

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Fostering Diverse Schools Demonstration Program

CFDA # 84.424G

PR/Award # S424G230015

Grants.gov Tracking#: GRANT13932893

OMB No. , Expiration Date:

Closing Date: Jul 07, 2023

PR/Award # S424G230015

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

There were problems converting one or more of the attachments. These are: [1238-WSFCS Fostering Diverse Schools Key Personnel Resumes.pdf](#)

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/06/2023"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="56-0795164"/>	* c. UEI: <input type="text" value="KUVVM6DUNJJ9"/>
--	--

d. Address:

* Street1:	<input type="text" value="475 Corporate Square Drive"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Winston-Salem"/>
County/Parish:	<input type="text" value="Forsyth"/>
* State:	<input type="text" value="NC: North Carolina"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="271059100"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Effie"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="McMillian"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="336-413-8902"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.424

CFDA Title:

Student Support and Academic Enrichment Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-050823-001

* Title:

Office of Elementary and Secondary Education (OESE): Safe & Supportive Schools: Fostering Diverse Schools Demonstration Grants, Assistance Listing Number (ALN) 84.424G

13. Competition Identification Number:

84-424G2023-1

Title:

Fostering Diverse Schools Demonstration Grants

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

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*** 15. Descriptive Title of Applicant's Project:**

Winston-Salem/Forsyth County Schools -- Equity for All: Bridging Our Community

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

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17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="943,688.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="943,688.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Winston-Salem/Forsyth County Schools"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Ms."/>	* First Name: <input style="width: 200px;" type="text" value="Victoria"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Fulton"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Director of Grants"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Victoria Fulton"/>	* DATE: <input style="width: 150px;" type="text" value="07/06/2023"/>

**U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	To Be Named		To Be Named	

Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:	475 Corporate Square Drive
Street2:	
* City:	Winston-Salem
County:	Forsyth
* State:	NC: North Carolina
* Zip Code:	271059100
Country:	USA: UNITED STATES

* Phone Number (give area code)	Fax Number (give area code)
3367484000	

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

Yes No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

4. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #(s): 1 2 3 4 5 6 7 8

No Provide Assurance #(s), if available:

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

Add Attachment

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Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

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

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

You may now Close the Form

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

* Attachment:

Winston-Salem/Forsyth County Schools

Equity for All: Bridging Our Community Project Abstract

Winston-Salem/Forsyth County Schools (WS/FCS) proposes undertaking an ambitious two-year planning and feedback process in service of the Fostering Diverse Schools grant program under Absolute Priority I: “Developing or Enhancing a Comprehensive Plan to Increase Socioeconomic Diversity.”

WS/FCS meets the criteria set forth in Competitive Preference Priority 1 – “Fostering Socioeconomic Diversity” to be classified as a “High-Need LEA.” The Notice defines, in part, a high-need local education agency as a local education agency in “for which at least 40 percent of the children served by the agency are children from low-income backgrounds.” In the 2022-23 school year, 54.09% of students were identified as eligible for free and reduced lunch, as reported by the North Carolina Department of Public Instruction’s Community Eligibility Provision (CEP) Annual Notification of Local Education Agencies. WS/FCS is also applying under Competitive Preference Priority 2 – “Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change.” WS/FCS proposes partnering with governmental and community agencies throughout the two-year grant cycle, including The City of Winston-Salem, the Urban Institute’s Housing Matters, Urban Strategies, Bridges Collaborative, the Coalition for Equity in Public Education, the Winston-Salem Foundation, and Plural Connections.

Over the two-year grant period, WS/FCS proposes conducting a six-month mapping and assessment phase to analyze current and historical patterns of enrollment and attendance, as well as analyzing the impact of the current school choice, zoning, and student assignment policies. This first phase will result in potential revised models for our district, which may include new attendance boundaries or zones, student assignment policies, and/or other mechanisms designed to increase socioeconomic diversity across our schools. WS/FCS will then, across two rounds of stakeholder feedback session spanning approximately 15 months, engage with 5,000 families, parents, and caregivers; 2,000 staff members; and 1,000 students to develop a comprehensive plan that addresses the needs of all students and promotes a well-rounded educational environment. In the project’s final three-month stage, a short-list of proposed models selected by stakeholders will be presented to the Board of Education, with the Board approving a finalized comprehensive plan by the conclusion of the grant period.

WS/FCS is confident that our proposed approach will adequately capture a broad and representative population of our families, students, and staff – the district will utilize intentional recruitment strategies to ensure the voices of historically under-represented groups are represented throughout the project. The district – and, critically, our community – are committed to undertaking and implementing this critically-important work.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Winston-Salem/Forsyth County Schools
Equity For All: Bridging Our Community
Fostering Diverse Schools Grant Application (2023-2025)

Project Narrative

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Winston-Salem/Forsyth County Schools

Equity for All: Bridging Our Community

Introduction

Almost 60 years ago, the Winston-Salem and Forsyth County school systems merged. Merging a thriving urban city with all the agrarian towns and villages in the center of North Carolina was common practice. Winston-Salem itself, often referred to as the “Twin City,” was the product of the merging of the two neighboring towns of Winston and Salem in 1913. In the late 19th century, Winston-Salem and Forsyth County became a major center of tobacco production – by the 1880s, there were nearly 40 tobacco factories in the town of Winston. This area was also rich in diverse higher education options that reflected the diversity and, at times, inequity that impacted the education of children. Over the decades, cultural changes shaped the district. Desegregation, busing, and magnet and charter schools all shaped the district and contributed to shifts in the student population over time. By the turn of the 21st century, WS/FCS had changed greatly – tobacco was no longer king, both agriculture and industry were greatly diminished, and the city’s economic culture was reflected throughout the school system.

Today, Forsyth County (population 382,590), located in northwest North Carolina, is part of the Piedmont-Triad region and is still anchored by the county seat of Winston-Salem, the state's fifth-most populous city. Winston-Salem/Forsyth County Schools (WS/FCS) is the fourth-largest school system in North Carolina, and the 81st largest in the nation. Reflective of the merger in 1963 of the Winston-Salem and Forsyth County school systems, our school district still consists of a wide, rural county anchored by one large urban city. As demographics have continually shifted and expanded, there are still relatively segregated schools with wide disparities of resources and opportunities. WS/FCS currently serves more than 53,000 students in Pre-K through Grade 12 with the goal of providing a quality education for each child.

The school system consists of 42 elementary schools, 15 middle schools and 16 high schools. Eight specialty schools bring the system-wide total to 81. WS/FCS' mission and vision address the engagement of all students as well as the desire for inclusiveness.

Mission - *WS/FCS will engage all students in high-quality, relevant learning experiences so they will graduate with interpersonal, academic, and workforce skills to compete globally and contribute to society.*

Vision - *WS/FCS will be the best place to learn and work through excellence, collaboration, and inclusiveness.*

Absolute Priority 1—Developing or Enhancing a Comprehensive Plan to Increase Socioeconomic Diversity.

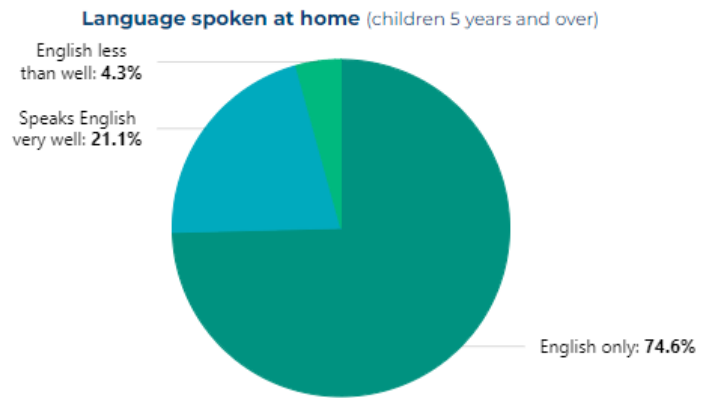
WS/FCS proposes meeting Absolute Priority 1 – *Developing or Enhancing a Comprehensive Plan to Increase Socioeconomic Diversity*, by engaging in a robust two-year planning process. This planning process will span four phases – Exploration and Modeling, two comprehensive rounds of Stakeholder Feedback, and Final Plan Development and Approval. WS/FCS commits to making the comprehensive plan publicly available on our website, <https://www.wsfcs.k12.nc.us/>, as well as to implementing the plan following the conclusion of the grant period. In recognition of the academic and social-emotional needs of our students – further elaborated upon in the Statement of Need that follows – WS/FCS will design this plan with a goal of improving student outcomes. In addition to aligning with and promoting the district's goal of increased academic achievement for all students, the steering committee and stakeholders engaged throughout this process will build upon WS/FCS' existing strategic plan efforts to create school environments that promote Equity and Access to well-rounded educational opportunities as well as enhanced Climate and Safety.

WS/FCS' desire to create a comprehensive plan to foster diverse schools finds its roots in long-running community conversations about school choice, equity and access, desegregation, and integration. The district is committed to building upon these conversations, incorporating learnings from the past, engaging with a diverse and representative group of stakeholders to imagine possible solutions, participating in continuous improvement processes, producing a comprehensive plan, and disseminating the results of this plan widely.

