgia found that family functioning was significantly improved and recidivism rates were significantly reduced for families that attended eight or more sessions compared to families who attended less often.[xlii]

FSCS Project Steering Committees - Parent / Family Leadership Councils / Parent Directed Annual Conference: Many researchers recognize the important role that strong positive bonds between homes and schools play in the development and education of children.[xliii]The theories put forward have been supported, and reaffirmed, by numerous studies that have shown that good cooperation between schools, homes and the communities can lead to academic achievement for students, as well as to reforms in education. Research has also shown that successful students' have strong academic support from their involved parents.[xliv] Furthermore, research on effective schools, those where students are learning and achieving, has consistently shown that these schools, despite often working in low social and economic neighborhoods, have strong and positive school-home relationships.[xlv] More importantly, these effective schools with a positive school climate, have made a real effort in reaching out to their students' families in order to bring about good cooperation. All students' are more likely to experience academic success if their home environment is supportive.[xlvi]

Continuous Improvement Coaching: Research shows that effective changes will be achieved if supported by shifts in organizational cultures that include attitudes, beliefs, knowledge, and norms.[xlvii] Research also points to the importance of starting with the process of creating habits of practice toward changing behavior that will likely lead to culture change.[xlviii]

Comprehensive Medical Services: School-based health care services provide financial savings to children and their families. Health care in schools prevents secondary losses of time and productivity for parents who would otherwise have to leave work to bring their children to appointments, and prevents unnecessary ED visits and unintended pregnancies.[xlix] Guo et al found that school based clinics demonstrated financial savings to stakeholders after children with access to a school based services showed decreased emergency room utilization in comparison with those from in a school without school-based clinics.[l] School based clinics promote social mobility and improve health equity by meeting the needs of disadvantaged populations and removing barriers to health care services.[li]

School Based Behavioral Therapy: Studies have found that adolescents were 10 to 21 times more likely to prefer visiting an SBHC over a CHC for mental health care, and enhanced availability of care was cited as one of the likely reasons for this preference.[lii] Most school-based mental health providers report virtually no attrition or no-show rates because of the ease of access to students during the school day.[liii] The integration of mental health within the SBHC setting also lowers the risk, for youth, of being stigmatized for seeking out these services.[liv] Studies have also shown improvements in youth's mental health outcomes related to SBHCs, including a significant decline in depression among students who received SBHC mental health services[lv] and a reduced likelihood of suicide ideation among students attending schools with SBHCs.[lvi]

Trauma Informed Training: A research study identified emotional exhaustion, the feeling of being emotionally drained from one's work, as the initial aspect of burnout syndrome in teachers.[lvii] Researchers have found that one of the significant predictors of emotional exhaustion in teachers is disruptive student behavior.[lviii] Emotional exhaustion triggered by discipline problems is negatively related to job satisfaction,

and both emotional exhaustion and job satisfaction are predictive of teachers' motivation to leave the profession.[lix] Similarly, previous studies indicate that managing troublesome behavior in the classroom is a significant contributor to teacher stress and emotional exhaustion, as well as low self-efficacy, enthusiasm, and job satisfaction.[lx]

Behavioral Response Coaching: To date, the most thorough and comprehensive study on coaching was done in 2004 by the Annenberg Foundation for Education Reform.[lxi] It reports a number of findings which offer powerful validation for coaching - the report concludes that effective coaching encourages collaborative, reflective practice.[lxii] Coaching allows teachers to apply their learning more deeply, frequently, and consistently than teachers working alone.[lxiii] Coaching supports teachers to improve their capacity to reflect and apply their learning to their work with students and also in their work with each other.[lxiv] A second finding from the Annenberg report is that effective embedded professional learning promotes positive cultural change.[lxv] The conditions, behaviors, and practices required by an effective coaching program can affect the culture of a school or system, thus embedding instructional change within broader efforts to improve school-based culture and conditions.[lxvi] Coaching was also linked to teachers' increase in using data to inform practice. Effective coaching programs respond to particular needs suggested by data, allowing improvement efforts to target issues such as closing achievement gaps and advocating for equity.[lxvii] The Annenberg report found that coaching programs guided by data helped create coherence within a school by focusing on strategic areas of need that were suggested by evidence, rather than by individual and sometimes conflicting opinions.[lxviii] Another key finding was that coaching promotes the implementation of learning and reciprocal accountability.[lxix] Coaching is an embedded support that attempts to respond to student and teacher needs in ongoing, consistent, dedicated ways.[lxx] The likelihood of using new learning and sharing responsibility rises when colleagues, guided by a coach, work together and hold each other accountable for improved teaching and learning.[lxxi] Finally, the Annenberg report determined that coaching supports collective leadership across a school system.[lxxii] An essential feature of coaching is that it uses the relationships between coaches, principals, and teachers to create the conversation that leads to behavioral, pedagogical, and content knowledge change.[lxxiii] Effective coaching distributes leadership and keeps the focus on teaching and learning. This focus promotes the development of leadership skills, professional learning, and support for teachers that target ways to improve student outcomes.[lxxiv]

QUALITY OF PROJECT SERVICES

(A) The extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of students, youth, families, educators and staff, beneficiaries of services, school leadership, and community leadership. Spartanburg County experienced a significant "wake up call" in 2018 with the release of the Spartanburg Racial Equity Index. The extent of historic, persistent, and momentous race-based disparities in access and outcomes became clear to residents of the city and the county. Since then, Spartanburg County has become a model in South Carolina for rectifying policies and systems that promote inequities. The City of Spartanburg was the first municipality in the state to become a member of the Government Alliance on Race and Equity,

and the Spartanburg Racial Equity Collaborative of institutional leaders is doing real work to stimulate change. Acknowledgment of race-based inequities culminated in a September 2020 resolution by Spartanburg City Council for "Healing, Reconciling and Unity." This project is, in large part, an outgrowth of Spartanburg's race equity work since it targets two predominantly Black (87%) neighborhoods. Children in Highland and Northside are continuing to pay the price of inequitable systems, and the project is designed to change that by providing opportunities for children and families to thrive. Spartanburg Success Pipeline has selected schools that experience severe poverty and low academic achievement with needs that require a systemic, comprehensive approach that 1) increases the number of schools with an evidence-based approach to the coordination of integrated student supports in order to address family stability, health, mental health, and other out-of-school factors to impact attendance, chronic absenteeism, and discipline rates; 2) increases parental and community involvement in school activities and events; and 3) increases access to pre-k and other early learning opportunities in the FSCP sites by including high-quality early learning opportunities to improve school readiness; and 4) increase access to after- and out-of-school supports to impact reading and math scores for elementary and middle school students.

In order to ensure that a diversity of perspectives is integrated into the project design, Spartanburg Academic Movement will engage teams with membership representing the diverse perspectives of students, youth, families, teachers, educators, project staff, and school and community leadership. The Spartanburg Success Pipeline project will focus on representing multiple perspectives of students and youth, families, teachers, the school and community

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throughout project implementation through regular connections to discuss, plan, and assess how the activities under each objective can best be designed and implemented.

Spartanburg Success Pipeline will ensure all voices are represented in the development and delivery of the plan for pipeline services. Spartanburg Success Pipeline will impact the broader community educational policy and practice reforms through the development of various councils aimed at ensuring alignment and impact. The perspective of students will be an essential part of the initiative. Students' perspectives will be captured through surveying the climate and culture of the school. Data will be reviewed annually by the project team, led by the FSCS Site Coordinator. The voice of the parents will be garnered through multiple approaches including parent design of the implementation plan for pipeline services through the Parent / Family Leadership Council which will improve levels of communication and engagement between schools and families. Families will have an opportunity to share what problems they are facing in raising their children and feedback on how they can effectively interact with and learn from workshop leaders and home visitors. Additionally, the project will develop a Parent Directed Annual Conference where parents assume leadership roles in developing an annual conference for families at their respective school to discuss key topics. This will include parent-directed planning on general topic areas, selecting speakers and the event budget, which will be supported by the FSCS Site Coordinator.

Spartanburg Success Pipeline will integrate pipeline services into the 2 participating districts simultaneously to create an integrated FSCS hub, ensuring education buy-in and support. The project will engage teachers and school staff in the process of establishing and expanding the FSCS pipeline services by utilizing the first 6 months of the project as a planning

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period to actively engage each school in a learning and design process to understand and

incorporate values, pillars, and services to be provided. Teachers and school staff will be

encouraged to provide insight into potential barriers and solutions to successful implementation

in each school. School staff will also participate in climate surveys and focus groups on culture

and climate.

The Spartanburg Academic Movement will develop a bench of diverse partners with

community-based organizations having served in the initial design of pipeline services.

Community leaders will contribute knowledge acquired in delivering direct services to families

in Spartanburg County that can be utilized in developing positive relationships within the family

unit. Community leaders and stakeholders will be encouraged to provide their perspective on

pipeline services to ensure the needs for youth and families are considered, and goals established

for the overall strategic progress take into the knowledge and experience of community partners.

Table-13	SUMMARY OF DIVERSE FEEDBACK
Group	**Feedback Method**
Students/Youth	Surveys, focus groups, data related to services provided, academic outcomes, pre- and post-test surveys, climate surveys, satisfaction surveys
Families	Surveys, focus groups, climate surveys, satisfaction surveys, annual parent directed conference
Educators/Staff	Surveys, focus groups, team meetings, pre- and post-session surveys, training satisfaction surveys, climate surveys
School Leadership	Team meetings, focus groups
Community Leadership	Team meetings, membership on FSCS Project Steering Committee

(B) The extent to which the services provided reflect up-to-date knowledge from

research and effective practice: Although FSCS offers extended hours and services during and

beyond the school day, what distinguishes a FSCS is its deliberate responsiveness to the

strengths and needs of students and their families, and their alignment of the assets of educators

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and community partners. Unlike many prominent school reform approaches that characterize low-income students as at-risk and low-income schools as under-resourced or failing, FSCS roots its efforts on the premise that all students and schools can succeed if they have access to needed financial and human resources. The principles of asset-based community development demonstrate how to mobilize the strengths of neighborhoods and their residents and institutions, animate community schools.[lxxv]

In a landmark study, Organizing Schools for Improvement: Lessons from Chicago, a rigorous and compelling analysis of the ongoing work required to improve low-income schools was researched. "Without using the term "community schools," Bryk and his team outlined five key ingredients of school improvement: strong principal leadership committed to an inclusive approach; authentic family and community engagement; coherent curriculum; student-centered school climate; and ongoing capacity-building. This research team emphasized the importance of the interaction among these five ingredients, focusing on the ongoing nature of school improvement, noting that the long-term combination of these five ingredients was associated with the effects they observed in successful schools".[lxxvi]

Enrichment rather than remediation is a hallmark of after-school and summer programs in FSCS; families are key informants, resources, employees and leaders rather than recipients of services; neighborhood institutions are encouraged to participate in, and benefit from, community school offerings; and instruction is culturally responsive and engages students in the real world.

