



The Accelerator for Learning and Leadership for South Carolina

YEAR 1 REPORT - 2020

Over the last several decades, U.S. PK-12 education policies have focused primarily on accelerating academic achievement by tightening curriculum, deploying new technologies, investing in professional development programs, and intensifying teacher evaluation. However, across the nation student test score results continue to lag. Average achievement scores in 2019 were lower than in 2017 in 17 states. South Carolina is one of those states where progress has stalled.

Researchers have concluded that out-of-school factors account for the vast majority of the differences in student achievement. Today, close to half of all children in our nation's schools are exposed to potentially traumatic events such as domestic or neighborhood violence, household mental illness,

abuse, or neglect. Increasingly so, school reformers have come to recognize that their PK-12 reforms have been "too narrow" and that teachers and administrators can't solve themselves the most significant problems faced by students and the out of school barriers to their academic achievement.

A new science of learning,



The transformation of schooling in the midst of a pandemic



As of the end of June, 2020, the number of coronavirus cases reaches well over 2,600,000 and approximately 128,000 deaths in the United States. Americans are now losing jobs by the millions, and we are learning every day of the grim possibilities that could lie ahead. The silver lining of the pandemic, and its death and despair, is the collective responsibility that educators and health care professionals are taking – and how many different people and programs are coming together to address the enormous challenges we are facing. This has surely been the case in Fairfield County, our partner in developing a prototype for a coherent system of whole child education that supports community schooling and innovations in educator development.

Last fall the University of South Carolina launched ALL4SC - an effort to galvanize all of its assets as a Research

The ALL4SC approach

The Accelerator for Learning and Leadership for South Carolina is marshalling all University expertise to create a coherent strategy to improve education for all students (birth to jobs).



Graphic by Sophie Bello

drawing on a range of academic disciplines, has surfaced the positive effects of social emotional and academic development on not only safer schools, but also on higher academic achievement and stronger outcomes for students. Economists like Raj Chetty have uncovered the importance of “higher opportunity neighborhoods” as units of change to increase economic mobility in America’s highest need communities. Popular journalists, like New York Times columnist David Brooks, point to the need for deeper investments in preschools, youth apprenticeship and other human capital programs.

At the same time, the Fourth Industrial Revolution is poised to transform work at an unprecedented pace through exponential technologies such as artificial intelligence, advanced robotics, and cognitive automation. Teachers and administrators are working harder than ever before. However, too few schools are organized to

serve every student well by addressing their academic as well as social, physical, and emotional health needs.

Large-scale social change in education – the kind now demanded in South Carolina and across the nation – requires broad cross-sector coordination. However, most school reform solutions are driven by the isolated intervention of individual organizations, programs, and people. The pandemic has made painfully

obvious that now is the time for a new kind of system of whole child education – with a focus on prenatal care of mothers to workforce development and supports for young adults. For some time there have been calls for the radical reform of higher education through “the crucible of significant, serious, sustained, active engagement with public schools and their communities.” This past year the University of South Carolina began to take up this challenge.

What is ALL4SC?

ALL4SC (The Accelerator for Learning and Leadership for South Carolina) is marshalling the entire assets of the University of South Carolina to serve the needs of high need schools, as defined by students, educators, and community members. Recently funded by UofSC’s Excellence

1 institution of higher education, from engineering to education and medicine to music (and more), to support high-need PK-12 schools. Since October of 2019, we have been working with educators, local leaders, and students to understand their strengths, needs, and aspirations as well as mapping the assets of the UofSC faculty in designing and executing a whole child/whole educator/whole community strategy of teaching, learning, and caring.

In the midst of our Year 1 efforts of learning and designing strategies with our partners, COVID-19 and the subsequent school closures turned everyone’s professional and personal worlds upside-down. Over the last several months Fairfield educators have been consumed

Our current crisis



Now that we’re in the thick of the COVID-19 crisis and we see children struggling with an ever-growing list of needs – for food, housing, medical care, physical safety, emotional support, mental health services, tutoring, and much more – we are even more convinced that a systemic approach to whole-child education is indispensable, and not just in the short term.