(a) A description of how the applicant will develop a plan to increase socioeconomic diversity across the LEA, including a description of students, families, and community to be served...

As WS/FCS prepares to engage in this planning process, it is important that we consider the unique features and demographics of our district. Like the community that surrounds it, WS/FCS has a racially-diverse student population. Districtwide, 34% of students are white; 29.4% are Black; 29% are Hispanic; 5% are multiracial; 2.7% are Asian; and less than 1% are American Indian or Native Hawaiian/Pacific Islander. The Winston-Salem/Forsyth County community as a whole is slightly less diverse than our student population, with 56% of residents identified as White, 25% Black, 13% Hispanic, 2% Asian, and 3% multiracial. In the 2022-23 school year, 54.09% of students were identified as eligible for free and reduced lunch, as reported by the North Carolina Department of Public Instruction's Community Eligibility Provision (CEP) Annual Notification of Local Education Agencies. 59% of students tested during End-of-Grade testing during the 2022-23 school year were identified as Economically-Disadvantaged Students (EDS). These economic needs are further reflected in the Title I status of WS/FCS schools – 48 out of 81 schools had schoolwide Title I programs in the 2022-23 school year. Across Winston-Salem and Forsyth County, 19.5% of families have an income below the poverty level, while 23.7% of families receive SNAP/Food Stamp benefits.

WS/FCS is also a linguistically-diverse district, with approximately 100 different languages identified among students across our district and 15% of students identified as English Language Learners/Multilingual in 2022-23. 16% of WS/FCS students received Exceptional Children’s services in the 2022-23



school year, while 4.4% of children in public schools have been identified as having a disability.

The work WS/FCS proposes undertaking through the Fostering Diverse Schools grant program aligns to the Board of Education’s goals in Policy 5117: Assignment of Pupils, which include “creating a diverse and inclusive student body; maximizing racial and socioeconomic integration; and preserving, expanding, and replicating successful programs throughout the district in ways that increase equitable access to quality instructional models.” In recognition of the diversity and complexity of our community, WS/FCS proposes incorporating deep and meaningful stakeholder engagement throughout the two-year grant cycle. The district aims to understand student movement across the district and through grade spans, as well as to hear directly from stakeholders which priorities are most important when deciding school zones and boundaries. In Phase I, which will span approximately six months, WS/FCS will examine the current Choice/Student Assignment Plan and residential zone boundaries and their impact on school demographics; examine school student enrollment strategies and their impact on overall school demographics; and explore and create model maps with new boundaries that will create greater opportunities for increased diversity within schools across the district. This first phase will result in potential revised models for our district, which may include new attendance

boundaries or zones, student assignment policies, and/or other mechanisms designed to increase socioeconomic diversity across our schools. WS/FCS will then, across two rounds of stakeholder feedback sessions spanning approximately 15 months, engage with 5,000 families, parents, and caregivers; 2,000 staff members; and 1,000 students to develop a comprehensive plan that addresses the needs of all students and promotes a well-rounded educational environment. In the project's final three-month stage, a short-list of proposed models selected by stakeholders will be presented to the Board of Education, with the Board approving a finalized comprehensive plan by the conclusion of the grant period.

(b) A description of how the applicant will document and publicly disseminate the results of the funded project to increase the capacity of other LEAs to implement similar programs.

WS/FCS recognizes the importance of documenting and disseminating the results of the comprehensive planning process throughout the grant lifecycle. Mechanisms for sharing progress with the community – and soliciting community feedback – have been included in all four of the proposed project phases. In service of Equity For All: Bridging Our Community's goal of promoting dialogue, soliciting feedback, and sharing learnings, our team will partner with the district's in-house Marketing and Communications team to create engaging and effective marketing materials to ensure wide-reaching and representative participation.

WS/FCS proposes utilizing a variety of tactics to continually update the community on its progress, to include mailers, flyers, and collateral materials for distribution at schools and events events; television marketing through WS/FCS' Cable 2 channel; media promotions through local radio and television stations (including Black- and Hispanic-owned and oriented businesses); digital banners and ads on WS/FCS' homepage; and district social media accounts including Facebook and Twitter. In an effort to intentionally engage with parents, families, caregivers, community members and students who have been historically marginalized, WS/FCS will utilize

the CARE Liaisons from the Family Engagement Department as well as school-based Parent Involvement Coordinators at Title I and highly-impacted schools to aid in recruitment efforts. The district's Community Engagement team, to include the Executive Director of Community Engagement, will support these outreach and engagement efforts. Community agencies that work directly with families, students, and communities in historically underserved areas will provide another mechanism by which to engage and update stakeholders.

At key checkpoints throughout the grant process, maps, models, and plans will be disseminated with stakeholders and the general public for feedback and revision. Review, approval, and dissemination of potential plans, as well as the finalized comprehensive plan, will be conducted at public meetings held by the Board of Education. The finalized plan, once approved by the Board of Education, will be disseminated to the public through the district's website, press releases through the aforementioned local media outlets, and coverage on Cable 2. Print copies of the plan will also be available for distribution in multiple languages and locations. WS/FCS' Steering Committee, the grant's Project Manager, and contracted consultants will aid in the distribution of the plan to LEAs who are interested in undertaking similar projects.

(c) A timeline and approach for conducting a comprehensive assessment...

Phase I of "Equity for All: Bridging Our Community" will center on Exploration and Modeling, and will span approximately six months. This initial phase will begin with strategic hiring to carry out a comprehensive assessment, including hiring an in-house Mapping/GIS Specialist and conducting an RFP Process to identify an external partner to engage in modeling activities. WS/FCS proposes utilizing this phase to analyze historical trends in student enrollment, SES composition of each of our district's residential zones, and historical in- and out-migration among our schools (including magnet participation and choice participation both within and outside assigned residential zones). District personnel and the external consultant will

also examine factors and root causes impacting participation in Choice, both in- and out-of-zone, as well as the resulting impacts on school demographics over time. This initial phase will also include an analysis of both housing patterns and transportation efficiency under the district’s current plan, with an eye towards making recommendations in later plan phases.

Phase I: Exploration and Modeling (6 months - September 2023 - February 2024)		
Phase I Goal: During this phase, the current whole-district student assignment model will be analyzed to include historical origins, SES composition of each residential zone, trends and patterns of student movement over time including choice within and outside of the assigned residential zones, factors in patterns of choice/root cause analysis for participating in choice - in/out of zone, school demographic shifts over time including how choice within and outside of the residential zones have impacted school demographics, housing patterns, and transportation efficiency under the current plan.		
Key Action	Timeline	Responsible Party
Establish steering committee that includes internal and external stakeholders.	Sept. 2023	ED of Choice and Magnet Schools; Chief Equity Officer
Convene steering committee to discuss scope of work, committee roles and expectations, and establish schedule.	Sept. 2023	ED of Choice and Magnet Schools; Chief Equity Officer
Meet with steering committee bi-monthly for a minimum of 3 work sessions to discuss exploration, findings, and next steps.	Sept. 2023 - March 2024	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager
Hire Project Manager and GIS/Mapping Specialist.	Oct. 2023	ED of Choice and Magnet Schools; Chief Equity Officer
Hire qualified External Consultant to complete a comprehensive study/exploration aligned to goals of Phase I.	Oct. 2023	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager
Develop scope of work for Phase I to include exploration phases and deliverables for each check point (minimum of 3); engage steering committee for feedback and collective buy-in. Deliverable 1: Examine Choice/Student Assignment Plan and residential zone boundaries and its impact on school demographics; Explore current housing characteristics and patterns and explore school and district boundary scenarios to analyze current school segregation. Deliverable 2: Examine school student enrollment strategies and their impact on overall school demographics; Examine course and program enrollment strategies; Explore/create model maps with new boundaries that will create greater opportunities for increased diversity within schools across the district. Deliverable 3: Examine current boundaries and how they impact student diversity in varied educational opportunities through advanced courses and CTE; Explore/create model maps with new boundaries that will create greater opportunities for	Sept. 2023	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; Steering Committee Members; GIS/Mapping Specialist; External Consultants

increased diversity within programs and advanced courses; examine enrollment strategies that promote diversity.		
Enter data sharing agreement. District leaders work in collaboration with External Consultant to provide access to documents, data, policies, etc. that will support exploration.	Oct. 2023 - Feb. 2024	ED of Choice and Magnet Schools; Chief Equity Officer; Chief Accountability Officer
Consultant will present at bi-monthly Steering Committee meetings their findings based on the stage of exploration, including any map models aligned to goals outlined in Phase I.	Oct. 2023; Dec. 2023; Feb. 2024	Contracted Consultant; GIS/Mapping Specialist
Consultant will present a final comprehensive report/needs assessment of findings and maps that depict a clear picture of residential zone SES demographics to Steering Committee, Senior District Leadership, and to Board of Education in scheduled Board work session.	Feb. 2024	Contracted Consultant; GIS/Mapping Specialist

(d) A timeline and approach for family, student, community, and educator engagement...