An increasing body of research demonstrates the importance of addressing the needs of culturally and linguistically diverse students and their families. As racial, ethnic, and

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socioeconomic diversity within schools and classrooms has expanded, teachers and leaders have begun to recognize the unique backgrounds and experiences of culturally diverse students through culturally responsive leading and learning. Culturally responsive practices consist of using cultural knowledge, learning styles, and prior educational and personal experiences to make learning effective, relevant, and equitable for all students. With the COVID-19 pandemic upending the conventional school environment, teachers and leaders have an opportunity to explore culturally responsive ways to support students and their families with the transition from the in-person classroom to the online learning experience by providing spaces for families and students to exercise their voice. By acknowledging the unique student and family voices within schools and districts, teachers and leaders have an opportunity to help families adapt to the current academic landscape while addressing and closing equity disparities.

The goal of Spartanburg Success Pipeline is to embed evidence-based, empirically-based, culturally, linguistically, and equitable models and services into the day-to-day operations of the partnering school districts by addressing the goals of the project from three vantage points: 1) provide teachers and school staff with professional learning to elevate their understanding on tactics to impact student and family outcomes; 2) improve student outcomes through the direct delivery of support programs; and 3) improving family engagement. Spartanburg Success Pipeline understands and embraces how the personal culture and background of students and families impacts other students and other adults with whom they interact. By pairing the up-to-date knowledge about how FSCS can be significantly beneficial to a school and community if the theory is followed to fidelity, paired with research-based interventions (see *Table-12*),

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evidence of effectiveness is demonstrated for each proposed pipeline strategy, and its efficacy

with the populations of focus and the intended outcome of the program or service.

(C) The extent to which the services to be provided are focused on those with

greatest need: The Quality of the Project Services section includes a list and detailed description

of the new and existing services to be coordinated through the Spartanburg Success Pipeline.

Each school site will complete an assessment and services design process survey to meet the

specific needs of their school community each year of the project through a collaborative process

which captures the feedback of leadership, staff, students, parents and other community

stakeholders. Pipeline services were selected considering some strategies need to be widely

accessible to all students and families at all school sites (universal services), while other

strategies are needed for students and/or families with identified risk factors such as poor

academic performance, poor attendance, behavioral concerns, and family-based needs (targeted

services). More intensive supports will be available based on referral or identification from

teachers, staff or administrators. *Table-14* provides a breakdown of those services considered to

be universal and targeted.

To support identification of specific students in need of services, teachers, staff and

administrators will participate in training including trauma-informed schools and continuous

improvement as well as behavioral response coaching to identify specific criteria, questions and

discussion prompts as part of the necessary planning to develop a shared process of student

referral. Criteria may vary from school to school based on the student population and needs of

the local community in which families reside. The FSCS Site Coordinator will support the school

in working with local community partners to best serve the needs of individual schools and

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communities, documenting the criteria, training all staff on the criteria and serving as the single

point of contact for students or families who have been identified as high-need or requiring

additional support.

Table-14	TIERED PIPELINE SERVICES
Pipeline Service	**Tier**
Public 3-K Early Childhood Education	Universal: All eligible students
Comprehensive Medical Services	Universal: All students
Family Navigation & Success Planning	Universal: All students
FSCS Coordination	Universal: All students
Parent / Family Leadership Councils	Universal: All parents / families
Parent Directed Annual Conference	Universal: All parents / families
Continuous Improvement	Universal: All teachers / school staff
Trauma Informed Training	Universal: All teachers / school staff
Behavioral Response Coaching	Universal: All teachers / school staff
Out-of-School Expansion	Targeted: Students struggling with academic performance
Family Solutions	Targeted: Students and their families will be referred based on needs
School Based Behavioral Therapy	Targeted: Students with behavioral concerns, unmet behavioral health needs, or displaying risky behaviors will be referred for services
Strengthening Families	Targeted: Parents / caregivers will be referred based on needs
Family and Community Engagement	Targeted: Parents / families expressing concerns with social determinants of health will be referred

ADEQUACY OF RESOURCES

(A) The extent to which the grantee has plans for a full-time coordinator at each

school: Each school site will have a full-time site-coordinator, as required by the Full-Service

Community Schools program. As the budget narrative states, positions for 7 full time site-

coordinators have been established to ensure the successful implementation of the project.

Description of the School Site-Coordinator Position: Seven Full-Service Community

Schools Site Coordinators will be hired and will serve at a 100% level of effort. The Site

Coordinators will support proper development, operation, and meeting expectations of the

project at each school site. Each of these team members will be responsible for program planning

and set up, logistics and operations, advertisement, student recruitment and retention, family

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involvement efforts, teacher participation support, program consistency, and will also collaborate with project evaluators in the data collection process at their own site. Site Coordinators will also serve as the point of contact between school administrators, school staff, project staff, and partners within the school community and will ensure the coordination and smooth operation of all pipeline services at each school are being offered in an equative, efficient, and effective manner.

Site-Coordinators' Responsibilities for Facilities, Equipment and Supplies: Site Coordinators will have the responsibility of working with the partners and the schools to coordinate facilities, equipment, and supplies for the project. Since most of the program activities will occur at the project school sites, the project schools also have agreed to support the project with appropriate facilities and equipment during after-school hours and on Saturdays if necessary; including: multipurpose rooms for meetings, monthly family sessions and after-school classes; meeting rooms for staff meetings and professional development; libraries; storage space; computer labs; auditoriums or large performance/activity spaces akin to an auditorium; gymnasiums; courtyards for assemblies; access to smart-boards, projectors, and screens; access to lunchroom areas, sharing of basic supplies, copiers, computer networks. The LEAs will provide access to their main office meeting and computer rooms, and each Site Coordinator will have a school-based office as well as access to storage space, printers, and photocopiers.

Site Coordinators' Responsibilities for Planning, Integrating, Coordinating and Facilitating Programs and Services at Each School: The purpose of a Site Coordinator is to ensure a champion exists at each school who is empowered to plan, integrate, coordinate, and facilitate the programs and services at that site.

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During the initial stages of the project, each Site Coordinator will work with the rest of the project team to design and begin to implement the way in which the proposed project objectives and activities are deployed in each school. This will involve examining the responses to the needs assessment instruments for students, teachers, school staff, administrators, families, and community members, that were administered for this proposal. This will allow the site-coordinators, in conjunction with the rest of the leadership team, to align the specific details of each of the 5 pipeline services with what is most needed at each school site. This collaborative coordinated planning at the beginning of the project will ensure that the project will have the greatest possible impact by tailoring all programming and services to the greatest areas of need.

Throughout the 5-year term of the grant, the Site Coordinators will continue to meet with the Project Leadership Team at least monthly to address problems with implementation, or new needs that arise as circumstances change. Additionally, the Independent Evaluator will be collecting both quantitative and qualitative data on the impact of the project's programming and services throughout each project year. These data will be used both for the reporting required by the Department of Education on the project's outputs and outcomes, but it will also be used to help the Project Leadership Team, and in particular the site coordinators, respond quickly to additional needs, issues with fidelity, or any needed changes in design or implementation to increase the impact of the project's programming and services.

The Site Coordinators will also be responsible for the integration of programming and services at their respective schools. This integration is guided by the Four Pillars of Full-Service Community Schools, which are: 1) Integrated student support; 2) Expanded and enriched learning time and opportunities; 3) Active family and community engagement; and 4)

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Collaborative leadership and practices. These pillars guide the design and implementation of the system of collaboration among the schools, administrators, teachers, students, families, and community partners, as well as the five pipeline services. Integrating programming and services into the school community requires more than just implementation, since integration requires deeper connections with the already-existing academic, socio-emotional, health, mental health, wellbeing components that students encounter every school day. These deeper connections between putatively unrelated topics helps to avoid putting these topics in "silos," which then implies that mental health and academic achievement are unrelated, or that learning only happens in school.

The deep, interdisciplinary integration of much-needed services to students who would otherwise find it much more difficult to access, including medical, dental, vision care, mental and behavioral health services, trauma-informed services. Additionally, at school sites where students and families are facing problems with housing, nutrition, citizenship preparation, or criminal justice issues, the school site, under the leadership of the site-coordinator, can become a hub for providing such services, or giving students referrals to partners who can provide them.
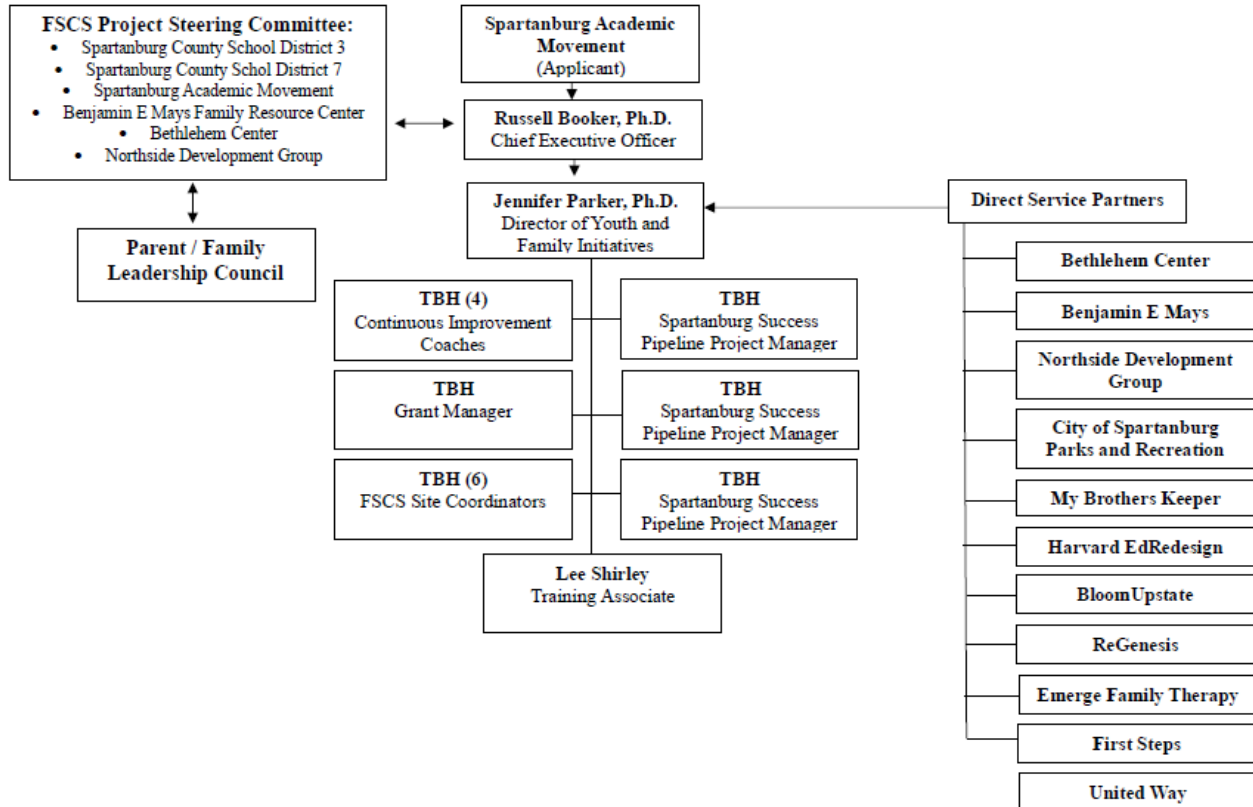
The site-coordinator must facilitate the programs and services in each school site. For the site-coordinator, detailed yet flexible planning aligned with the needs assessments is the first step that must be taken in order to be a facilitator of this project. This, of course, also includes the regular meetings with the Project Leadership Team to bring together all of the major stakeholders in collaboration to design, implement, and ensure the fidelity of the implementation of the project. Site-coordinators also play a key role in facilitating the accurate and timely collection of data for the evaluation of Spartanburg Success Pipeline. This is important not only