Initiative, ALL4SC has been embraced by 12 academic/professional units committed to creating a coherent strategy to close achievement and opportunity gaps, preparing every student for the 21st century as defined by the Profile of the South Carolina Graduate.

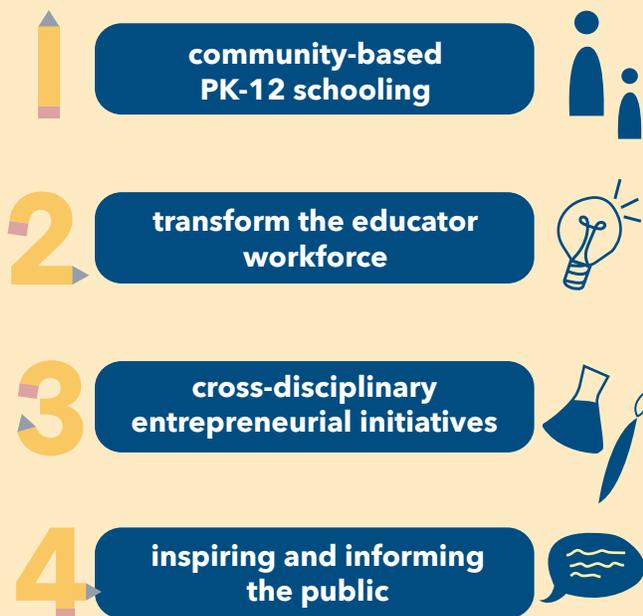
ALL4SC draws upon curricular creativity and social entrepreneurship to anchor work in four pillars: (1) community-based schooling that fully integrates

the academic, social, and health services to accelerate learning for every student; (2) innovative, competency-based approaches to recruiting, preparing, and retaining effective PK-12 educators, and recognizing them for spreading their expertise; (3) Cross-disciplinary leadership development that spurs entrepreneurship, and breakthrough models of P-20 schooling and accountability for outcomes; and (4) professional journalism and storytelling to inform and inspire policymakers, parents, and the public to support the transformation of teaching and learning in the state.

ALL4SC is grounded in the principle of thinking big, starting small, and learning fast – and the critical importance of designing

Zero-to-workforce education strategy

ALL4SC draws upon curricular creativity and social entrepreneurship to anchor work in four pillars to transform education.



We are the Accelerator for Learning and Leadership for South Carolina. We move communities forward through education.

Graphic by Sophie Bello

the work with, not for, the educators, students, and parents as well as community leaders of Fairfield. Since October 2019, our efforts have included: (1) working directly with Fairfield Forward (a cross-sector coordinating council), (2) interviewing almost every teacher in each of the district's 9 schools, (3) convening an initial group of 25 high school students in the district, (4) mapping the assets of over 75 UofSC faculty members and the interests in and skills of 25 undergraduates as mentors, and (5) engaging a diverse group of 40 state and local leaders and educators as part of ongoing design work. In addition, a range of state, regional, and national partnerships are under development in order to accelerate opportunities and outcomes.

with the tasks of: (1) feeding 2,600 students who rely a great deal on school meals, (2) jump-starting an online learning program in a rural county of over 700 square miles with little broadband access, and (3) addressing acute social, emotional, and mental needs for so many high need students in the face of social distancing. Almost 50 percent of the district's students do not have access to broadband at home.

Calls for school-university-community cross-sector collaboration are not new. Across the nation one can find exceptional examples of collective impact efforts; however, they are the exception.

To accelerate our economic recovery and address gross health disparities in the wake of the pandemic, universities must serve as a catalyst for a Zero (prenatal) to Workforce strategy and a coherent system of teaching, learning, and caring.