In recognition of the primacy of engaging a diverse and representative segment of distinct stakeholders in the feedback process, the bulk of WS/FCS’ timeline for “Equity for All: Bridging Our Community” centers on two far-reaching and iterative rounds of stakeholder engagement. Phase II, Initial Input, will span nine months, while Phase III, Models Presented and Feedback, will span an additional six months. Throughout these two phases, WS/FCS will host a series of sessions specifically centered on 1) family, parent, and caregiver feedback; 2) student feedback; and 3) staff feedback. The district anticipates reaching approximately 8,000 stakeholders across these three groups throughout these two phases.

Phase II: Stakeholder Engagement Part I - Initial Input (9 months - March 2024 - December 2024)

Phase II Goal: During this phase, we will convene multiple stakeholder groups including, but not limited to, students, district employees, parents/guardians/caregivers, and community members to engage in conversations that: (1) Inform stakeholders of current student assignment model and its impact; (2) Gather insights on stakeholder perceptions regarding current student assignment design and desires for the creating more diverse schools across the district (e.g., family values, preferences, constraints, and implications for all of these on the types of attendance boundaries that might be drawn to advance SES-integration, (3) Identify barriers to creating diversity through existing educational opportunities for advanced courses and CTE, (4) Identify factors in patterns of choice/root cause analysis for participating in choice - both in/out of zone, (5) Utilize tools to evaluate perception of experiences and climate of district & individual schools, and (6) Determine what actions will be necessary to create the conditions in diverse schools for all students to be successful.

Key Action	Timelines	Responsible Party
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Develop scope of work for Phase II that is aligned to goals for this segment of the work and set deliverables for each check point (minimum of 4-5 during this phase); engage steering committee for feedback and collective buy-in.	Oct. - Nov. 2023	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; Steering Committee
Administer survey to evaluate/analyze experiences & climate of staff and students across all middle and high schools; data will show aggregate and then analysis of individual schools to compare and contrast between diverse vs. non-diverse schools.	Nov. - Dec. 2023	Contracted Consultant; Project Manager; Chief Accountability Officer
Organize district staff voices (central office and school-based) that reflect the socio-economic, cultural, and linguistically diverse representation across the cluster of schools. Sessions will allow participants to hear and better understand each other's life experiences and to hear what participants value regarding (1) drawing school attendance boundaries, (2) socioeconomically diverse students in their classrooms and schools (3) opportunities and barriers to advanced learning opportunities/courses and CTE programs for socioeconomically diverse students, and (4) conditions necessary for success for all students and proposed strategies on how to achieve it.	Jan. 2024 - Feb. 2024	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; Steering Committee; Contracted Consultant; ED of Community Engagement
Organize student voices from each high school that reflects the socio-economic, cultural, and linguistically diverse representation across the cluster of schools and/or district). Sessions will allow participants to hear and better understand each other's life experiences and to hear what participants value regarding (1) drawing school attendance boundaries, (2) learning and interacting with a socioeconomically diverse set of peers, (3) opportunities and barriers to advanced learning opportunities/courses and CTE programs, and (4) conditions necessary for success for all students and proposed strategies on how to achieve it.	Jan. 2024 - Feb. 2024	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; Steering Committee; ED of Community Engagement; Contracted Consultant
Schedule and host at least 30 community conversations that will hear voices of a minimum of 5,000 parents/families/caregivers and be facilitated by contracted consultant in spaces external to the district but in close proximity to targeted area (e.g., recreation centers or churches, especially for stakeholders who live in communities that have been marginalized).	March - Dec. 2024	Project Manager; Contracted Consultant
Schedule and host 12 student conversations that will hear the voices of a minimum of 1,000 high school students and be facilitated by the contracted consultant.	March - Dec. 2024	Project Manager; Contracted Consultant

Schedule and host 15 staff conversations that will hear the voices of a minimum of 2,000 district employees (e.g., teachers, school leaders, central office leaders, and classified staff) and be facilitated by the contracted consultant.	March - Dec. 2024	Project Manager; Contracted Consultant
Peer Learning - travel to at least 3 districts that have engaged in this work to see evidence of success/exemplars, converse about learnings and takeaways for continued planning efforts and strategies for implementation.	March - May 2024	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; BOE Members (2), Steering Committee Members (2)
Develop intentional recruitment plans for parent/families/caregivers and community members in communities that have been marginalized. Potential strategies include: utilize CARE Liaison from Family Engagement Dept and school-based Parent Involvement Coordinators at Title I schools in the targeted communities for strategic outreach; communication and marketing team develop marketing materials (e.g., flyers, signage, strategic placement for advertisements, radio ads on local urban and Hispanic media outlets); utilize ED of Community Engagement for outreach and connection to partners in communities that have been marginalized; and leverage community agencies that work directly with families and communities in marginalized areas.	Jan. - Feb. 2024	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; Steering Committee; ED of Community Engagement
Execute intentional marketing and recruitment plans to communities that have been historically marginalized.	March - Dec. 2024	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; ED of Community Engagement; Parent Involvement Coordinators; CARE Team
Convene three steering committee meetings to discuss learnings from community voices, student voices, and staff voices. Each meeting will occur after all conversations have occurred for each stakeholder group. The consultant will provide all raw data, along with trends and patterns that emerged.	June 2024, Sept. 2024; Nov. 2024	Project Manager
Convene three Board of Education workshops for consultants to share comprehensive findings, proposed map models for attendance boundary changes, Choice model changes, and enrollment strategies.	June, Oct., Dec. 2024	ED of Choice and Magnet Schools; Chief contractEquity Officer; Project Manager; Contracted Consultant
Develop marketing strategy and communication plan for the entire district's community (e.g., community messaging, flyers/signage, social media, ConnectEd messages, and other district outlets).	Jan. - Feb. 2024	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; Steering Committee; ED of Community Engagement
Phase III: Stakeholder Engagement Part 2 - Models Presented and Feedback (6 months - January - June 2025)		

Phase III Goal: Reconvene stakeholder groups to present, discuss, and receive stakeholder feedback on (1) models for change that will increase SES diversity within schools; (2) enrollment strategies to promote increased diversity in advanced courses and CTE programs; and (3) pros and cons for transportation efficiency. Using computer software, parents and caregivers will be able to explore how the proposed models will impact home/school proximity, student demographics, and bus travel times.

Key Actions	Timeline	Responsible Party
Convene and facilitate 20 whole community, whole district meetings to share findings from stakeholder engagement. Present map models for attendance boundary and Choice model changes and the impact of each, share evidence on benefits of socioeconomically diverse schools, and utilize engagement protocols to solicit feedback. Stakeholders will utilize software that has rezoning algorithm capabilities to explore how the proposed models will impact home/school proximity, school body student demographics, and bus travel times.	Jan. - March 2025	Project Manager; Contracted Consultant
Assess impact of each model on the current market share held by the district.	March - April 2025	Contracted Consultant
Convene two Steering Committee meetings to discuss findings from community meetings and potential impact on market share. Deliverable 1: Comprehensive report from community feedback on recommended attendance boundary and Choice model changes and their impact. Deliverable 2: Comprehensive report on market share impact due to each proposed change.	April 2025 (Deliverable 1) May 2025 (Deliverable 2)	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; GIS/Mapping Specialist; Contracted Consultant
Present findings to Senior District Leadership and to the Board of Education during a scheduled workshop.	June 2025	Contracted Consultant

(e) Action steps and a timeline to produce a comprehensive plan to increase socioeconomic diversity approved by district leadership by the end of the grant period...

Phases I-III of the project include multiple steps towards a final comprehensive plan, including multiple “checkpoints” of refinement and approval by both community stakeholders and district leadership and the Board of Education. In the project’s final phase, potential models will be explored and refined, with a final plan being developed, selected, approved, disseminated, and slated for implementation.

Phase IV: Final Comprehensive Plan and Presentation to Board of Education (3 months - July - September 2025)

Phase IV Goal: During this phase, we will utilize all data inputs to refine and finalize the plan/model proposal to the Board of Education for approval.		
Key Actions	Timeline	Responsible Party
Utilize Senior District Leadership and Board of Education discussions to refine models and narrow to top three choices.	Jul. 2025	Contracted Consultant
Present final proposed models and attendance boundary, choice plan, and enrollment strategy to Board of Education and District Senior Leadership.	Aug. 2025	Steering Committee; ED of Choice and Magnet Schools; Chief Equity Officer; Contracted Consultant
Present finalized comprehensive plan to Board of Education for vote; obtain Board of Education approval.	Aug.-Sept. 2025	ED of Choice and Magnet Schools; Chief Equity Officer; Contracted Consultant
Disseminate finalized comprehensive plan on WS/FCS website and other forums.	Sept. 2025	Marketing and Communications; Project Manager
Begin implementing the approved comprehensive plan.	Sept. 2025	Steering Committee; Board of Education; District Leadership

Competitive Preference Priority 1—Fostering Socioeconomic Diversity in One or More High-Need LEAs.

Winston-Salem/Forsyth County School meets the criteria set forth in the Notice Inviting Applicants for the Fostering Diverse Schools grant to be classified as a “High-Need LEA.” The Notice defines, in part, a high-need local education agency as a local education agency in “for which at least 40 percent of the children served by the agency are children from low-income backgrounds.”