because reporting is a requirement of the grant, but also because the collected data are needed for

the evaluator to make recommendations on ways to improve the pipeline services as the project

progresses. The preceding areas of the site-coordinator's duties pertain to the management end of

the project, but the site-coordinator is also responsible for facilitating the day-to-day running of

the programs and services. Such tasks include facilitating the integrated student supports, e.g. the

in and out-of-school support for students to access resources pertaining to wellbeing, address

barriers to learning, mental health, medical, dental, and behavioral services. Also necessary is the

facilitating of the expanded and enriched learning time and opportunities for students. This

means that the site-coordinators are regularly checking in with the teachers to ensure that the

academic and non-academic programming for Spartanburg Success Pipeline is being

implemented in such a way as to have the most impact on students cognitive and non-cognitive

learning as is possible. Finally, the site-coordinators facilitate family and community

engagement.

Facilitating in these areas requires the site-coordinators to engage with the families of

students and members of the community to ensure that they know what programming is being

offered. The site-coordinator also has to work with the schools and partners so that the timing

and location of the events are convenient for the attendees. In this way, the community school

can become a hub for students, families, and community members. Just as the site-coordinators

maximize the impact of Spartanburg Success Pipeline by facilitating the cognitive and non-

cognitive learning of students, they also are able to improve the impact on families and

community members by facilitating programming such as: ESL classes, GED classes, violence

prevention, citizenship preparation, computer skills, art, health and mental health supports,

literacy programming.

Table-15	KEY & OTHER PERSONNEL

Dr. Jennifer Parker, Director of Youth and Family Initiatives ▮▮▮▮▮ Dr. Parker will provide oversight for all aspects of the project's success. The Spartanburg Academic Movement will be working to support the Spartanburg Success Pipeline along the cradle to career continuum, project planning, management, and evaluation. The Project Director will also facilitate resident engagement and facilitate alignment with the competitive and invitational priorities. Dr. Parker served as a psychology professor at the University of South Carolina Upstate and is the Founding Director of the University's Child Protection Training Center. The Center, created to reduce adverse childhood experiences and improve community response to child maltreatment began as one of only four in the nation. Under Dr. Parker's leadership, thousands of professionals serving children and families were trained in multiple strategies to build resilience for those facing the most traumatic life situations. She led the creation of a mock courtroom, mock jury deliberation room, and mock house, all realistic training environments to help professionals better understand the systems and processes impacting the community's most vulnerable children and families. Dr. Parker earned her PhD in Family and Child Development from Virginia Polytechnic Institute and State University and graduated from the Harvard University Management and Leadership in Education program. She is a graduate of the Diversity Leaders Initiative at the Riley Institute, Spartanburg Regional Fellows, and a South Carolina ACE Interface Master Trainer. Dr. Parker has led numerous professional and volunteer efforts focused on child, adolescent,

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and family health. She is currently active with the Spartanburg Adolescent Health Community Advisory Board, Mental Fitness Advisory Council, Behavioral Health Taskforce, and the Faith Initiative to End Child Poverty, all engaging community leaders in collective impact work to improve circumstances and resources for Spartanburg residents.

TBH, Spartanburg Success Pipeline Project Manager ▮▮▮▮▮▮▮ The Program Manager will facilitate resident and community engagement for the Center for Resilient Schools and Communities in the Northside and Highland. The Spartanburg Success Pipeline Manager co-facilitate the suite of services offered to families in conjunction with the Northside Development Group (Northside) and Bethlehem Center (Highland) as it relates to the initiatives being implemented along the cradle to career pipeline. The Spartanburg Success Pipeline Manager will lead the "family academy" services with a focus on engaging, educating, connecting, and coordinating solutions for children, youth, and families. Finally, the Spartanburg Success Pipeline Director, under the direction of the Director will develop and execute the multi-generational community design work.

4 TBH, Continuous Improvement Coaches ▮▮▮▮▮▮ Coaches will serve staff and students at the identified schools in the areas of literacy, mathematics, and student transition. Spartanburg Academic Movement's Continuous Improvement Institute will expand this unique human centered process of education in secondary space. This process has proven key in shifting the learning dynamic from a content focus to a uniquely student-centered focus. Knowing where students are along a content continuum and adjusting the process of teaching and learning to begin there, means progress that can be sustained, without gaps that form if a content only approach is followed. Teachers will receive ongoing support and training while receiving classroom appropriate process training that ultimately allows them to follow the Plan Do Study Act cycle with students. This position will support Clifdale and Carver Middle School.

Lee Shirley, Training Associate ▮▮▮▮▮▮ : Lee serves in Spartanburg Academic Movement's Center for Resilient Schools and Communities where she is a trainer. For this project, Lee will provide Behavioral Response Coaching to teachers which has been shown to be an effective form of support providing intensive and differentiated assistance to teachers so that they are able to incorporate research-based practices into their teaching. Lee is a graduate of Spartanburg High School and Clemson University, where she studied education. Her passion for child development led her to earn a Master of Education degree in School Counseling from The Citadel Graduate College. Lee is a former school counselor who has served in the Beaufort County School District, Clover County School District, and in Spartanburg at Pine Street Elementary School. She previously served as Community Leadership and Program Director for Mental Fitness, Inc., a position she held since 2019.

TBH, Grant Manager ▮▮▮▮▮▮ : Provide leadership and direction for funded strategies through the Spartanburg Success Pipeline; oversee the financial administration of the grant funds and ensure that program staff accomplish their approved program initiatives while meeting compliance and reporting requirements and regulations administered by the USDE. The Grant's manager will also assist in the budget development process and perform budget analysis duties.

TBH, Data Associate ▮▮▮▮▮▮ work closely with schools, community partners, and stakeholders to gather, maintain, analyze, and report on a wide range of data to support the holistic development and success of students and families within our community schools program.

TBH, Out of School Time Coordinator ▮▮▮▮▮▮ provide support to youth serving out-of-school time collaborative partners, assist with out-of-school time data tracking, and build stronger afterschool and summer partnerships with Spartanburg County schools and districts.

Staff Training Plan to Build Capacity of Team: Spartanburg Academic Movement will

send project staff to StriveTogether's annual Cradle to Career Network Convenings in select

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years of the grant to, which will focus on training organization and their leaders to break down

structural and racial inequities to change systems and improve outcomes for kids. Project team

members will also attend Harvard's EdRedesign facilitator training on the Family Navigation

and Success Planning model for successful implementation of the Family Navigation model, a

proposed pipeline service. Additionally, as student and parent voice is critical to the success of

this project, team members will attend training or workshops on parent convening which will

offer real-world, practical solutions to potential historical barriers to getting parents involved in

school activities.

Plan to sustain the position beyond the grant period and a description of how this position

will serve to plan, integrate, coordinate, and facilitate programs and services at each school.

Building project capacity and sustainability will be successfully accomplished through the

leveraging of funds received from the U.S. Department of Education to complete the long-term

plan. After the grant funding ends, the district staff, project teachers and partners, will continue

their participation as part of their regular professional assignments. In addition, Spartanburg

Academic Movement has put a plan in place to raise funds from private foundation funds and

through robust fundraising efforts. These funds will enable the project to institutionalize or build

capacity for the project team.

(B) Potential for continued support for the project after Federal funding ends,

including, as appropriate, the demonstrated commitment of appropriate entities to such

support: Spartanburg Success Pipeline partners have indicated that they are committed to the

institutionalization and to use their own resources, while simultaneously building school

resources and capacity, to continue the project. Principals of target schools indicate that

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improving schools through integrating standards-based arts education into the curriculum, for at-risk students, is a long-term priority. Beginning in project year 3, Spartanburg Academic Movement and partnering LEAs will develop sustainability plans to determine how funding could be allocated within the partner institutions to support the project's continuation beyond the grant period. Specifically, this plan will include action plans for incorporation of program components into each school's yearly discretionary funds budget; the determination of alignment of the project and eligible activities under the state's 21st Century Community Learning Centers program for possible application; presentation of mid-project outcomes to location foundations to demonstrate the effectiveness of the project for ongoing funding; and integration of the project's work products (e.g. manuals, tool kits, and unit plans) into existing, funded functions within each building; and resource reallocation or fundraising for ongoing nominal expenses. This project also has significant potential for replication in similar cities with disparate school structures.

QUALITY OF THE MANAGEMENT PLAN

(A) The extent to which the grantee has, or demonstrates a strong plan to have, a broadly representative consortium that reflects the needs of the community and its stakeholders, and a description of the roles and responsibilities of the broadly representative consortium outlined in the required preliminary MOU: The Spartanburg Success Pipeline project has a strong plan with a broadly representative consortium and its stakeholders. The community partners participating in the Spartanburg Success Pipeline project are described in *Table-16*. Partners have participated in the development, coordination, and implementation of integrative programs for students, teachers, and parents/families. and providing students services, teacher professional development, and parent training.

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Table-16	FSCS PARTNERS

City of Spartanburg Parks and Recreation: <u>Role:</u> support the implementation of the Teen Outreach Program in the after-school program. <u>Experience:</u> city department responsible for maintaining a system that enhances and enriches the quality of life for all residents and visitors through the delivery of high-quality events, activities, programs, community engagement, and outreach. The city provides programming to children and adults in the two neighborhoods, including summer recreation programs.