What follows is our Year 1 report that briefly captures the why, what, and how of ALL4SC as well as lessons learned, priorities identified, synergies developed, and next steps to be taken.



Jon Pedersen
UofSC, College
of Education Dean



Barnett Berry
UofSC, College
of Education



Fairfield County, our anchor community



Although only a short drive to Columbia, many students and their families do not have the opportunity to see what they can become.

Fairfield County is located approximately 35 minutes north of the downtown Columbia main campus of the University of South Carolina. This expansive rural com-

munity of 710 square miles, only slightly more than an hour south of Charlotte, NC, is just minutes from an interstate highway. The SC Department of Commerce is planning to market a tract of land in Fairfield County that it is calling the I-77 International Megasite, a location for major economic development for the state.

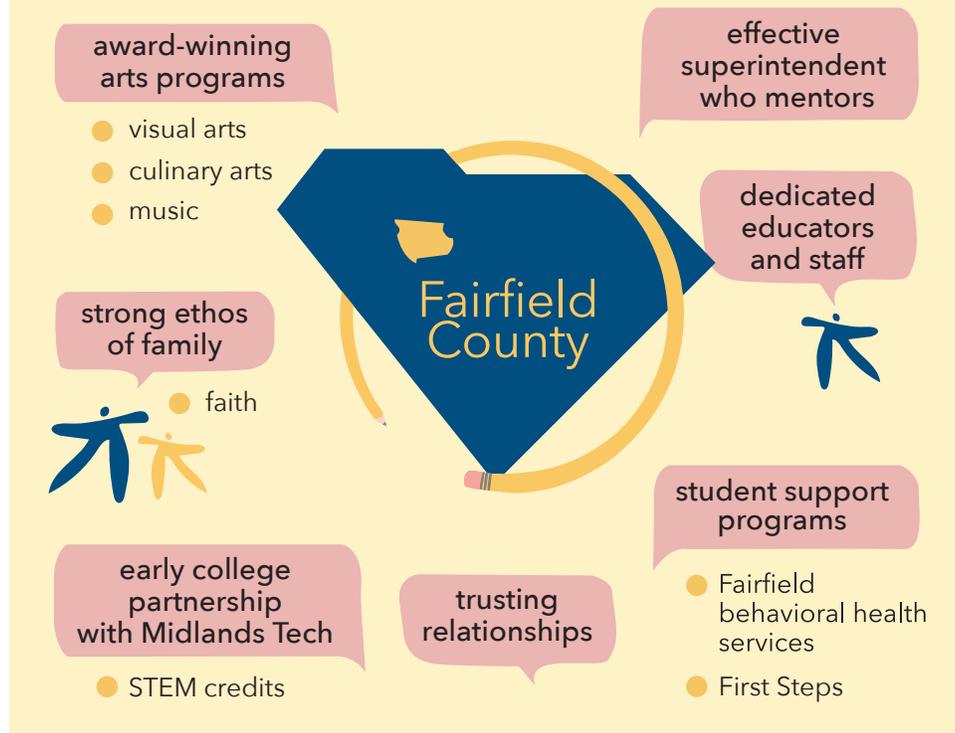
Working closely with Fairfield educators, parents, students, and business, church, and governmental leaders, we learned quickly of a strong ethos of family and faith. The county has many assets, including over 100 churches and congregations, some dating back more than 200 years. Fairfield is led by passionate individuals who deeply want to improve their community through collaboration and

innovative ideas.

The community is strong and proud. It also has many needs. Of the district's 2,600 students, 85% are on free or reduced-price lunch, and most of them would be considered food insecure – meaning they (and their families) do not have access to a sufficient quantity and quality of nutritious foods necessary for healthy cognitive and physical development. The community has established a small farmers' market and a food pantry, and some students are offered a backpack with nutritious food for the weekend. However, most students are food insecure, with limited access to affordable healthy eating choices. Using an FY 2019-20 estimate, the district has almost \$25,022 per pupil to spend on its 2,600 students. However, a great deal of these dollars are used to

A proud Fairfield

This rural county, located 35 minutes from Columbia, encompasses 710 acres with 2,600 students. We are proud to talk about the many assets of their community.



graphic by Sophie Bello

feed all of its students breakfast, lunch, and sometime dinner; provide supplement services support to those with a wide array of special education needs; and offer transportation for many of its young people from very high need families.