In the 2022-23 school year, 54.09% of students were identified as eligible for free and reduced lunch, as reported by the North Carolina Department of Public Instruction’s Community Eligibility Provision (CEP) Annual Notification of Local Education Agencies. Of the 81 schools across the district, 48 schools, including 29 elementary schools, currently have school-wide Title I programs. In addition, 59% of students tested during End-of-Grade testing during the 2022-23 school year were identified as Economically-Disadvantaged Students (EDS).

Competitive Preference Priority 2—Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change.

WS/FCS proposes taking a systemic, evidence-based approach to improving student outcomes by collaborating with a number of local government agencies and community-based organizations to undertake this project. In recognition of the centrality of housing patterns in determining student assignment, enrollment, socioeconomic segregation, and student outcomes, WS/FCS will include the City of Winston-Salem in its steering committee, along with a representative from Urban Strategies, who has worked with the City of Winston-Salem on their affordable housing initiatives. The Housing Authority of Winston-Salem and the City of WS was awarded a \$30 million Choice Neighborhoods Initiative (CNI) grant – Urban Strategies is facilitating the City’s work in the Cleveland Homes community and the east side of Winston-Salem, and WS/FCS will work to ensure that this grant will be complementary to and aligned with that initiative. WS/FCS will also continue to collaborate with and receive technical assistance from the Urban Institutes’ Housing Matters program. Since 2022, Housing Matters has been providing technical assistance for school districts interested in analyzing their school and district boundaries and exploring scenarios that focus on creating more equitable educational outcomes across residential neighborhoods. The theme of the technical assistance is Promoting Racial Equity in Schools by Understanding Neighborhood Segregation (PRESUNG). Housing Matters selected WS/FCS as part of this cohort because the school district has experience with redrawing school attendance zones, worked to improve school choice options, and revised their school assignment policy to include language on racial and socioeconomic diversity. Throughout the PRESUNG cohort, WS/FCS has committed to addressing segregation in our schools and the surrounding communities.

Community-based organizations and local philanthropic organizations will also play a key role in the steering committee, including the Coalition for Equity in Public Education and the

Winston-Salem Foundation. The Coalition for Equity in Public Education is a community advocacy group dedicated to studying and addressing systemic racism and structural inequities in WS/FCS, especially as they affect the academic performance of students. The group was formed in 2015 to report on potential inequities in the planning of the 2016 School Bond Referendum. This group has been vocal in its opposition of the district's existing Choice Plan, which was designed and implemented in the early 1990s. In 2021, this organization submitted a comprehensive report with multiple recommendations advocating for change regarding the district's approach to Choice, which are explained in greater detail in subsequent sections. The Winston-Salem Foundation, the first foundation established in North Carolina, is a community foundation with a focus area centered on Advancing Equity in Education. The Foundation's focus areas in Advancing Equity in Education include positive behavior intervention strategies, culturally-affirming school environments, and equitable access to opportunities and resources.

In addition to these steering committee members, WS/FCS will engage with additional external partners in the realms of advising, technical assistance, and thought partnership throughout the planning process. In 2020, WS/FCS was selected to join the inaugural 2-year cohort of The Bridges Collaborative, a first-of-its kind grassroots initiative to advance racial and socioeconomic integration and equity in America's schools. The Bridges Collaborative is coordinated by The Century Foundation (TCF), a national think tank that has helped steer the conversation on school integration for decades. Even though the 2-year time period has ended, WS/FCS continues to partner with the Bridges Collaborative through virtual learning opportunities offered by Bridges and further collaboration with members of the inaugural group. The district will continue to partner with the Bridges Collaborative throughout the grant period. One of the other members of the inaugural Bridges Collaborative group is Plural Connections, an

interdisciplinary research and action lab based at Northeastern University with the mission to use tools from data science and design to advance pluralism: an inclusive response to diversity in schools. WS/FCS has been working with Dr. Nabeel Gilani, Director of Plural Connections, to explore modernizing our residential zones to both increase diversity in school, and to decrease travel times for our families. Making realistic headway on both of these goals is made possible by the fact that our district has not done a comprehensive update to zone boundary lines in over 30 years. Like the Bridges Collaborative, WS/FCS will continue to partner with Plural Connections over the two-year grant period.

A. Need for the Project:

(1) The magnitude or severity of the problem to be addressed by the proposed project.

Like other school districts across North Carolina and the nation, WS/FCS has grappled with the tremendous fiscal, academic, social-emotional, and staffing costs associated with the continued reverberations of the COVID-19 pandemic. ESSER funding has provided a meaningful and significant lifeline to the district, allowing us to invest in staffing and incentives, evidence-based programming, technological improvements, and school infrastructure and the built environment. This injection of funding, which totaled approximately \$215 million, has enabled a number of critical initiatives and investments to combat ongoing learning loss associated with the pandemic. After conducting a series of Town Hall events and creating an ESSER Funds Task Force, WS/FCS took care to incorporate staff, family, and community feedback into the use of ESSER funds by investing in suggested initiatives including literacy coaches, standards-aligned enrichment and field trip opportunities, employee retention bonuses, expanded mental health and social services supports, district-wide SEL curriculum and support staff, student mentoring programs, and extended learning opportunities including both before- and after-school care and summer learning programs.

As school systems across the nation are keenly aware, ESSER funds are set to expire on September 30, 2024. WS/FCS, like many districts of its size and level of need, faces a number of difficult decisions in how to support the ongoing needs of our students, staff, families, and school communities in the face of the sunseting of funding. WS/FCS is working closely with an external evaluation firm, Measurement, Inc., to consider how best to carry learnings forward from ESSER investments, as well as to examine the return on investment for major ESSER-funded programs and initiatives. While the district will work to continue to sustain and absorb as much programming as possible, we will have to make difficult choices about how best to prioritize programs and initiatives in the face of ongoing and overwhelming need.

Winston-Salem and Forsyth County's economic needs are significant. Forsyth County is the fourth-most populous county in North Carolina, with a population of 385,523 – the County's most recent year-over-year population growth is .8%, which indicates an increase in in-migration. Median household income from 2017-21 was \$56,830, and 14.3% of individuals were identified as living in poverty, a rate higher than the national rate of 11.3%. Strikingly, the rate is higher for children under the age of 18, with 19.9% of children in Forsyth County living in poverty (US Census Bureau, 2022). During the 2021-22 school year, 54.09% of students were identified as economically-disadvantaged and eligible for free and reduced lunch.

Between October 1, 2021, and September 30, 2022, 1,426 people experiencing homelessness were served in a housing program (including emergency shelter, transitional housing, rapid rehousing, and permanent supportive housing) in Forsyth County (Winston-Salem/Forsyth County Continuum of Care). Within WS/FCS the count of students experiencing homelessness in 2021-22 was 956, a figure that was significantly higher than in any previous year. In the four years preceding 2021-22, the highest count stood at 716, a difference of

240 students. WS/FCS has also seen racial disparities among students experiencing homelessness – of the 956 students identified as homeless during the 2021-22 school year, 141 (14.7%) were white, 126 (13.2%) were Hispanic, and 633 (65.5%) were Black.

COVID-19 served as a major disruption to both WS/FCS’ educational operations and those of the nation as a whole, and numerous studies have already examined learning loss in the wake of the pandemic. Nationally, 36% of public schools reported that their students were behind a grade level before the pandemic and that number increased to at least 50% in the two years post pandemic (U.S. Department of Education, n.d.). Locally, WS/FCS saw significant decreases in student achievement and proficiency between 2019 and 2021, though the district saw modest recovery in some areas in 2022, as demonstrated by WS/FCS’ 2022 accountability data release:

Winston-Salem/Forsyth County Schools Student Achievement 2019-2022

Subject	2019 % Proficient	2021 % Proficient	2022 % Proficient
Biology	57.40%	42.90%	47.80%
Math 3	45.50%	43.40%	47.90%
Math Grades 3-8	54.40%	30.90%	40.70%
Science Grade 5	69.80%	46.80%	56.80%
Reading Grades 3-8	54.90%	38.10%	39.70%

Students’ social-emotional needs have also increased in the wake of the COVID-19 pandemic. WS/FCS utilizes the Panorama survey to measure student perceptions of teaching and learning. All students, families, and staff have the opportunity to take the survey twice per year. In Fall 2019, 8,361 students in grades 3-5 reported 72% favorable responses in regards to self-management skills. By Fall of 2022, that percentage had declined, with 10,560 students in grades 3-5 reporting 69% favorable responses. For middle and high school students, the self-management percentages have remained between 71% and 73% over the last three years.

Data also demonstrates that there has been a decline in both emotional regulation and self-efficacy across this same time period, with both sense of belonging and school climate also demonstrating a significant need for improvement.