My Brothers Keeper: <u>Role:</u> lead training and technical assistance for Aban Aya. <u>Experience:</u> has many years of experience implementing the evidence-based program, Aban-Aya, to community and school groups in Spartanburg County. My Brothers Keeper has had the opportunity to lead its young men of color youth group in the curriculum of Aban-Aya as well as exposing them to various positive youth development opportunities in the surrounding community and across the state. My Brothers Keeper has a continued track record of delivering evidence-based programs and services with fidelity, efficiency, and high impact.

Harvard EdRedesign: <u>Role:</u> members of the communities identified in this grant will collaborate with fifteen other communities across the nation in an effort to ensure there is a personalized, relationship-based approach to ensuring the children in targeted communities have a caring community/school advocate who knows them well and develops a plan for ensuring their needs, interests, and goals are met by connecting them to supports and opportunities available in their community. Additionally, project staff will attend the Harvard EdRedesign training annually to receive facilitator training on the Family Navigation and Success Planning Model. <u>Experience:</u> EdRedesign was founded in 2014 by Paul Reville, Francis Keppel Professor of Practice of Educational Policy and Administration at the Harvard Graduate School of Education. EdRedesign is driven by a diverse leadership team and staff, that combines extensive experience at the intersection of policy, politics, research, system-building, and practice, and provides catalytic support to the cradle-to-career, place-based field to drive systems-level change and open personalized pathways to opportunity.

BloomUpstate: <u>Role:</u> Provide programming twice weekly afterschool for approximately 2 hours each day with 2 staff who are certified in the Girls circle curriculum. The squad leaders will provide evidence-based curriculum to girls ages 10+ using this evidence-based curriculum by the One Circle Foundation. The Girls Circle model, structured support group for girls and youth who identify with female development from 9-18 years, integrates relational theory, resiliency practices, and skills training in a specific format designed to increase positive connection, personal and collective strengths, and competence. Bloom leaders will create positive relationships that provide an atmosphere for growth and learning opportunities. <u>Experience:</u> BloomUpstate's mission is to mentor and support girls and their parents who reside in single parent households through 4 programs: mentorship program, tutoring, peer groups, and family services.

Bethlehem Center: <u>Role:</u> Participate in a comprehensive planning process during the first year of the grant that will include extensive community engagement, completing a community needs assessment and resource mapping process, finalizing goals, objectives, and performance indicators for the grant period, and developing detailed plans for identifying and implementing programmatic elements. Participate in regularly scheduled meetings between the staff of the partnering agencies and school principal(s), as well as other appropriate personnel, to discuss all issues pertaining to the Spartanburg Success Pipeline Full-Service Community Schools Program. Issues would include, but not be limited to, staff performance, effectiveness of program features, and other issues of program implementation. Develop mechanisms and opportunities to communicate on a regular basis with stakeholders, collaborators, and family members regarding the Full--Service Community Schools Program. Represent Entity in the support of leveraged resources for Full-Service Community Schools Program. <u>Experience:</u> The Center is a multi-service agency providing an array of programs to residents in Spartanburg County. The Center's day care facility has the capacity to serve 130 children between the ages of two and five. The outreach department facilitates client-centered referrals, provides emergency assistance with food, electrical, heating and rental payments as well as coordinates self-improvement focused programming and remedial academic GED preparation classes. The community services department provides numerous programs related to after school tutorial services, fine arts (dance, drama, piano lessons and art), sports and recreational activities, scouting, seasonal camping, primary prevention and leadership programs for community youth.

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Northside Development Group: <u>Role:</u> <u>Role:</u> Participate in a comprehensive planning process during the first year of the grant that will include extensive community engagement, completing a community needs assessment and resource mapping process, finalizing goals, objectives, and performance indicators for the grant period, and developing detailed plans for identifying and implementing programmatic elements. Participate in regularly scheduled meetings between the staff of the partnering agencies and school principal(s), as well as other appropriate personnel, to discuss all issues pertaining to the Spartanburg Success Pipeline Full-Service Community Schools Program. Issues would include, but not be limited to, staff performance, effectiveness of program features, and other issues of program implementation. Develop mechanisms and opportunities to communicate on a regular basis with stakeholders, collaborators, and family members regarding the Full--Service Community Schools Program. Represent Entity in the support of leveraged resources for Full-Service Community Schools Program. <u>Experience:</u> Northside Development Group is a widely admired place-based nonprofit organization holistically on community development, considered a "quarterback" for Spartanburg's Northside neighborhood. The group emerged from what all stakeholders described as a successful turnaround of a neighborhood one would not want to drive through the past. The success is exemplified by ▮▮▮▮▮▮▮ in projects going on in the neighborhood at the moment. The neighborhood continues to have high needs, however, as demonstrated by an elementary school with a high free and reduced lunch rate and a high number of single parent households. The nonprofit tackles this through partnerships with the local school district, local colleges, and operating a jobs placement program. The primary issue appears to be achieving deeper levels of affordability in housing development, a point of pushback both from external critics running for office and from its own board.

Benjamin E. Mays: <u>Role:</u> Participate in a comprehensive planning process during the first year of the grant that will include extensive community engagement, completing a community needs assessment and resource mapping process, finalizing goals, objectives, and performance indicators for the grant period, and developing detailed plans for identifying and implementing programmatic elements. Participate in regularly scheduled meetings between the staff of the partnering agencies and school principal(s), as well as other appropriate personnel, to discuss all issues pertaining to the Spartanburg Success Pipeline Full-Service Community Schools Program. Issues would include, but not be limited to, staff performance, effectiveness of program features, and other issues of program implementation. Develop mechanisms and opportunities to communicate on a regular basis with stakeholders, collaborators, and family members regarding the Full--Service Community Schools Program. Represent Entity in the support of leveraged resources for Full-Service Community Schools Program. <u>Experience:</u> In 1953, Dr. Benjamin Elijah Mays created the Benjamin E. Mays Consolidated Schools, the first of 5 public schools in Pacolet, South Carolina, which served black children during segregation. In 2022, the Benjamin E Mays Family Resource Center was incorporated, inspired by the school's namesake, to serve as a beacon of hope for the Pacolet community.

ReGenesis: <u>Role:</u> Over the five-year grant period provide medical, pharmaceutical, and dental care to families through its mobile medical center in Spartanburg County School Districts 3 and 7. <u>Experience:</u> ReGenesis is a federally qualified health center offering comprehensive health services to residents in and around the Spartanburg, Cherokee, and Union, South Carolina areas.

Emerge Family Therapy: <u>Role:</u> Emerge Family Therapy will provide school-based mental health services with Spartanburg County School Districts 3 & 7. <u>Experience:</u> Emerge Family Therapy has master's Level Students, Post Degree Clinicians, and LMFTs and LPCs at its Spartanburg clinic, allowing the agency to offer therapy to children, families, couples, and individuals with specialization in play therapy, a technique that helps children and teens express themselves and learn coping skills, encouraging healthy development.

First Steps: <u>Role:</u> First Steps will implement its Quality Counts program, a local child care quality rating and improvement system that supports continuous quality improvement, in the early learning environments at Spartanburg County School District 3& 7 through targeted professional development, coaching, and the use of nationally recognized assessments. <u>Experience:</u> First Steps is the only legislatively mandated school readiness program in South Carolina and Spartanburg County First Steps is the local program. Its ability to navigate complex partnerships is best evidenced by Quality Counts, which works with a variety of childcare centers—including at private businesses, public schools, nonprofit organizations, and churches—to increase the quality

of learning before children enter kindergarten. Executive Director Barbara Manoski is well-connected, leveraging relationships with the Mary Black Foundation, state legislator Rita Alison, the United Way, and the Spartanburg Children's Museum to provide resources to childcare centers and the families they serve.

United Way: <u>Role:</u> The United Way will provide support for Family Navigators who are embedded in identified schools and communities through supervision and professional development opportunities. <u>Experience:</u> United Way of the Piedmont fights for the health, education, and economic mobility of every person in Spartanburg, Cherokee, and Union counties of South Carolina. The United Way of the Piedmont focuses programs, collective impact work, and investments in five interconnected categories that significantly contribute to families in our community becoming self-sufficient.

(B) The extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families: In 2008, the Chamber of Commerce assembled the "Task Force on College Degree Attainment," charged to examine the connection between economic development and educational achievement. At that time, 19.2% of adults 25 and older held bachelor's degrees, with the state average at 22.7%, and the nation at 27%. Regions with dynamic economies boasted rates above 40%. Spartanburg County was not in the game. Leading the list of Task Force recommendations was "The 40/30 Challenge" – to double the number of adult bachelor's degree holders to 40% by 2030.

In 2010, the Spartanburg County Foundation established and funded "The College Hub," a non-profit charged to address this single benchmark. The College Hub began its work by encouraging increasing numbers of young people to go to college and adults to return to complete degrees. Though the "40/30 Challenge" remains the gold standard, the College Hub Board of Directors began to recognize that the challenge could not be realized unless all points on the academic continuum were advancing at the same time.

In 2012, two developments motivated a change in the efforts of The College Hub. First was the College Hub's merger with another non-profit, the Children's Services Alliance. The Alliance, also launched in 2008, served as a network engaging pre-K providers and agencies. The combined boards recognized that each had been working at extreme ends of the same

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education continuum. They also recognized that advancing academic achievement across the entire learning continuum was required if "The 40/30 Challenge" was to be realized.

A second development was the discovery of "Strive ... Every Child, Cradle to Career," a collective impact model for community-wide change, developed and launched across the school districts of Cincinnati and Northern Kentucky. With this discovery, everything changed for the College Hub: the challenge, the model, the goals, the strategies, the metrics, the objectives, the funding, the staffing … even the name. No longer just "college" or "kindergarten readiness." No longer isolated points on the continuum. Indeed, no longer a "hub" … but a "movement." The Spartanburg Academic Movement. Now, the Board and its growing number of Partners are asking citizens and institutions to "join the movement." No excuses. Every child must be ready to learn to read when they enter school; reading to **l**earn by third grade; succeeding in eighth grade math to manage the rigors of high school math and science; graduating high school prepared to achieve a post-secondary credential. Spartanburg County's schools are leading the SAM Partnership … innovating, reinventing, accelerating, and delivering. And SAM is calling on the rest of the County – children, parents, neighbors, faith communities, employers, non-profits, foundations – to awaken to the crucial importance of academic achievement for every child, cradle to career.