As we began our deliberations in developing our ALL4SC approach with Superintendent J.R. Green, we quickly learned that food insecurity does not exist in isolation as many families of the students are affected by multiple, overlapping issues such as lack of affordable housing, social isolation, chronic or acute health problems, limited access to medical care, and low wages. In 2018, Fairfield County lost its longstanding and only hospital. And when it comes to health indicators, Fairfield County ranks 39th out of 46 South Carolina counties. In comparison to state averages, residents experience much higher incidences of adult obesity, coronary heart disease, stroke, and hypertension and have far less access to exercise opportunities. Almost one in five community members do not have health insurance.

Although only a short drive to Columbia, many students and their families do not have the opportunity to see what they can become in

the global economy and how they can be part of the revitalization of a rural community. High school graduation rates have rapidly increased of late, but few students are college or career ready for the jobs that exist in the third decade of the 21st century and beyond. And while a Wal-Mart recently closed in Fairfield, a new internationally-owned mattress factory just opened and is expected to create several hundred new jobs.

The school district has created a large number of opportunities to improve student outcomes. The school district has many assets - including music, the arts, athletics, and Junior ROTC, as well as culinary arts, digital technology, engineering at the Fairfield Career & Technology Center. The Fairfield Magnet School for Math and Science, the district's only STEAM

school, recently had 19 students who qualified to be Duke TIP Scholars. All schools have counselors and social workers to help students with critical needs.

On the state's 2018-19 school report card, only about one in three students met English and math proficiency standards (compared to the state average of about 45%); however, the district has made major gains on the

state's end-of-course Algebra assessment (with about 50% meeting standard). More than six in 10 students enrolled in a two- or four-year college, representing a 10% jump from the previous year. In 2019, more than 470 students enrolled in CTE courses, with 85 earning a state or national credential. Fairfield Promise was just launched, whereby high school graduates will now have the opportunity to attend Midlands Technical College (MTC) for free through a scholarship program funded by the county. Dual credit courses are increasingly available for high school students to earn college hours and more have opportunities to graduate with industry certifications.

Our community and educator engagement process is ongoing, and we have much more to learn

from and with our partners and stakeholders (including much more from students). The district employs about 260 teachers, of which 70% live outside the community. Like many rural districts, teacher turnover has been high (about one in five leave annually) in large measure because there is not adequate local housing for them. (The superintendent has been seeking to fund a project to build teacher housing

their passions, but we need more." Another one said, "We need different ones (clubs/activities) tied to the new jobs available."

■ **Many teachers have a deep understanding of the students they teach**, but they do not always have reliable, systematic data on their academic as well as physical, social, and emotional learning needs.



on 10 acres near the district office). We have engaged in conversations with every teacher from each of the district's nine schools.

Highlights of teacher feedback

■ **A deep appreciation for the district's strong mentoring program for some of its middle and high school students**, yet many more need support, including those as young as kindergarten and first grade. Teachers spoke of the need "to teach more soft skills at a younger age" and that "too many students are not socially ready to enter the workplace or college." One teacher told us, "We have clubs and activities which can help kids get hooked on

■ **Educators intensely want to find innovative ways to increase parental involvement** and connect parents with resources that teach and support them in helping their children while also creating ways to simultaneously prepare students for future careers. As one teacher noted, "Accessible resources need to be available not just for students but for the community as a whole." Another teacher noted, "Parents are not getting involved no matter how hard we try to get them involved."