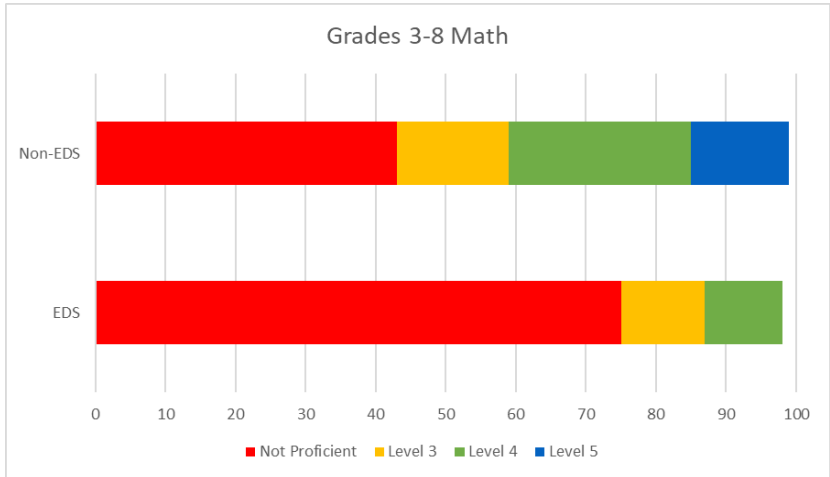
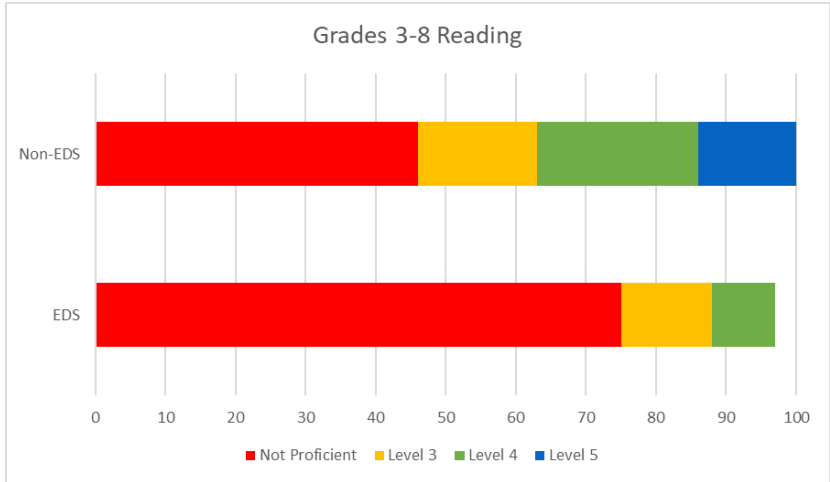
Student Outcomes and Socioeconomic Status

While needs across the district are significant, regardless of student income level, economically-disadvantaged students face additional challenges in achieving equitable outcomes. A key metric for examining these differences is student test performance, which is reported as one of four achievement levels: Not Proficient is below grade level, Level 3 is grade level proficient, and Levels 4 and 5 indicate students are on track for career and college readiness.

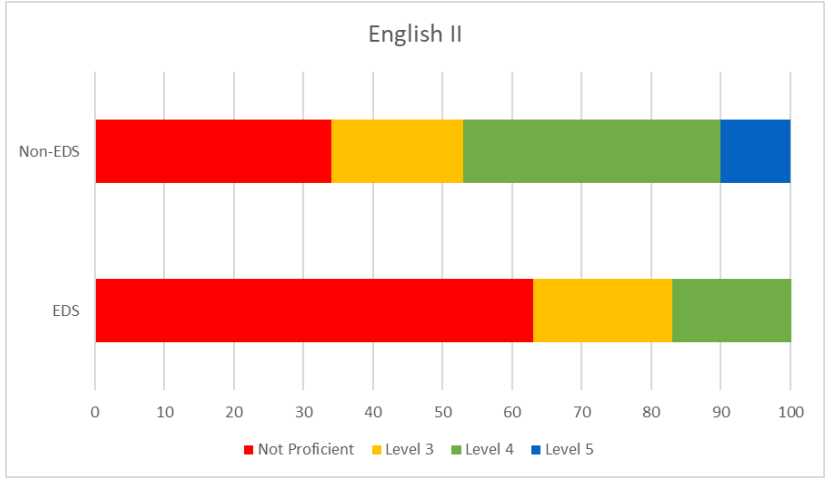
1. **Not Proficient:** Inconsistent understanding of grade-level content standards
2. **Level 3:** Sufficient understanding of grade-level content standards
3. **Level 4:** Thorough understanding of grade-level content standards
4. **Level 5:** Comprehensive understanding of grade-level content standards

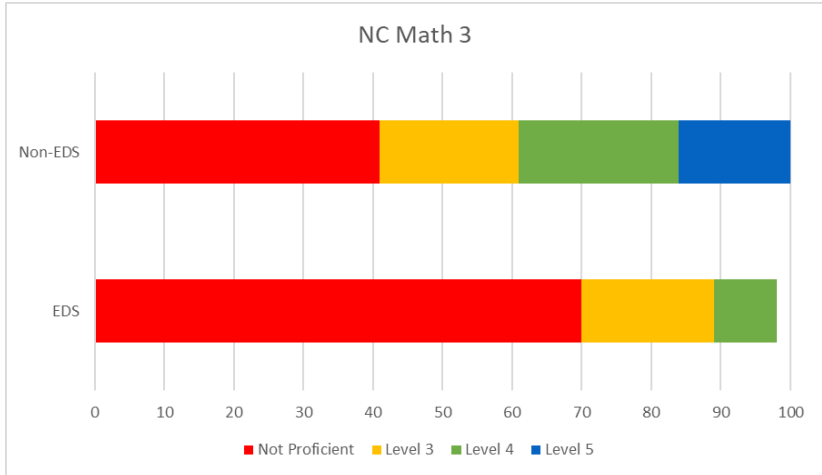
In practice, this means that students scoring at Not Proficient will likely need additional help in the next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course and are also on a path to be prepared for a career or college by the time they graduate.

Students at the elementary and middle school level have markedly-different outcomes across subjects and grade levels depending on their socioeconomic status. In the areas of reading, math, and science, the majority of Economically-Disadvantaged Students (EDS) were designated as Not Proficient during the 2021-22 school year. In contrast, a majority of those students who were classified as Not Economically-Disadvantaged (Non-EDS) attained Level 3, 4, or 5 proficiency in each subject area.

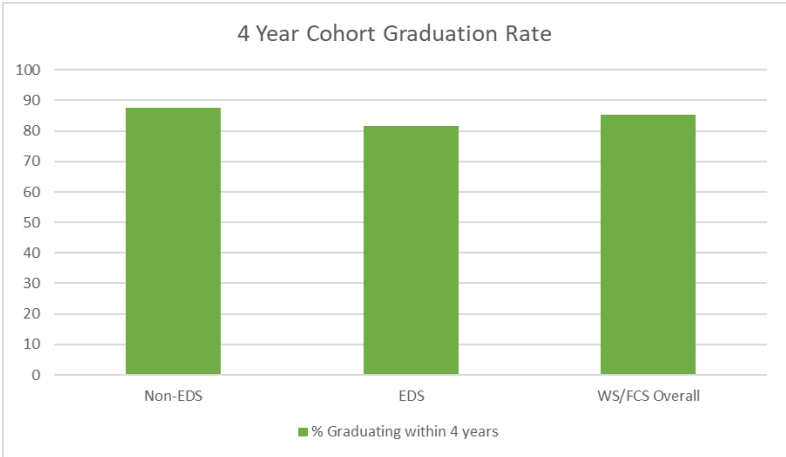


At the high school level, these trends continue across English and Math, with Not Economically Disadvantaged (Non-EDS) students significantly outperforming their EDS counterparts.





Perhaps unsurprisingly, these two student groups differ in a final key area – the Four-Year Cohort Graduation Rate, or the percentage of students who graduate in four years or less after first enrolling in 9th grade. The district’s overall 4 Year Cohort Graduation Rate was 85.4% in 2021-22, while the rate for Non-EDS students was 87.5% and the rate for Economically-Disadvantaged Students was 81.7%.



In addition to these pronounced differences in academic outcomes, Economically Disadvantaged Students were more likely than other WS/FCS students to be chronically absent. Chronic Absenteeism represents the percentage of students in a school or district who are chronically absent from school. A student is defined as chronically absent when they are enrolled in a North Carolina public school for at least 10 school days at any time during the school year, and whose total number of absences is equal to or greater than 10 percent of the total number of days that the student has been enrolled at any school during a given school year. 48.97% of

Economically Disadvantaged Students were chronically-absent during the 2021-22 school year, compared to 43.39% of WS/FCS students overall. Student chronic absence is a risk factor for adverse outcomes, and refers to missing so much school that a student is at risk of falling behind.

Fiscal Need

These challenges are further underscored by the funding challenges currently facing districts across the state of North Carolina. Since 2000, North Carolina per-pupil expenditure (PPE) has declined to just 75% of the national average – as of the 2018-19 school year, North Carolina ranked 43rd in the nation in per pupil expenditure at \$10,589, lower than all neighboring states and a dramatic \$3,575 less than the national average of \$14,164. Forsyth County’s PPE roughly tracks with the state’s spending amount at \$10,977, and is also on par with other urban school systems of similar size in North Carolina (Forsyth Futures, 2022). Roughly 85% of that PPE goes towards salary and benefits, an expense that continues to increase following the state legislature’s approval of increased salaries and increased retirement and insurance costs. While WS/FCS is deeply committed to investing resources to support the goals of this program, our local resources are stretched and face increasing demands. Our district would greatly benefit from the critical support and infrastructure provided by the Fostering Diverse Schools grant program.