(C) 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. The Spartanburg Success Pipeline Leadership Team will provide overall leadership for the project, which will include the following members: the Project Director, four teacher representatives, two student representatives, four family

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representatives from the family leadership team, the school principals, the School Site

Coordinators, a school mental health coordinator, and one representative from each community

partner. The Leadership Team will meet quarterly to: (1) set overall policies for the program; (2)

monitor the implementation of the project's objectives and its services and budget; (3) assess the

adequacy of resources; (4) review evaluation reports and make recommendations to staff; (5)

provide quality control and discuss the effectiveness of the project with the Management Team;

and (6) develop and monitor plans to sustain the project after federal funding ends.

Project Steering Committee: Spartanburg Success Pipeline will create a Project Steering

Committee that provides high-level oversight of the FSCS model, ensuring that pipeline services

are delivered with measurable outcomes under each of the four pillars. This group will consist of

membership from the Consortium - Spartanburg Academic Movement, Spartanburg County

District 3, Spartanburg County District 7, Benjamin E Mays Family Resource Center,

Bethlehem Center, Northside Development Group, the FSCS Site Coordinators, and a parent

representative from each district. Parent and family voice is often absent in the governance of

family-serving organizations such as schools. In an effort to increase engagement of families in

the development and education of their children, Spartanburg Academic Movement and the

partnering districts believe it is essential to have parent and family voice in planning efforts and

governance of initiatives. A Parent / Family Leadership Council will be developed for each

participating school with 1 Steering Committee that supports the overall project made up of

council members. The Steering Committee will meet quarterly and the council will meet up to

monthly. The council will initially include parents who are a part of the existing School

Improvement Councils, PTSO, Parent Councils, and Title 1 Parent Groups. Collectively, we will

determine a process for widening the reach and ensuring diversity of perspective within the

council. The purpose of the meetings will be to utilize continuous improvement methodologies

and PDSA processes to plan, implement, and monitor progress.

Day-to-Day Coordination of the project through the Project Management Team: The

Project Management Team, meeting bi-weekly, will provide day-to-day management and

coordination of the project. The Management Team will consist of: the Project Director, the

school site coordinators, the school principals, and a teaching representative from each project

school, key project personnel; and representatives from each of the community partners. This

Management Team will: (1) review timelines and milestones; (2) monitor the budget; (3) define

the responsibilities of all staff, (4) implement and carry out an ongoing review of the project's

components; (5) modify the activities of the project based on feedback received from the

project's staff; (6) collaborate with the Independent Evaluator (see Evaluation section) to

implement the project's evaluation design, including the development of assessment measures,

the collection of data, and the review and analysis of evaluation results as part of on-going

performance feedback and consultation; and (7) assist with the preparation of all annual reports

to the U.S. Department Of Education with the Independent Evaluator.

Timeline: The Spartanburg Success Pipeline timeline and milestone chart assumes a start

date of January 1, 2024.

Table-17	SPARTANBURG SUCCESS PIPELINE PROJECT TIMELINE		
KEY to Abbreviations: Project Director - Director; Full Service Community Schools Site Coordinator - FSCS SC; Director of Youth and Family Initiative - DYFI; Spartanburg Success Pipeline Project Manager - PM; Continuous Improvement Coaches - CI; Training Associate - TA; Grant Manager - GM; Family Outreach Coordinators - FOC; Spartanburg County School District 3 - District 3; Spartanburg County School District 7 - District 7; Benjamin E Mays Family Resource Center - BEM; Bethlehem Center - BC; Northside Development Group - NDG; Spartanburg Academic Movement (SAM)			
Activity Description		**Responsible**	**Timing**
Year 1 (January 2024- July 2024) Planning Phase			

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Announce award to partners	Director	January 2024
Finalize formal agreements with LEAs, partners and consortium	Director	January 2024
Issue RFP for independent evaluator	Director	January 2024
Post to-be-hired positions	Director	January 2024
Order necessary supplies and curricula	Director	January 2024
Establish consortium membership / FSCS Project Steering Committee	Director	February 2024
Establish Parent / Family Leadership Council	Director	February 2024
Commence quarterly meetings of consortium membership / FSCS Project Steering Committee	Director, NGD, BC, BEM, District 3, District 7,	March 2024
Finalize implementation plan for all proposed pipeline services	Director, DYFI, Consortium Membership, Parent / Family Leadership Council	June 2024
Parent agencies will hire necessary staff to conduct contracted pipeline services	NGD, BC, BEM, United Way	June 2024
Host CI 101 for Leaders training	SAM CI, District 3, District 7	June 2024
Host CI 101 for Educators training	SAM CI, District 3, District 7	June 2024
Host Trauma Informed Schools training	SAM, District 3, District 7	June 2024
Meet with schools to determine needs and plan for Behavioral Response Coaching	Director, DYFI, TA	June 2024
Finalize schedule and referral plan for school-based therapy	District 3, District 7, Emerge	July 2024
Finalize schedule for Mobile Medical Center	District 3, District 7, ReGenesis	July 2024
Finalize evaluation plan including establishing baselines for outcomes, developing protocols, sourcing of necessary tools and instruments for data collection, and	Director, DYFI, Evaluator	July 2024
Parent agency newly hired staff will complete all required training on edcivcen-based practices and strategies to be delivered	NGD, BC, BEM	July 2024
Harvard EdRedesign will provide facilitator training on Family Navigation and Success Planning to Family Navigators at NGD, BC, BEM	Harvard EdRedesign with Director coordinating	July 2024
Host Community Health Worker certification	United Way	July 2024
Host Motivational Interviewing training	United Way	July 2024
Finalize continuous improvement model through SAM's Institute for Continuous Improvement	CI	July 2024
Commence planning for Parent Directed Annual Conference	Parent / Family Leadership Council	July 2024
Pilot non-standardized data tools to ensure validity and reliability	Evaluator	July 2024
Conduct planning phase focus groups with students/youth/potential beneficiaries of service, families, and educators/staff	Evaluator	July 2024
Year 1 (August 2024 - December 2024) Implementation Phase		
Continue quarterly meetings of FSCS Project Steering Committee	Director, NGD, BC, BEM, District 3, District 7	August 2024 - December 2024

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Continue monthly meetings of Parent / Family Leadership Council	Parent representatives from District 3, District 7	August 2024 - December 2024
Commence bi-weekly Management Team meetings	PM, FSCS SC, all partners providing services, evaluator, school personnel and teachers	August 2024 - December 2024
Commence public 3K programming	District 3, District 7, FSCS SC	August 2024
Commence training through First Steps in 3K program	First Steps, FSCS SC	August 2024
Commence out-of-school afterschool programming explanation at Carver Middle School and Clifdale Middle School	District 3, District 7, FSCS SC, FOC	August 2024
Commence Family Navigation and Planning	Family Navigators at NGD, BC, BEM	August 2024
Commence Strengthening Families workshops	NGD, BC, BEM	August 2024
Commence Family Solutions workshops	NGD, BC, BEM	August 2024
Community Resource Coordinator Training	United Way	August 2024
Begin taking first appointment for school-based therapy	District 3, District 7, Emerge	August 2024
Begin taking first appointment for Mobile Medical Center	District 3, District 7, ReGenesis	August 2024
Commence Behavioral Response Coaching	TA	August 2024
Start data collection	Evaluator	August 2024
Host first annual Parent Directed Annual Conference	Parent / Family Leadership Council	October 2024
Submit required data and reports to funder (per required schedule)	Director / Grant Manager	December 2024
Implement and collect data on all annual data collection strategies: surveys, academic outcomes, climate	Evaluator	December 2024
Year 2 - Year 4 (January 2025- December 2028) Implementation Phase		
Continue quarterly meetings of FSCS Project Steering Committee	Director, NGD, BC, BEM, District 3, District 7	January 2025 - December 2028
Continue monthly meetings of Parent / Family Leadership Council	Parent representatives from District 3, District 7	January 2025 - December 2028
Commence monthly Management Team meetings	PM, FSCS SC, all partners providing services, evaluator, school personnel and teachers	January 2025 - December 2028
Continue public 3K programming	District 3, District 7, FSCS SC	January 2025 - December 2028
Continue out-of-school afterschool programming explanation at Carver Middle School and Clifdale Middle School	First Steps, FSCS SC, FOC	January 2025 - December 2028
Continue Family Navigation and Planning	District 3, District 7, FSCS SC	January 2025 - December 2028
Continue Strengthening Families workshops	Family Navigators at NGD, BC, BEM	January 2025 - December 2028
Continue Family Solutions workshops	NGD, BC, BEM	January 2025 - December 2028
Continue school-based therapy	District 3, District 7, Emerge	January 2025 -

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		December 2028
Continue Mobile Medical Center	District 3, District 7, ReGenesis	January 2025 - December 2028
Continue Behavioral Response Coaching	TA	January 2025 - December 2028
Complete year 1 evaluation report	Evaluator	June 2025
Host CI Refresher for Educators and Next Steps	SAM CI	June 2025
Host Trauma Informed Schools refresher training	SAM, District 3, District 7	June 2025
Community Resource Coordinator Training	United Way	August 2026
Submit required data and reports to funder (per required schedule)	Director / Grant Manager	December 2025
Implement and collect data on all annual data collection strategies: focus groups, surveys, academic outcomes, climate	Evaluator	December 2025
Begin meetings with local, state and federal funders to secure sustainability funding at project end	SAM, NGD, BC, BEM, District 3, District 7	January 2026
Complete year 2 evaluation report	Evaluator	June 2026
Host CI Refresher for Educators and Next Steps	SAM CI	June 2026
Host Trauma Informed Schools refresher training	SAM, District 3, District 7	June 2026
Community Resource Coordinator Training	United Way	August 2026
Submit required data and reports to funder (per required schedule)	Director / Grant Manager	December 2026
Implement and collect data on all annual data collection strategies: focus groups, surveys, academic outcomes, climate	Evaluator	December 2026
Complete year 3 evaluation report	Evaluator	June 2027
Host CI Refresher for Educators and Next Steps	SAM CI	June 2027
Host Trauma Informed Schools refresher training	SAM, District 3, District 7	June 2027
Community Resource Coordinator Training	United Way	August 2027
Submit required data and reports to funder (per required schedule)	Director / Grant Manager	December 2027
Implement and collect data on all annual data collection strategies: focus groups, surveys, academic outcomes, climate	Evaluator	December 2027
Finalize sustainability plan with secured funding for ongoing provision of services	SAM, NGD, BC, BEM, District 3, District 7	January 2028
Complete year 4 evaluation report	Evaluator	June 2028
Host CI Refresher for Educators and Next Steps	SAM CI	June 2028
Host Trauma Informed Schools refresher training	SAM, District 3, District 7	June 2028
Community Resource Coordinator Training	United Way	August 2028
Implement and collect data on all annual data collection strategies: focus groups, surveys, academic outcomes, climate	Evaluator	July 2028
Complete year 5 evaluation report	Evaluator	December 2028
Submit required data and reports to funder (per required schedule)	Director / Grant Manager	December 2028
Project completion	Team	December 2028

QUALITY OF THE PROJECT EVALUATION

Spartanburg Academic Movement has engaged an individual evaluator, the Southeast

Center for Strategic Community Development, to provide evaluation support. Dr. Paul N.