■ **Community and educators pointed out the dire need for more and better after school and summer programs** that are accessible to students from early childhood to pre-college level.

One teacher noted, "Our students and community need help to expand the horizons of our small town."

■ **Educators point to the fact that some schools have created tele-health services** and/or occasional in-school clinics, but they point out that they require cumbersome paperwork or have limited operating hours, making these options beyond the reach of many families.

■ **Teachers pointed out the need to get beyond test-based curriculum, and move toward more project-based learning** that could both inspire students to learn and also get them ready for the better paying jobs of the future. One teacher imagined "cafe style classrooms" and more "virtual field trips to expose students to much more" as well as more time for professional development so they can lead their own learning with focus on the future of schooling. Another one said, "We need access to more technology so we can innovate."

■ **Teachers spoke of the enormous support from administrators, principals and their superintendent**, who are committed to helping them in any way possible in the service of students and families.

Learning from students

Our work in learning from students has just begun, beginning with 25 juniors and seniors who are part of the STEM 2+2 program with Midlands Tech. The program allows students, beginning in the 7th grade, to take more rigorous

coursework and more Project Lead the Way electives that can lead to a two-year Associate's degree while earning their high school diploma. The students were very clear about their interest in more research internships and apprenticeships—and the needs they had as well as those of their peers who were not in the STEM program.

First of all, these students who were already well-positioned academically to attend college sought a great deal more assistance in discovering the paths they should take to find the right career(s) for them. These students know enough about the dynamic nature of the future of work to know that they need to know a lot more. They see the UofSC, and particularly undergraduate students, as a way to help “open doors to what (they) can do.” Several students noted that they don't have enough access to professionals in fields that they know something about – neurosurgeon or veterinarian – and want more opportunities to shadow them as well as engage in related project based learning activities.



One student noted, “We would like to meet with current students at the University to discuss their journey.”

They expressed concerns too many of their peers did not have access to all of the enriched educational activities that the current STEM 2+2 program provided. One student said, “Right now not many students outside of STEM participate in educational events we have,” and another chimed in, “Many do not always think they are

smart enough, but they are.”

The district has a number of well-designed mentoring programs, including the Griffin Bow Tie Club and Elite Ladies. The STEM students talked about the need for even more support. One student said, “We have creative kids here, but nobody takes the time to explore that or others to show them the road to express their talents.” Another noted, “We need to show them the careers that are fun, exciting, and helpful to them.” These students are proud of what they have accomplished. One junior said, “Our Class of 2021 is a class of entrepreneurs - some of the hardest working people we have....and we need to market what students are already doing in the community.”

ALL4SC is still in its early stages of design and development. However, we have met and heard of the dedicated community members who are working together through the United Way of the Midlands, the strong partnership with Midlands Tech, and the important role that the Fairfield Behavioral Health Center plays in the community to address growing rates of alcohol and drug addiction as well as high incidences of heart disease and diabetes. Cross sector collaboration is already taking hold with Fairfield Forward, which is bringing together leaders of local health, social, community, education, and economic agencies. The coordinating council just received a Duke Endowment grant to be part of a cross state collaborative, Healthy People, Healthy Carolinas, that is built upon a collective impact model, similar to ALL4SC.

Several university faculty – from

education to public health as well as law and medicine – already are actively engaged in the community. For example, Sarah Wilcox (public health) has been involved with a faith-based program, working with 60 churches in the community, to be more supportive of physical activity and healthy eating. The pandemic has accelerated the collaboration, particularly with First Steps (the state's only dedicated comprehensive early childhood agency) and the school district.

At the same time, state education and policy leaders are looking to accelerate personalized, competency-based education to meet the demands of the new economy. The SC Department of Education is working with KnowledgeWorks in support of growing numbers of school districts to personalize education where students take ownership, more comprehensive profiles of learning are used to assess progress, alternative pathways are available to demonstrate mastery, and schools create more flexible environments in which to learn.