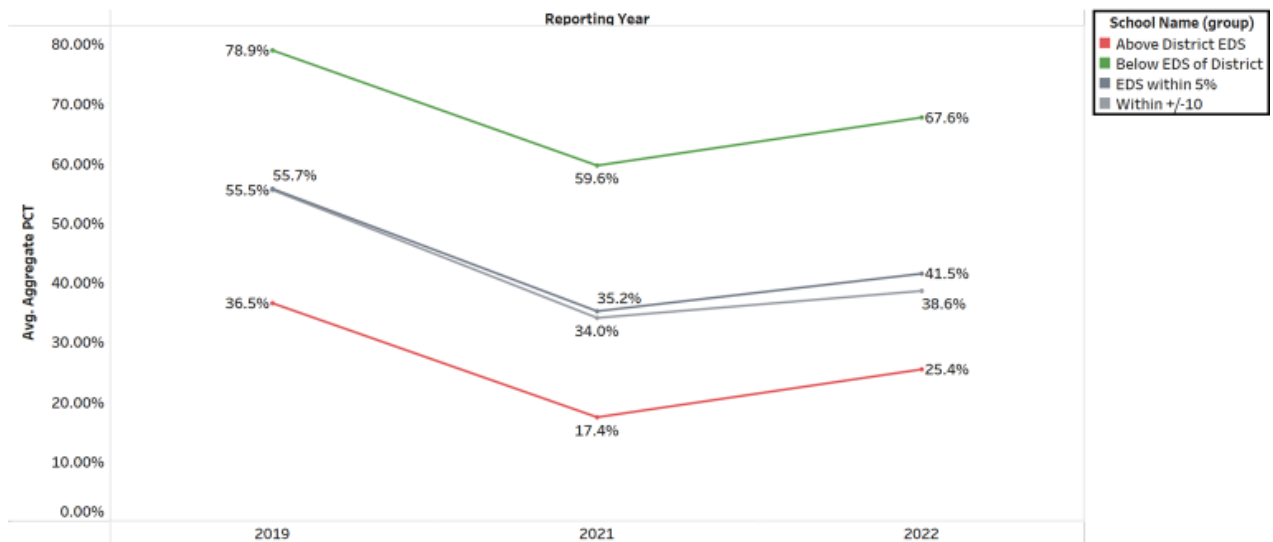
(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project...

Of the 81 schools that comprise the WS/FCS system, a majority are currently both racially- and socio-economically-segregated. As a whole, the district counts approximately 55% of its student population as economically disadvantaged (EDS). When examining the district as a whole, just 9 schools fall within 5 percentage points of this district average, with an additional 15 schools fall within 10 percentage points of the average. Combined, these “socio-economically

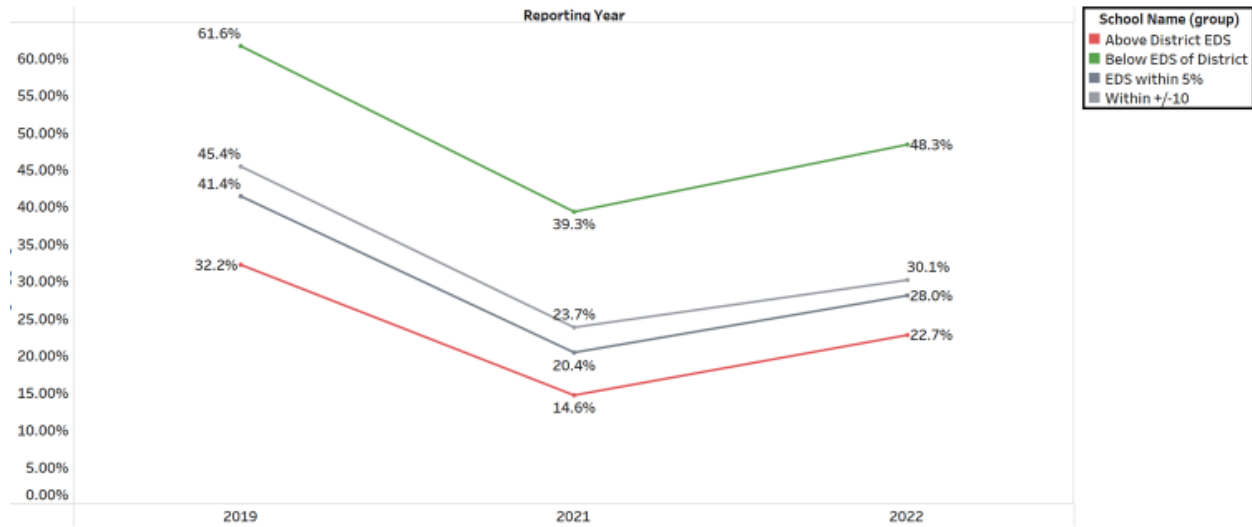
representative schools” represent 29.6% of the district’s total schools. 23 schools, or 28.4%, have a share of economically disadvantaged students that is more than 10% *below* the district’s average, while 32 schools, or 39.5%, have a share of economically disadvantaged students that is more than 10% *above* the district’s average. As a result, it is abundantly clear that the majority of schools – nearly 70% – within our district are socioeconomically segregated. Most students within WS/FCS do not attend economically-diverse schools.

When schools are segmented out by these four categories – EDS Within 5%, EDS Within 10%, Below District EDS %, and Above District EDS %, the disparities among outcomes are self-evident. In those schools with EDS percentages that exceed that of the district, both economically disadvantaged students and students as a whole underperform their peers in other schools. Those schools with a socioeconomic makeup within 5% or 10% of the district – what we might call “socioeconomically diverse” schools, see marked improvement in outcomes for both EDS students and students as a whole, while those low-poverty schools with shares of EDS students *below* the district average see the most positive outcomes for both EDS students and students as a whole.

All Students – Combined EOC/EOG



EDS Students – Combined EOC/EOG



According to Blizard (2019), children from low-income families in Forsyth County are less likely to experience upward economic mobility in comparison to other children almost anywhere else in the United States. A 2014 study done by the Brookings Institute found that out of Southern metro areas, Winston-Salem had some of the largest increases in the share of poor suburban residents and distressed neighborhoods since 2000 (Kneebone, 2014). Despite this, Winston-Salem, once the home to an affluent Black community with opportunities for upward mobility, became one of the most racially and economically segregated cities in 1960 and least likely for upward mobility for Black residents (Blizard, 2019; Madjd-Sadjadi & Zeoli, 2019). These dynamics speak to the pervasive achievement gap in our community and the need for quality schools for all students.

Re-Examining a Choice Plan

WS/FCS’ current school choice plan has been in effect since 1995 – in the face of a growing population and shifting demographics, including a significant increase in the district’s Hispanic/Latinx community, the plan has remained intact. Reviews of Census data in 1990, 2000, and 2010 revealed that Winston-Salem and Forsyth County was North Carolina’s most

segregated major population, and that WS/FCS schools were in the process of resegregating (Fain, 2012).

In 2019, WS/FCS' School Choice Special Committee was established to examine the district's School Choice Assignment Plan. Cooperative Strategies, which partnered with WS/FCS on this work, found that 36% of elementary school students transferred out of their assigned schools, while 35% of students transferred in. At the middle school level, 40% of students transferred out and 39% of students transferred in, while 31% of high school students transferred out while 18% transferred in. Approximately a third of families elect to participate in school choice in WS/FCS, a figure that remains consistent across racial lines. In June of 2021, The Coalition for Equity in Public Education presented a community input and research-based report to the School Choice Special Committee that made nine recommendations. Included in full in their attached letter of support, the recommendations included “eliminating overlay restrictions that limit access for students in lower-income neighborhoods; removing student assignment parameters that increase disparities among schools and concentrate poverty; building back residential schools in neighborhoods that have been drained by School Choice to become ‘school deserts;’ and providing strong District-level guidance that maintains equity among all schools regarding student assignment, staffing, funding, and cultural competency.”

While conversations and convenings around school choice continue to animate public discussion, WS/FCS is in need of both resources and a formalized structure to develop a comprehensive reimagining of our district's existing policies, procedures, processes, and systems. The Fostering Diverse Schools grant will enable WS/FCS to deeply and meaningfully engage a significant portion of our community in the collaborative redesign and co-creation of a

comprehensive plan that will both foster socioeconomic integration and create equitable opportunities and outcomes across our district.

B. Quality of the Project Design

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

Each proposed phase of Equity For All: Bridging Our Community has been designed around goals that are specific, measurable, achievable, relevant, and time-bound. The specific goals and objectives for each of the four project phases across the two year grant period have been outlined below.

Phase I: Exploration and Modeling (September 2023-February 2024)

Phase I Goal: During this phase, the current whole-district student assignment model will be analyzed to include historical origins, SES composition of each residential zone, trends and patterns of student movement over time including choice within and outside of students' assigned residential zones, factors in patterns of choice, school demographic shifts over time including how choice within and outside of the residential zones have impacted school demographics, housing patterns, and transportation efficiency under the current plan.