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McKenzie is the President of the Southeast Center for Strategic Community Development founded to help build capacity of community and faith-based organizations. He has served as principal investigator or evaluator for over 20 federal grants, and specializes in at-risk youth, families, and culturally competent intervention strategies. He is the founder of the Institute for Adolescent Addictions, selected as a model program by the Texas Commission on Alcohol and Drug Abuse, and the Euphrasia Center, named one of 15 most promising female offender programs in the nation by the U.S. Department of Juvenile Justice and Delinquency Prevention. Dr. McKenzie has authored 2 books and numerous articles in his field, and in 1984, received the Outstanding Research Award from the American Association for Marriage and Family Therapy. In keeping specifically with guidance related to open and fair competition, Spartanburg Academic Movement will formally select an independent evaluator utilizing a RFP process that considers the experience of each evaluator and their cost effectiveness in light of this FSCS project for final selection. The evaluator procurement process will provide the project with time in advance of the award to consider skilled evaluation firms and individuals that comply with the Uniform Guidance and our own procurement policies.

(A) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project: Spartanburg Academic Movement's evaluation plan will investigate program effectiveness and impact through the assessment of project objectives annually. The evaluation design will include formative and summative evaluation components that occur at regular intervals throughout all 5 years of the project. The evaluation will include both an assessment of program implementation and an impact of the project on students and families, and specifically assess ongoing project

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activities to examine whether they have their intended effect, alignment and contribution to the

proposed project objectives, and how effectively project activities are delivered. The evaluation

components will assess progress toward project objectives through annual reporting of the

performance measures (*Table-19*), with measurement occurring at appropriate times and

compared to previous years' performance. Through the formative evaluation, ongoing and time-

specific documentation of activities and outcomes will occur, which will provide project and

district staff with the descriptive information needed to modify and/or revise project activities.

The summative evaluation component, by contrast, will descriptively assess achievement of the

project's proposed goals and objectives, including its impact on students and families. The

evaluation methods of both the formative and summative components will provide meaningful

feedback on the performance of participants and effectiveness of project activities. In the final

report, a longitudinal design will be used to assess the overall achievement of project goals,

objectives, and outcomes.

Table-18	RESEARCH QUESTIONS

A. Implementation (Years 1-5)
   1. To what extent are students, families, schools, and community partners engaging in FSCS activities?
   2. To what extent have strategies within each pillar been implemented and milestones reached?	

B. Progress Toward Goals (Years 2-4) 1. To what extent are individual strategies meeting goals and performance metrics?	

C. Student and School Outcomes (Years 3-5)
   1. Are there changes in student achievement (school readiness, math, and English proficiency scores) over the course of project implementation?
   2. Are there changes in student attendance and chronic absenteeism over the course of project implementation?
   3. Are there changes in exclusionary discipline responses?
   4. Are there changes in parent/family and community-based partners' involvement with schools?
   5. Are there changes in parent/family roles in leadership and volunteer roles within the schools?	

Formative Evaluation: The FSCS evaluation team will independently study all

components of the FSCS work each year – eligible services to students and families, and

implementation of the four pillars. Annually, the evaluator will meet formally with the District 7 and 3, Spartanburg Academic Movement, and the Project Steering Committee to report findings and facilitate a discussion on the implications for change; fewer formal sessions will be held quarterly. In addition, the evaluator will be given the responsibility and license to assess and document the health of the FSCS, and to report out both strengths and weaknesses.

Summative Evaluation: At the beginning of the grant period, the evaluator will assist in establishing baseline data to measure progress toward objectives. The evaluation will assess the degree to which FSCS is achieving its stated benchmarks and targets. Spartanburg Academic Movement's Institute for Continuous Improvement developed and will continue to use a continuous improvement and assessment model for the FSCS that refines services and service delivery to make certain we continuously meet project goals and objectives. This model will ensure we stay on track to meet objectives, that we are within the project scope, and within the proposed budget parameters. Spartanburg Academic Movement will integrate the proposed pipeline service data to track and monitor all project data. Spartanburg Academic Movement has established effective data sharing and reporting capacity through its data infrastructure to integrate student and other service data. To effectively manage progress towards deliverables, partner service commitments, meeting requirements, and grant deliverables, Consortium members and the Spartanburg Academic Movement project management team will receive quarterly progress and data reports from the evaluator to make data-driven decisions aligned to the continuous quality improvement cycle necessary to ensure goals and outcomes are met. The proposed formative evaluation process is critical to managing a project that is on track and effective in meeting expectations. Further, this process will support implementation with fidelity,

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providing regular opportunities to look objectively at the project and address any challenges that are in the way of supporting a successful project. The evaluation will provide guidance on strategies and best practices that are appropriate for scaling.

Annually, findings from the evaluation design will discuss in detail the implementation, analysis, and limitations of the study. Spartanburg Academic Movement will identify key practice areas that we will study for replication in other communities across Spartanburg county's other five school districts. The principal investigator, project director, and evaluator will present findings at Spartanburg Academic Movement's annual Continuous Institute conference, StriveTogether convenings, Purpose Built Communities workshops, and other local, regional, and national professional conferences as well as submit written briefs to scholarly journals and professional publications, locally, regionally and nationally. All efforts will be made to share and disseminate findings, and to learn and receive feedback from the research and education community.

Quarterly written updates will be provided to the project director, encompassing summaries of data collection, progress on project implementation, and next steps. Annual written progress reports will include data by project, by student, by neighborhood, and by school. School data will be disaggregated where appropriate based on priority student classification including economic status, gender, race/ethnicity, and more. Finally, discussions of progress toward meeting goals and objectives will be included as part of the summative evaluation. In combination, these measures will be used to gauge overall project efficiency and efficacy.

<u>Thoroughness of Evaluation Methods:</u> The purpose of this project's evaluation plan is to provide a thorough analysis to determine if the Spartanburg Success Pipeline's goals and

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objectives have been met through a summative assessment, and how the project can be improved

as it is being implemented through a formative assessment. Goals, milestones, and timelines will

be set annually and reviewed to gauge whether the project's activities are meeting the

Spartanburg Success Pipeline's FSCS' objectives. Throughout the programs, families, teachers,

educators, principals, school staff and children's performance will be assessed using summative

quantitative measures such as pre-post assessment measures, observation instruments, attendance

data, and student standardized test scores. Qualitative assessments will include interviews, focus

groups, electronic portfolios, written reports, journaling, minutes, syllabi, and course materials.

Data Sharing: Data sharing agreements are already in place for District 7 and 3 allowing

Spartanburg Academic Movement to have full access to student information through

Powerschool (state student information system) and Enrich (state student performance database).

Spartanburg Academic Movement will work in partnership with the districts and schools to

identify necessary data sources for performance measures and outcomes. As is our current

practice, data will be collected on students, parents, and schools and the analysis will be

disaggregated by race, gender, ethnicity, and school. Spartanburg Academic Movement and its

partners will adhere to all federal data sharing laws including FERPA and HIPAA.

Quantitative and Qualitative Methods of Data Collection: The evaluation design uses

both FSCS and project focused performance measures and indicators as the basis for data

collection and analysis in order to produce quantitative and qualitative data that reflect the

proposed objectives. Data from the following sources will be utilized to assess the quality of

program implementation and impact.

Table-19	REQUIRED INDICATORS		
Measure / Indicator	**Data Collection Tool**	**Responsible**	**Frequency**
FSCS Program Measures			

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Provision of services to students, families, community members	Calendars / Sign-In Sheets / Meeting minutes	FSCS Site Coordinator	Per event
Student chronic absenteeism rates	School Report Cards - School Environment - School Climate	SAM/Evaluator	Annually
Student discipline rates, including suspensions and expulsions	School Report Cards - School Environment-Student Safety / Power School	SAM/Evaluator	Monthly
School climate information, which may come from from student, parent, or teacher surveys	School Report Cards - School Environment-School Climate / Power School	SAM/Evaluator	Annually
Information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity, rates of teacher turnover, and teacher experience	School Report Cards -School Environment - Classroom Environment	SAM/External Evaluator	Annually
Changes in school spending information	School Report Cards - School Environment - Financial Data	SAM/External Evaluator	Annually
Graduation rates	SC Grad Rate File	SAM/Evaluator	Annually
Provision of integrated student supports and stakeholder services	Tracking system documentation services provided including aggregate data from partners	FSCS Site Coordinator, Partners providing direct services	Monthly
Expanded and enriched learning time and opportunities	Calendar of programming	FSCS Site Coordinator	Monthly
Family and community engagement efforts and impact	Focus Groups	FSCS Site Coordinator	Annually
Collaborative leadership and practice strategies, which may include building the capacity of educators, principals, and other school leaders	Focus Groups	FSCS Site Coordinator	Annually
Regularly convening or engaging all initiative level partners, such as LEA representatives, city or county officials, children's and youth's cabinets, nonprofit service providers, public housing agencies, and advocates	Meeting Agendas / Meeting Sign-in sheets	FSCS Site Coordinators	Quarterly
Organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment	Focus Groups	FSCS Site Coordinator	Annually
Regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement	Focus Groups, Pre- and Post-test Surveys, Satisfaction Surveys	FSCS Site Coordinator, Evaluator, Bethlehem Center, Northside Development Group, Benjamin E Mays Facilitators	Compiled Annually
Project Specific Performance Measures			
Number and percentage of pre-K	Power School for specific	SAM/Evaluator	Annually