Growing needs and opportunities in the time of a pandemic

Fairfield was beginning to explore more personalized learning just at the time that COVID-19 closed schools and forced educators to rethink instruction and figure out how to support students' academic and social-emotional learning (SEL) needs in the face of the crisis. In late April we surveyed district teachers.

We learned that 2 in 3 teachers had been able to “interact” with their students weekly (with 20% daily). However, internet access has been the most pressing issue for teachers in their efforts to teach in the time of the crisis. Teachers are using a suite of Google tools, but e-mails and one-on-one phone calls have also been some of the most prominent means for addressing the needs of their students. Teachers call for more support in using e-learning strategies as well as capitalizing on the use of “parent portals” to further engage parents and families. As one administrator told us, “With ParentSquare we have been able to get more of our families to get involved in support our students.”

Other teachers report challenges with having accurate contact information for their parents, or to just get e-learning packets or printed workbooks to them and their children. Some teachers have figured out how to help their students with internet access to support their classmates who do not.

Teacher innovation

Many teachers point to how school closures have spurred innovations in student-centered learning:

“My kindergarten team worked hard together to make sure we did more student centered learning to make it fun and challenging!”

“We are using Google Classroom, Google Hangouts, Zoom, IXL, Study Island, Exact Path, Brainpop, Flocabulary, Kahn Academy.

“We are now have more open sharing of student learning, and now (without focusing on test scores) are focused on their conceptual progress.

“I’ve been able to condense the classwork so my students get feedback faster and the grading process is equally as quick for me.

“I have discovered how to help students without online access to contact their friends with on-line access to ask me questions or receive extra instruction and guidance.

We are just beginning to learn from Fairfield educators, yet their survey responses tell us a great deal about innovations that are bubbling up as they teach in the midst of a pandemic. Teachers reported more writing and creating in their assignments and using different tools to assess progress, including tools like SeeSaw (student driven digital portfolios and simple parent communication). We wonder how the disruption in traditional standardized testing might free up more innovation among educators in the district as well as across the state and nation.

Our efforts to document and capitalize on the assets of our UofSC faculty could not come at a better time to address the gross inequities in economics, health, and education as well as take advantage of innovations that are needed now more than ever.

Assets of UofSC

Over the last several months, as priorities in our anchor community have emerged, we have begun to identify and document the time, talent, and treasure of the faculty of UofSC. Initially the deans of each of the University’s academic and professional units identified 215 faculty whose expertise and experiences are related to ALL4SC. In the late fall of 2019, we conducted our first surveys of them, and 56 of them responded, surfacing a wide array of people and programs aligned with the three major priorities. The interests and experience of UofSC faculty who have responded so far have been remarkable in both breadth and alignment with the strengths and needs of the school community.

Their research and outreach efforts cover every age/grade level of public education, and over 80% of their efforts are currently focused on PK-12 students in South Carolina. A follow-up survey focused on mentoring and service learning underway with support from UofSC faculty, surfacing another 50 faculty whose time and talent can be utilized. Some of the expertise represented by these faculty, organized by the three priorities, can be found in Table 1.