Key Objective I: Examine Choice/Student Assignment Plan and residential zone boundaries and its impact on school demographics. Explore current housing characteristics and patterns, and explore school and district boundary scenarios to analyze school segregation.

Key Objective 2: Examine school student enrollment strategies and its impact on overall school demographics. Examine course and program enrollment strategies. Explore and create model maps with new boundaries that will create greater opportunities for increased diversity within schools across the district.

Key Objective 3: Examine current boundaries and how these boundaries impact student diversity in varied educational opportunities through advanced courses and CTE. Explore and create model maps with new boundaries that will create greater opportunities for increased diversity within programs and advanced courses. Examine enrollment strategies that promote diversity in advanced courses and programs.

Outcome 1: WS/FCS will form and convene a steering committee consisting of internal and external stakeholders that are representative of the district’s demographics, communities, and partnerships to oversee initial plan development.

Outcome 2: WS/FCS will select an external consultant via a competitive RFP process, and will enter into a data-sharing agreement with the selected external consultant. The selected consultant will utilize district data to prepare initial maps and findings.

Outcome 3: The selected consultant will present findings in bimonthly Steering Committee meetings, which will be reviewed and will receive feedback to drive continuous improvement.

Outcome 4: A final comprehensive report of findings, maps, and recommendations will be presented to the Steering Committee, WS/FCS Senior Leadership, and the WS/FCS Board of Education in a scheduled Board Work Session in preparation for Phase II.

Phase II: Stakeholder Engagement Part I - Initial Input (March 2024 - December 2024)

Phase II Goal: During this phase, WS/FCS’ Equity for All: Bridging Our Community Team will convene multiple stakeholder groups including, but not limited to, students, district employees, parents/guardians/caregivers, and community members to engage in conversations that:

1. Inform stakeholders of current student assignment model and its impact;
2. Gather insights on stakeholder perceptions regarding current student assignment design and desires for the creating more diverse schools across the district (e.g., family values,

- preferences, constraints, and implications for all of these on the types of attendance boundaries that might be drawn to advance SES integration);
3. Identify barriers to creating diversity through existing educational opportunities for advanced courses and CTE;
 4. Identify factors in patterns of choice/root cause analysis for participating in choice - both in/out of zone;
 5. Utilize tools to evaluate perception of experiences and of district & individual schools; and
 6. Determine what actions will be necessary to create the conditions in diverse schools for all students to be successful.

Key Objective 1: Organize community voices based on school clusters (3-4 schools) based on residential zones, proximity, and diverse representation (e.g., socio-economic, culture, linguistic representation across the cluster of schools and/or district) for small group conversations to foster discussion on the topics listed above.

Key Objective 2: Organize district staff voices (central office and school-based) that reflect the socio-economic, cultural, and linguistically diverse representation across the district to engage in small-group conversations around these topics.

Key Objective 3: Organize student voices from each of WS/FCS' high schools that reflect the socio-economic, cultural, and linguistically diverse representation across the cluster of schools and/or the district to engage in small-group conversations around each of these issues.

Outcome 1: Schedule and host at least 30 community conversations that will hear voices of a minimum of 5,000 parents/families/caregivers and be facilitated by contracted consultant in spaces external to the district but in close proximity to targeted area (e.g., recreation centers or churches, especially for stakeholders who live in communities that have been marginalized).

Outcome 2: Schedule and host 12 student conversations that will hear the voices of a minimum of 1,000 high school students and be facilitated by a contracted consultant.

Outcome 3: Schedule and host 15 staff conversations that will hear the voices of a minimum of 2,000 district employees (e.g., teachers, school leaders, central office leaders, and classified staff) and be facilitated by a contracted consultant.

Outcome 4: Convene 3 steering committee meetings to discuss learnings from community voices, student voices, and staff voices. Each meeting will occur after all conversations have occurred for each stakeholder group. The consultant will provide all raw data, and trends and patterns that emerged.

Outcome 5: Convene 3 BOE workshops for consultants to share comprehensive findings, proposed map models for attendance boundary changes, Choice model changes, and enrollment strategies.

Phase III: Stakeholder Engagement Pt. 2 - Models Presented & Feedback (Jan.-June 2025)

Phase III Goal: Reconvene stakeholder groups to present, discuss, and receive stakeholder feedback on: models for change that will increase SES diversity within schools; enrollment strategies to promote increased diversity in advanced courses and CTE programs; and pros and cons for transportation efficiency.

Using computer software, parents and caregivers will be able to explore how the proposed models will impact home/school proximity, student demographics, and bus travel times.

Key Objective 1: Convene and facilitate 20 whole-community, whole-district meetings to present findings from stakeholder engagement sessions in the previous project phase.

Key Objective 2: Present map models for attendance boundary and Choice model changes and provide context for the impact of each model. Share evidence on benefits of socioeconomically-diverse schools, and utilize engagement protocols to solicit feedback.

Key Objective 3: Stakeholders will utilize software that has rezoning algorithm capabilities to explore how the proposed models will impact home/school proximity, school body student demographics, and bus travel times.

Key Objective 4: Assess impact of each model on the current market share held by the district and share with BOE, steering committee, and community.

Outcome 1: Convene two Steering committee meetings to discuss findings from community meetings and review models' potential impact on market share.

Outcome 2: Create comprehensive report from community feedback that addresses recommended attendance boundary and choice model changes and the impact on existing zones and boundaries.

Outcome 3: Generate comprehensive report on market share impact resulting from each proposed change.

Outcome 4: Present findings to Cabinet and to Board of Education during scheduled workshop.

Phase IV: Final Proposal and Present to Board of Education (July - September 2025)

Phase IV Goal: During this phase, WS/FCS will utilize all data inputs to refine and finalize the comprehensive plan/model proposal to the Board of Education for approval.

Key Objective 1: Utilize Senior Leadership and Board of Education discussions to refine models and narrow to top 3 choices for final comprehensive plan.

Key Objective 2: Present final proposed models and attendance boundaries, choice plan, and enrollment strategies to Board of Education and Senior Leadership.

Key Objective 3: Present finalized plan to Board of Education for formal approval.

Outcome 1: Obtain formal board approval of comprehensive plan.

Outcome 2: Disseminate finalized comprehensive plan.

Outcome 3: Begin implementation of comprehensive plan.

(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Like many districts across the nation, WS/FCS has a complex history and complicated legacy around issues of desegregation. Following the US Supreme Court decision in *Brown v. Board of Education* in 1954, Winston-Salem City Schools adopted a voluntary program of desegregation in 1957, beginning with Reynolds High School. In 1963, the Winston-Salem City and Forsyth County School Systems merged to create Winston-Salem/Forsyth County Schools.

In 1969, the District Court found that WS/FCS was 72.5% white and 27.5% Black. Of the 67 schools included in the district, 15 were all-Black, 7 were all-white, and 31 had less than 5% minority student population and had therefore not complied with the constitutional mandate. Also in 1969, Policy 1160 was adopted by the School Board: “Responsibility to Operate a Unitary and Nondiscriminatory School System.” The Board noted their determination to: “Provide all pupils with equal opportunity to learn and to develop toward productive citizenship without regard to race, creed, color, sex, national origin or economic condition; and Act firmly and positively to eliminate discrimination, whether based on racial, religious or economic grounds, wherever it may exist within the public school system.” All district schools became racially integrated, and the revised pupil assignment plan was ordered into effect for the 1971-72 school year. WS/FCS has operated under a voluntary desegregation plan since 1981, and the School Board developed a new pupil assignment plan for the 1984-1985 school year. Integration was to have been maintained through school pairings, clusters and satellite zones, and cross busing. The objective was to produce racially balanced schools within + 5% of the racial ratio.

1995 was a turning-point for the district with the introduction of the School Choice Plan. WS/FCS was released from court-ordered busing and the board adopted a “School of Choice”

plan that reversed the 23 prior years of school assignment policy. The county was divided into eight elementary zones, six middle school zones, and eight high school zones. In 1996, the Board of Education formed an 18-member Equity Committee to track racial and economic disparities. In 1997's *Leandro v. The State of North Carolina*, the NC Supreme Court ruled that North Carolina has a constitutional obligation to ensure all children have access to a sound basic education that includes competent and well-trained teachers and school leaders, as well as equitable access to sufficient resources.

The 1995 School Choice Plan has remained intact and has not evolved over time despite shifts in demographics. Over time, this has resulted in multiple racially-identifiable and socioeconomically-isolated schools across the district, with Black/African American and Hispanic/Latinx primarily populating schools within the city core – where the majority of Title I and high-EDS schools are found – and White students in the suburbs and more rural areas. Unlike many of its large urban counterparts across the state, the district has retained market share comparable to 1995. In 2012's article "Forsyth County Schools Resegregated, but Opinions Differ on Whether that's a Problem," The *Winston-Salem Journal* reported, according to reviews of census data from 1980, 1990, and 2000, that Winston-Salem and Forsyth County was North Carolina's most segregated major population (Fain, 2012). Though WS/FCS offered zoned student assignment and school choice, a return to neighborhood schools – coupled with a federal mandate to eliminate busing and the historical legacy of discriminatory housing and zoning laws – resulted in schools resegregating along racial and socioeconomic lines (Fain, 2012).