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students participating in 3-K and 4-K programs.	enrollment and American Community Survey for 3-4 Year old Enrollment overall		
Number and percentage of students participating in out of school learning programs.	OST Rosters	FSCS Site Coordinator	Each Term
Number and percentage of students participating in mentoring and academic support programs.	Student Success Plans developed and regularly monitored	FSCS Site Coordinator	Each Term
Number of hours of out of school learning available to students.	Calendar of programming	FSCS Site Coordinator	Monthly
Number of students who are enrolled in at least one out of school learning opportunity.	OST Roster	FSCS Site Coordinator	Each Term
Percentage of students enrolled in out of school learning opportunities who attend at least 50% of the time.	OST Collab Attendance Sheets	OST Partners & FSCS Site Coordinator	Monthly
Number and percentage, by building, of chronically absent students.	School Report Cards - School Environment - School Climate	SAM/Evaluator	Annually
Percentage of parents with a self-reported change on climate surveys.	School Report Cards - School Environment-School Climate / Power School	SAM/External Evaluator	Annually
Percentage of students with a self-reported change on climate surveys.	School Report Cards - School Environment-School Climate / Power School	SAM/External Evaluator	Annually
Percentage of staff with a self-reported change on climate surveys.	School Report Cards - School Environment-School Climate / Power School	SAM/External Evaluator	Annually
Number of hours of out of school learning available to students.	Calendar of programming	FSCS Site Coordinator	Monthly
Number and hours parents spend involved in school-based activities.	Sign-in Sheets	FSCS Site Coordinator	Monthly
Number and hours community members spend involved in school-based activities.	Sign-in Sheets	FSCS Site Coordinator	Monthly
Number of referrals made to school-based services.	Individual Success Plan Documents / or other TBD case management system	Family Navigators	Monthly
Number of referrals made to community-based services.	Charity Tracker or other TBD case management system	Family Navigators	Monthly
Percentage of referrals made that result in a connection made between the referral agency and the student/family.	Charity Tracker or other TBD case management system	Family Navigators	Monthly
Number of parents who serve in a leadership or volunteer role with the school.	SIC / PTO / School Based Rosters	FSCS Site Coordinator	Annually
Number of community members who serve in a leadership or volunteer role	SIC / PTO / School Based Rosters	FSCS Site Coordinator	Annually

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with the school.			
Diverse Feedback Methods			
Students/Youth	Focus Groups	FSCS Site Coordinator	Annually
	Data Related to Services Provided	FSCS Site Coordinator	Annually
	Academic Outcomes - School Report Cards	FSCS Site Coordinator	Annually
	Pre- and Post-test Surveys	Bethlehem Center, Northside Development Group, Benjamin E Mays Facilitators	Following Completion of Programs / Sessions
	Climate Surveys - School Report Cards - School Environment-School Climate / Power School	External Evaluator	Annually
	Satisfaction Surveys	External Evaluator	Annually
Families	Focus Groups	FSCS Site Coordinator	Annually
	Climate Surveys - School Report Cards - School Environment-School Climate / Power School	External Evaluator	Annually
	Satisfaction Surveys	External Evaluator	Annually
	Annual Parent Directed Conference Feedback	External Evaluator	End of Conference
Educators/Staff	Focus Groups	FSCS Site Coordinator	Annually
	Feedback at Team Meetings	FSCS Site Coordinator	Following Each Meeting
	Pre- and Post-session Surveys	SAM Facilitators	Following Completion of Programs / Sessions
	Training Satisfaction Surveys	SAM Facilitators	Following Completion of Programs / Sessions
	Climate surveys - School Report Cards - School Environment-School Climate / Power School	External Evaluator	Annually
School Leadership	Focus Groups	FSCS Site Coordinator	Annually
	Feedback at Team Meetings	FSCS Site Coordinator	Following Each Meeting
Community Leadership	Focus Groups	FSCS Site Coordinator	Each Semester
	Feedback at Team Meetings and FSCS Project Steering Committee Meetings	FSCS Site Coordinator	Following Each Meeting

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Data Analysis: Data collected will be analyzed annually utilizing descriptive statistics to identify performance against benchmarks developed for key performance measures and objectives and to help learn more about students' obstacles to success, impact of particular interventions on objectives, and other contributors to student outcomes. Qualitative data will be analyzed utilizing both deductive and inductive reasoning processes to identify themes and patterns in the data collected. A descriptive analysis of quantitative data will describe change over time in identified outcomes from student-level achievement and engagement data at both the student and school levels, compared to district averages when possible. Quantitative data analysis methods will include descriptive statistics (e.g., frequency, average, range) and inferential statistics (e.g., t-tests, chi-square, ANOVA). The appropriate method will be selected for each type of data and the questions to be assessed. Qualitative data will be analyzed thematically to highlight areas of improvement, different stakeholders' perspectives, areas of strength, and rich-text stories of peoples' experiences related to program implementation and outcomes. Quantitative and qualitative data will be analyzed to measure performance measures, partnership progress, adherence to the model, and similar. The independent evaluation process will foster learning, growth, and long-term stability for the initiative both locally and nationwide.

(B) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes: Spartanburg Academic Movement's Institute for Continuous Improvement will develop and use a continuous improvement and assessment model for the FSCS that refines services and service delivery to make certain we continuously meet project goals and objectives. This model will ensure we stay on track to meet objectives, that we are within the project scope, and within the

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proposed budget parameters. In researching success models working in other communities' facing similar challenges, empowering teachers and students with Continuous Improvement strategies was used as a strategy to increase student achievement. Using Spartanburg Academic Movement's strong partnerships in the schools, early training in the CI methodology, also referred to as rapid PDSA (plan, do, study, act) cycles, began over the spring and summer of 2018 in the four schools. We have used our continuous improvement framework in District 7 schools for several years and will be expanding this proven process to District 3. In 2018, 2 of the Spartanburg Success Pipeline Schools joined the Spartanburg Academic Movement's Four Schools Project: Cleveland Academy of Leadership, Mary H. Wright Elementary School, Lone Oak Elementary School and Jesse Bobo Elementary School. When the Four Schools Project began, those schools were collectively at a 14.66 percent proficiency rate for third grade reading. At that time, Spartanburg Academic Movement set a goal to improve early grades reading proficiency to 30 percent by 2021. In 2022 these four schools exceeded the proficiency goal with a 32.36% proficiency rate for third grade reading. We credit the framework as a key to the success of our community schools through our Four Schools project.

Keeping with the continuous quality improvement (CQI) process monthly "Huddle" meetings will be held at each of the Spartanburg Success Pipeline Schools. During monthly Huddle Meetings, staff will share what they have learned and discuss ways to incorporate knowledge into the project. The project director will provide monthly updates to partners and share information on activities and modifications to services and service delivery. Zoom, Teams, Google Drive and similar services will be used to share information, discuss challenges, and disseminate best practices in real time.

The Project Director reports to the Steering Committee the feedback received and improvements made in services and delivery. The Steering Committee will comment on and recommend improvements. We will measure the U.S. Department of Education's single performance measure for this program: The percentage and number of individuals targeted for services who receive services during each year of the project period. We will track the individuals who receive each service and calculate the percentage of individuals targeted for services who receive services each project year.

Each year, the project will be re-visited by the evaluator, principal investigator, and project director to ensure the evaluation is meeting the needs of the program. An annual evaluation report will be submitted to the principal investigator and project director. Our evaluation will be led by the project director and an Independent Evaluator who will be selected from the Spartanburg Academic Movement pool of evaluators. Spartanburg Academic Movement is currently working with its Chief Financial Officer to establish procurement policies which comply with §200.318-.327 of the Uniform Guidance. Project leadership will seek a pool that is diverse with a significant number of firms that are minority owned and operated. The majority within the pool are expected to have significant experience as external program evaluators for the U.S. Department of Education programs.

(C) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes. Standardized Data Collection: Spartanburg Academic Movement will use reliable and valid tools and approaches to collect data aligned to each objective. When possible, a mix of quantitative and qualitative data will be gathered through traditional methods and participatory evaluation methods, representing a multifaceted and

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feasible evaluation approach. The evaluation will use valid and reliable performance data that is directly related to the program goals, objectives, and outcomes. Spartanburg Academic Movement will focus data collection efforts mainly on existing student academic, achievement, and engagement data which is currently collected by the participating districts and subsequently report to the South Carolina Department of Education to include indicators such as student enrolment and demographics, attendance rates, graduation rates, various discipline data, and standardized assessments of academic performance. As these data collection procedures were developed and are dictated by the South Carolina Department of Education, validity and reliability are inherent in the design. As part of this project, Spartanburg Academic Movement will track data from the prior year as the baseline to facilitate comparison of impact during the project period. The tools proposed are already implemented consistently within the schools, enhancing likely reliability in addition to already having been selected by the district for their validity and reliability.

Non-Standardized Data Collection: Spartanburg Academic Movement also intends to collect data utilizing qualitative sources, such as focus groups, feedback sessions at meetings, and satisfaction surveys, which will require the agency to conduct validity and reliability testing to ensure year over year validity and reliability.

Ensuring Validity: Validity of assessment instruments requires several sources of evidence to build the case that the instrument measures what it is supposed to measure. Evidence will be assembled to support, or not support, a specific use of the assessment tool through: 1) Content - includes a description of the steps used to develop the instrument including who created the instrument and other steps that support the instrument has the appropriate content. 2)

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Response process - includes information about whether the actions or thoughts of the subjects actually match the test and also information regarding training for the raters/observers, instructions for the test-takers, instructions for scoring, and clarity of these materials. 3) Relationships to other variables - includes correlation of the new assessment instrument results with other performance outcomes, especially if there is a previously accepted "gold standard" of measurement or other assessments that appear reasonable. 4) Consequences - determining if there are pass/fail or cut-off performance scores, those grouped in each category tend to perform the same in other settings.

Ensuring Reliability: Reliability will be estimated by ensuring the instruments created have internal validity, for example, the testing of 2 to 3 questions created that measure the same concept and pre/post-tests will give the same results each time, assuming there are no interval changes, and the difference among the answers will be calculated through a pilot of non-standardized tools. Interrater reliability will be used to study the effect of different raters or observers using the same tool. The selected independent evaluator will design and deploy the validity and reliability tests during the planning phase within groups of like populations to ensure all non-standardized tools produce valid and reliable performance data on relevant outcomes.

Expert Review: Spartanburg Success Pipeline will utilize experts from the consortium, who are longstanding leaders in education, to review the evaluation methods as well as data collection instruments and tools to ensure the plan ensures validity of information collected, helping to ensure the tools are collecting the intended information. The selected local evaluator will provide its informed perspective to the project based on its experience gathering qualitative feedback from parents, students, and community members. Data quality will be reviewed

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regularly by FSCS Project Steering Committee with any obstacles related to valid data collection, storage and management addressed in this venue.

Dissemination: The independent evaluator will produce annual reports which will note annual changes in student demographic and performance including: students served; programming offered; any key change in goals, objectives or methodology; progress toward goals and objectives; student, family and staff feedback; program strengths; and recommendations for project improvement. Results will be shared with school administration and project staff to assist in their refinement of project components.

COMPETITIVE PREFERENCE PRIORITY 1
MEETING STUDENT SOCIAL, EMOTIONAL, AND ACADEMIC NEEDS

(1) Describe how project will create education or work-based settings that are supportive, positive, identity-safe, and inclusive with regard to race, ethnicity, culture, language, and disability status, through developing trusting relationships between students (including underserved students), educators, families, and community partners.