UofSC faculty expertise represented in project

	Priority	Faculty Research, Development, and Programmatic Initiatives
1.	Developing a community school model that fully addresses the health disparities among young people and the negative impact on their academic achievement, social-emotional, and physical well-being.	<ol style="list-style-type: none"> 1. Strengthening integrated supports for children aged 0-5 (Education/Child Development Research Center) 2. Supporting child development through social music interaction. 3. Improving health-care delivery systems for the most vulnerable and underserved populations (School of Medicine) 4. Deepening practitioner understanding and insight (using comprehensive data) into how social determinants affect health, education, and wellbeing (College of Nursing; School of Medicine); 5. Drawing on the culinary arts to fuel parent engagement (College of Hospitality, Retail, and Sports Management) 6. Developing cooking skills and fresh menus to high school cafeterias (College of Hospitality, Retail, and Sports Management) 7. Accelerating community development, social emotional learning, and student leadership through music entrepreneurship (School of Music) 8. Addressing trauma and adversity among youth (Department of Psychology) 9. Developing online professional development programs for educators to serve the physical activity needs for children's healthy development (College of Education) 10. Developing partnerships with local faith leaders to help churches create healthier environments for physical activity and healthy eating (School of Public Health) 11. Increasing student achievement and school improvement through capacity building training and technical assistance in family-school-community partnership (Education/Center for Family Engagement) 12. Utilizing local libraries to connect young people and adults to community expertise as well as work with industries in rural economic development (School of Library Science) 13. Implementing tiered systems of support that include mental health, social emotional learning, and addressing trauma and adversity many youths are facing (Department of Psychology/South Carolina Behavioral Health Coalition) 14. Online professional development program for early childhood educators (School of Public Health) 15. Utilization of technologies (e.g., mobile apps, chatbots, artificial intelligence) to effectively use clinical expertise for better health outcomes (College of Engineering)
2.	Accelerating comprehensive mentoring and career development opportunities for all students of the school district.	<ol style="list-style-type: none"> 16. Increase youth competence, confidence, character, caring, and connection (College of Social Work) 17. Music as a means to engage students in leadership, community projects, wellness, and entrepreneurship as well as develop pro-social behavior 18. Undergraduate course to develop skills for professionals to develop young people's health and wellness (Department of Psychology) 19. Evidence-based mentoring lab for training for and research that promotes emotional, behavioral, and academic wellness in children who are environmentally or developmentally at risk (Department of Psychology) 20. Developing and evaluating youth mentoring programs and relationships (Department of Psychology) 21. Supporting undergraduates' experiential learning in public health involving local youth development (School of Public Health) 22. Supporting elementary aged students in after school programs as "Junior Doctors of Health" to promote healthy behaviors and as well as different careers in health (School of Public Health) 23. Job shadowing, placement, networking as part of culinary instruction that can be applied to public schools (College of Hospitality, Retail, and Sports Management) 24. Work with local high school youth in support of engineering as well as tourism (College of Engineering)
3.	Expanding school innovations in student-centered and project-based learning opportunities for emerging careers in STEM/STEAM.	<ol style="list-style-type: none"> 25. Developing rural youth in high need schools and for STEM motivation and learning (College of Education) 26. Supporting after-school programs for STEM careers as well as innovations in high school and postsecondary experiences to prepare young people for new careers in advanced manufacturing (College of Engineering) 27. Utilizing artificial intelligence to prepare students for careers of 4th Industrial Revolution (College of Engineering) 28. Evaluation of project-based learning (College of Education) 29. Developing content creation and hands-on activity development in electrical engineering (College of Engineering) 30. Offering PK-12 workshops increasing students' awareness and interest in the STEM pipeline (College of Engineering) 31. Research and programs in inquiry-based learning (i.e., project-and problem-based learning) in career and technical education, STEM, computer science education, and higher education (College of Education) 32. Preparing high school students from underrepresented communities for careers in advanced manufacturing and the 4th Industrial Revolution (College of Engineering) 33. Developing master teacher leaders in STEM (College of Education) 34. Support for middle school teachers to learn project-based learning that integrates career and community connections (College of Education) 35. Support in integrating commercial technologies and their use in the STEM classroom (College of Education)

We discovered 35 specific research, development, or programmatic efforts of faculty that align directly with the priorities of Fairfield. Through a series of “lunch and learn” sessions with faculty we learned more deeply about how their current efforts can use to use existing school-level data infrastructure in South Carolina (PowerSchool) for integrated student supports and network with other school communities that are interested in similar community school approaches. Our conversations led to establishing a major partnership with National University and Sanford Programs to support social emotional learning opportunities for young people by developing a cross-sector professional learning community of K-12 educators, early childhood and afterschool providers. We are developing the partnership at the same time College of Education faculty are engaged in developing measures of SEL development for both school and home.