The existing and new enhanced social, emotional, and academic strategies essential to Competitive Preference Priority 1 are comprehensively integrated into the Spartanburg Success Pipeline FSCS design and implementation plan, with focus on the diverse culture of the student population.

The Spartanburg Success Pipeline has been carefully designed with intentionally diverse community voices, conducting a needs assessment encompassing overarching and school-based needs, and crafting a plan to effectively implement a full-service community school model in 6 schools in select communities within Spartanburg County, South Carolina, meeting the needs of high-poverty students, their parents, families, and communities. Emphasizing the community

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schools core strategies of coordination and effectiveness, Spartanburg Academic Movement

brings together two distinct LEAs for a collaboration, intentionally selecting this unique blend of

schools to reflect the diverse school structures in place throughout Spartanburg County.

Consortium: To accomplish this, and as guided by the Federal Register, Spartanburg

Academic Movement has developed a consortium that will be responsible for planning,

developing, coordinating, providing, and evaluating pipeline services for Spartanburg Success

Pipeline. The Consortium leverages each districts' experience with FSCS, Spartanburg

Academic Movement experience convening and managing similar projects of scope and size,

and the desire of families and schools to address the root causes that have fostered generational

poverty and violence within their communities. The 2 distinct LEA Districts share wide ranging

resources, histories, services, and community partners, and both serve high-poverty Spartanburg

County students and families with critical and unmet needs. With the additional resources

offered through FSCS, participating schools will provide lessons learned and best practices for

expansion throughout the County's other 5 districts, with diverse management approaches.

The Spartanburg Success Pipeline is built upon and is informed and guided by 10 years

of experiences accumulated and honed through persistent strategies and approaches that have

been guided and remain informed by an array of community constituencies. Spartanburg

Academic Movement's credibility and culture of trust with stakeholders has enabled the essential

engagement with community constituencies, leading to the comprehensive collection of data,

observations, responsiveness, and relevancy included in the design of the Spartanburg Success

Pipeline Full-Service Community Schools.

(2) Describe how the project will provide multi-tiered systems of supports that address learning barriers both in and out of the classroom, that enable healthy development and respond to students' needs and which may include evidence-based trauma-informed practices and professional development for educators on avoiding deficit-based approaches: Additionally, although 7 colleges and universities, an array of industry leaders, proactive economic development, and tourism initiatives are occurring, experiences of economic stagnation, generational poverty, violence, and trauma persist throughout sectors of the City of Spartanburg and Spartanburg County. These historical disparities in access to the contributors of the social determinants of health, including affordable housing, food security, environmental safety and preventive primary and mental health services adversely affect the attainment of physical, social, educational, and emotional well-being of community members of all ages.

However, within these under-resourced and under-performing sectors are also the structural assets and internal fortitude of existing schools with dedicated faculty, and students and families who are eager to learn and thrive, and which if empowered, equipped, and supported, can transform into fully supportive and interactive beacons of hope and opportunity that will provide navigated paths to the potential of life-long success, where a lack of access has historically persisted. The implementation of Full-service Community Schools, through the proposed Spartanburg Success Pipeline, will deliver these opportunities in response to a community call to action.

School Based Behavioral Therapy: will be embedded in all 6 schools, to address a high need for mental health intervention. Emerge, which already provides these services in a neighboring Spartanburg school district, will provide therapists based on the following schedule:

3 days a week at Cleveland Academy, Pacolet Elementary, and Cowpens Elementary, and 4 days a week at Clifdale Middle School and Carver Middle School. Emerge therapists are trained in play therapy and family therapy.

Trauma Informed Schools Training: will be provided in all 6 schools by Spartanburg Academic Movement's Center for Resilient Schools and Communities. The Center for Resilient Schools and Communities works with Spartanburg County families, schools, and communities to build support and systems that increase children's success, particularly in neighborhoods where educational disparities exist. Two days of dedicated training will be provided annually to each school in addition to monthly training opportunities across schools in class management strategies that equip teachers to respond effectively to disruptive behaviors. Elementary School teachers will also receive four hours of play training in effective ways to support their students' social-emotional needs and learn practical tools for facilitating positive change in their students' social skill acquisition, self-regulation, and prosocial behaviors. The Center for Resilient Schools and Communities will supplement the curriculum by bringing nationally recognized experts to Spartanburg. Teachers will receive professional development credit for attending. This evidence-based training is designed for school administrators, teachers, and school staff to establish a base of knowledge about the impact of trauma on learning and to equip participants with trauma-sensitive practices. This training also includes unconscious bias and other issues of equity.

(3) Describe how the project will create and implement comprehensive schoolwide frameworks (such as small schools or learning communities, advisory systems, or looping educators) that support strong and consistent student and educator relationships: Through FSCS, social emotional wellness curriculum will be provided in Carver and Clifdale Middle

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Schools after school and during the summer. Spartanburg Academic Movement will utilizing the

Positive Youth Development Framework, an intentional, prosocial approach that engages youth

within their communities, schools, organizations, peer groups, and families in a manner that is

productive and constructive; recognizes, utilizes, and enhances young people's strengths; and

promotes positive outcomes for young people by providing opportunities, fostering positive

relationships, and furnishing the support needed to build on their leadership strengths. Each

student will participate in either Aban Aya or Girl's Circle. Aban Aya is a program designed to

teach students to avoid drugs and alcohol and resolve conflicts nonviolently, using an

Afrocentric social development curriculum. The program is designed for students in 5th through

8th grade. Aban Aya will be supported by partner My Brother's Keeper, and will be offered 2

days per week, on Mondays and Wednesdays, with Carver Middle School training no less than 2

African American male facilitators to lead the program, serving as lead for My Brother's Keeper

Club. Girls Circle, a structured support group for girls and youth who identify with female

development from 9-18 years, integrates relational theory, resiliency practices, and skills training

in a specific format designed to increase positive connection, personal and collective strengths,

and competence, will be offered in partnership with Bloom Upstate. This program will also be

offered 2 days per week, on Mondays and Wednesdays, with students and their families will be

invited to Bloom outings and experiences as offered. Additionally, the Teen Outreach Program,

an evidence-based best practice program used by schools and communities to empower teens to

lead successful lives and build strong communities which concentrates on the essential goals of

healthy behaviors, life skills, and sense of purpose, will be offered 2 days per week, on Mondays

and Wednesdays, to all students at Carver and Clifdale Middle Schools, with teachers trained as

facilitators serving as lead implementers. Curricula available for small group implementation are taught by school guidance counselors and trauma-informed educators in Teen Outreach Program, Aban Aya and Girls Circle.

COMPETITIVE PREFERENCE PRIORITY 2
STRENGTHENING CROSS-AGENCY COORDINATION AND COMMUNITY ENGAGEMENT TO ADVANCE SYSTEMIC CHANGE

The Secretary gives priority to projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students in coordinating efforts with Federal, State, or local agencies, or community-based organizations, that support students, to address community violence prevention and intervention: Aban Aya is a social development classroom curriculum, school/family/community intervention curriculum, and a health enhancement curriculum which addresses changes over time in violent behaviors among participating youth. The Social Development Curriculum component of Aban Aya is classroom based, consisting of 16 to 21 lessons per year in grades 5th-8th. The Social Development Curriculum was designed to teach cognitive-behavioral skills to build self-esteem and empathy, manage stress and anxiety, develop interpersonal relationships, resist peer pressure, and develop decision-making, problem-solving, conflict-resolution, and goal-setting skills. It was structured to teach application of these skills to avoid violence, provocative behavior, school delinquency, drug use, and unsafe sexual behaviors. Adjunct to Aban Aya are parental support, school climate, and community components which all impact social domains of influence on children, including violence, which are all part of the overall Spartanburg Success Pipeline plan of action, implemented by partner agency My Brother's Keeper, a minority-led organization with many years of experience implementing the evidence-based program, Aban-Aya, to community and school groups in Spartanburg County.

Findings indicated that, regardless of age level, Aban Aya limited the growth of violence of participating students when compared to students in the control condition.[lxxvii] Findings are consistent with a meta-analyses of school based programs, whereas social, family, community intervention curriculum findings suggest that violence prevention curricula alone are not sufficient for highly mobile students and that interventions for such populations need to engage multiple social ecological systems.[lxxviii] The Social Development Curriculum and School Community Intervention components of Aban Aya significantly reduce\ the rate of increase in violent behavior, with one study reporting a 35% reduction in violence behaviors by 5th-8th graders.[lxxix]

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[ii] https://www.publicschoolreview.com/south-carolina/spartanburg-county

[iii] https://learnwithsam.org/community-indicators

[iv] First Steps

[v] http://www.wspa.com/news/local-news/tenants-begin-moving-into-new-affordable-townhomes-in-spartanburg/

[vi] https://www.neighborhoodscout.com/sc/spartanburg/northside#demographics

[vii] https://www.achp.gov/preserve-america/community/pacolet-south-carolina

[viii] 2022 U.S. Census Quickfacts; City Data; Opportunity Atlas

[ix] https://ed.sc.gov/state-board/ 2023; https://scdhec.gov/ 2023

[x] https://www.uwpiedmont.org/hit-hard-by-covid-pandemic-spartanburg;

[xi] *Ibid.*

[xii] https://ed.sc.gov/data/other/student-counts/active-student-headcounts/

[xiii] https://screportcards.com/files/2022//data-files/

[xiv] https://screportcards.com/

[xv] https://scchildren.org/wp-content/uploads/Spartanburg-County-ACE-data-profile.pdf

[xvi] *Ibid.*

[xvii] *Ibid.*

[xviii] https://screportcards.com/overview

[xix] https://ed.sc.gov/data/report-cards/state-report-cards/

[xx] Ibid

[xxi] https://edredesign.org/success-planning

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[xxiii] https://www.cdc.gov/ncbddd/childdevelopment/early-brain-development.html

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[xxvii] https://nij.ojp.gov/library/publications/effects-2-prevention-programs-high-risk-behaviors-among-african-american-youth

[xxviii] https://mathematica.org/publications/understanding-the-hhs-teen-pregnancy-prevention-evidence-review

[xxix] https://pubmed.ncbi.nlm.nih.gov/17572314/

[xxx] https://cdc.thehcn.net/promisepractice/index/view?pid=910

[xxxi] https://cdc.thehcn.net/promisepractice/index/view?pid=496

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[xxxvi] *Ibid.*

[xxxvii] *Ibid.*

[xxxviii] https://www.tandfonline.com/doi/full/10.1080/1067828X.2018.1443048?scroll=top&needAccess=true&role=tab

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[lxviii] *Ibid.*

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[lxx] *Ibid.*

[lxxi] *Ibid.*

[lxxii] *Ibid.*

[lxxiii] *Ibid.*

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