We discovered that the UofSC had at least a dozen formal mentoring efforts embedded in university service organizations as well as an array of academic coursework across education, criminal justice, social work, and psychology that support college students in developing skills in youth development. The UofSC is home for a leading-edge lab to both train mentors and use new technologies to support effective mentoring. It also is home to leading experts in school-based mental health and rural health care delivery systems. The College of Engineering, led by highly accomplished energetic faculty, including those in artificial intelligence and advanced manufacturing, want to contribute to ALL4SC and see how their world-wide acclaimed research and de-

velopment efforts can support the needs of young people from high need public school communities.

Priorities and next steps

The pandemic slowed down some of the Year 1 design process however it also created new opportunities to engage with more educators and community leaders in defining more clearly the priorities and begin establishing joint learning opportunities. Our initial community and educator engagement process surfaced three major key priorities.

1. Developing a community school model that fully addresses the health disparities among young people and the negative impact on their academic achievement, social-emotional, and physical well-being;

2. Accelerating comprehensive mentoring and career development opportunities for all students of the school district; and

3. Expanding school innovations in student-centered and project-based learning opportunities for emerging careers in STEM and the Future of Work.

Community schooling and addressing health disparities

1. Develop an evidence-based community school model for the district and state (see LPI play-book), drawing on an integrated data system for student support in partnership with Fairfield Forward and First Steps;

2. Support Fairfield Forward to serve as a Children’s Cabinet in collaboration with local government, state legislative delegation, business community, and educators in order to improve capacity to collaborate, develop common goals, share and compare data, and address gaps or duplications in resources in service of whole child education;

3. Pilot a cross sector professional learning community to serve the social-emotional learning needs of students and families in partnership with Sanford Programs of National University, the United Way of the Midlands, First Steps, the Behavioral Alliance of South Carolina; and

4. Create a set of benchmarks and metrics to measure progress and inform a more comprehensive approach to education accountability in order to value more meaningful learning opportunities for all students.

Comprehensive mentoring and support career development

5. Develop an evidence-based mentoring model, drawing on West Point clinics in STEM, leader-

ship, and ethics, in Fairfield in the Fall of 2020; and

6. Expand to 4-5 other school communities in the Spring of 2021, as part of a comprehensive strategy for outreach and services of the UofSC.

Innovations in student- centered learning and accelerating STEM

7. Apply lessons from the current crisis to expand personalized, student-centered learning as part of the district's current STEM 2+2 program with Midlands Tech; and

8. Create an innovative school-within-school model (e.g., STEAM Certification) with the community that prepares students in project-based learning for the future of work and the global economy (as part of a 3-way partnership with FCSD, UofSC, and Midlands Tech and Fairfield Promise).

Next steps

Over the next several months our partners will be assisting Fairfield County School District and its community to get ready for Fall 2020, and their immediate needs: internet access and online learning, early childhood care, social-emotional learning, food insecurity, mentoring and tutoring, and more. At same time we will be develop-

ing detailed strategies for each of the three major priorities (or goals), along with objectives, tasks, and measurable outcomes. Beginning in Year 2, we expect the design team(s) to learn together to create, test, and execute the work as well as accelerate efforts to inform and engage the public as to the importance of and the evidence for ALL4SC. Over the next several months both our website will be launched and a communications plan established, in close collaboration with the UofSC College of Information and Communications.

In addition, we expect to finalize partnerships with several local, state, and national partnerships (including Learning Policy Institute and the National Center on Education and Economy) in developing a state-level whole child and Zero to Workforce policy strategy both for South Carolina and the nation. We also expect to partner with UNC-CH in a cross state collaborative to learn from each other in launching an integrated approach to economic development, education, and health of rural communities across North and South Carolina.

End notes

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