These long-standing concerns about educational equity across the district continue to drive community conversation. The WS/FCS Board of Education established the Climate, Culture, & Equity Special Committee in December of 2018 to address growing concerns related

to academic and discipline disparities. The committee consisted of internal and external stakeholders who set out to accomplish two major goals: Establish a district-level office of equity and create an equity policy. From this work, an Office of Equity, Access, and Acceleration and a position for a Chief Equity Officer were created, and an equity policy was developed and adopted in January 2020. Policy 1100-Equity was passed unanimously by the Board of Education in January 2020. This policy includes a commitment to providing a fair, equitable, and high-quality education to close achievement gaps. A School Choice Special Committee was also established to evaluate WS/FCS' School Choice Assignment Plan. Following consultation with Cooperative Strategies, the district oversaw the formation of a School Choice Special Committee. Through the School Choice Special Committee, the district has begun preliminary conversations about student assignment, choice, zones, and boundaries, and – critical to the success of this proposed program – has identified highly-engaged organizations and community stakeholders who are invested in continuing to partner with WS/FCS to meet these goals.

WS/FCS plans to build upon the conversations, models, and foundations laid by this ongoing dialogue through Equity for All: Bridging Our Community. Many alumni of the School Choice Special Committee – both organizational and individual – will serve on this project's steering committee or as thought partners in the work ahead. WS/FCS will utilize learnings and partnerships from both the Bridges Collaborative and the Urban Institute's Housing Matters PRESUNG cohort. Finally, and perhaps most importantly, the district will engage in a far-reaching, comprehensive, and intentional program of community feedback and collaboration that is unprecedented in its scope for our district.

(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Due to the restricted finances of the school district, this application was designed to project costs that are reasonable for WS/FCS to assume following the conclusion of the grant period. The bulk of expenses incurred during the grant lifecycle will be non-recurring expenses, representing a significant investment in building internal capacity to foster socioeconomic diversity across the school district. The two-year process proposed by WS/FCS will include extensive research and modeling around student assignment and school choice – a process which the district has not undertaken to this extent in approximately thirty years. Following this initial fact-finding stage, WS/FCS will launch a community information campaign and will engage in one of its most comprehensive stakeholder feedback processes to date, hosting 77 distinct engagements in two phases that will reach thousands of students, families, and staff members. The feedback solicited from this engagement will lead directly to the development of a comprehensive plan, which will be approved by the Winston-Salem Forsyth County Schools Board of Education prior to the conclusion of the two-year grant period. The impact of this proposed plan will be fully-realized in the years that follow, with the district implementing plan activities including professional development, data collection and analysis, robust sustained engagement, and dissemination of learnings. Once completed, the comprehensive plan will include strategies for improving academic outcomes across WS/FCS that center on fostering diverse schools – a commitment to true integration that will be felt at the district, school, and classroom level. Renewing and reimagining the district’s commitment to increased diversity, integration, and equity for all students will necessitate shifts in policy, procedures, and structures in areas that may include student assignment; zoning; and expanded access to curricular offerings, among other possibilities. Because WS/FCS aims to create a cohesive and

comprehensive plan that will meet the needs of all of our schools and students, the effects will be significant both in magnitude and longevity.

In addition to the creation of the comprehensive plan, WS/FCS will utilize the grant period to strategically shore up district capacity by contracting with experts in the field, strategically investing in grant-funded staff, creating a dynamic and representative steering committee, and strengthening collaboration both internally across departments and externally with a wide range of stakeholders. There will be some ongoing personnel expenses associated with this project at the district level with the creation of the Project Manager position. Because WS/FCS is invested in the continued success of fostering socioeconomic diversity across the district, we anticipate that local funding will be utilized to support the salary and benefits associated with this position following the conclusion of the grant period. While we anticipate that the GIS/Mapping Specialist position will be a time-limited role that will conclude at the end of the two-year grant period, we will explore similar avenues to absorb these ongoing expenses should we determine that its continuation would aid with plan implementation. In order to fully support the work described in this grant proposal, WS/FCS will continue to pursue additional complementary funding opportunities, including competitive federal, state, and local grants. WS/FCS is committed to increasing socioeconomic diversity as an integral part of furthering the educational achievement of students in Forsyth County, and will invest the necessary time, funds, and human resources to support that work.

In support of this proposal, WS/FCS will continue to contribute funding to support a great deal of the costs associated with implementing grant programming. Costs associated with student assignment and school choice processes, district- and school-level salaries and benefits, and district-level marketing and advertising activities will be supported by the district, and the

requested federal funds will provide dramatically expanded supplemental programs and activities that will enhance but will not supplant resources for the programs that already exist. The infusion of Fostering Diverse Schools funds will give WS/FCS the ability to develop a high-impact and evidence-based comprehensive plan for increasing socio-economic diversity across our district.

The reforms and restructuring detailed in this proposal represent significant strides towards fostering diverse schools across the district. A final critical component of the district's ongoing support for the programming described in this proposal lies in the significant buy-in from both internal and external stakeholders that it represents. At the school level, a significant proportion of school leaders and teachers will be engaged in the community feedback process. At the district level, WS/FCS leadership (including the Superintendent, Deputy Superintendents, and Area Superintendents); the Board of Education; the Office of Choice and Magnet Schools; and departments including Instructional Services; Equity, Access, and Acceleration; and Accountability and Continuous Improvement are committed to supporting the efforts described in this proposal. In addition, organizations including the Urban Institute's Housing Works, the Coalition for Equity in Education, the Winston-Salem Foundation, the Bridges Collaborative, Plural Connections, and Urban Strategies are among the external stakeholders who have committed to support the work ahead. A number of individual community members from the faith community, community agencies and advocacy groups, and the education community, among others, have also expressed their intention to serve as members of the steering committee. The letters of support and resumes included as an appendix represent a cross-section of the internal and external supporters who will lay the foundation for the project's continued success following the cessation of grant funding.

(4) The extent to which the design of the proposed project reflects up-to-date knowledge...

WS/FCS recognizes that, as a district, a great deal of work is yet to be done to achieve truly equitable, high-quality education for all students. Numerous studies have demonstrated the importance of socio-economic and racial integration in achieving equitable outcomes for students (Bifulco, Cobb, and Bell, 2009; Kahlenberg, 2013; The Century Foundation, 2021, among others), and WS/FCS is committed to working towards both goals over the two-year grant period. WS/FCS recognizes the importance of creating meaningful opportunities for students to interact across lines of difference, to build community and shared understanding that will prepare them to make meaningful connections both locally and globally. WS/FCS' mission statement speaks to this desire: *The Winston-Salem/Forsyth County School System provides all students with educational opportunities that ensure they become responsible, productive, global citizens.*

As Wells, Fox, and Cordova-Cobo note in “How Racially Diverse Schools and Classrooms Can Benefit All Students,” 96% of major employers say it is important for their employees to be “comfortable working with colleagues, customers, and/or clients from diverse cultural backgrounds” (Wells, Fox, and Cordova-Cobo, 2016). If our students are to be successful in school and in life, it is critical that they are equipped with the skills to engage across racial, cultural, linguistic, and socioeconomic lines. And as Wells, et al note in “Divided We Fall: The Story of Separate and Unequal Schools 60 Years after *Brown v. Board of Education*,” court rulings on the educational benefit of diverse universities, schools, and classrooms “were predicated in part on a growing body of research across several fields, including mathematics and science, that show people working in racially and ethnically diverse groups come up with better solutions to problems.” The authors conclude that our public schools, whether suburban or urban, might better prepare the next generation of Americans to live and work in a “culturally complex and global society” in schools that promote cross-cultural learning

and “more accurately reflect the cultural diversity of our increasingly complex society” (Wells et al, 2014).

The Bridges Collaborative, an initiative of the Century Foundation, kicked off a two-year national convening in 2020 to spark a national conversation around school integration, of which WS/FCS is an inaugural member. The Collaborative brought together approximately 56 organizations including 27 school districts, charter schools, and housing organizations, creating a learning network for practitioners pursuing ways to create more diverse, integrated, and inclusive environments. Stefan Lallinger, Senior Fellow and Director of TCF’s Bridges Collaborative asserts that (1) “school integration offers a ray of hope for an American future in which cooperation across lines of difference wins the day over division and hatred, especially in light of the seemingly intractable problems facing the next generation,” (2) “integration is the only remedy for centuries of state-sanctioned segregation, which has done unquantifiable harm to communities of color, and Americans of African descent in particular,” and (3) “diverse schools are good for learning outcomes” (Lallinger 2020). Research conducted by Fellows with TCF and the Bridges Collaborative have found that there is great support for the idea of racially and economically diverse and integrated schools (Potter, et al., 2021). Further, TCF’s research has found more than 200 districts and charter schools pursuing innovation strategies, 91 of whom are using socioeconomic status, to create diverse and integrated schools through attendance zones, choice policies, magnet school admissions, and school transfer policies (Potter et al., 2016).

Because the desegregation of schools was such a critical and complex dynamic, Meyer Weinberg (1975) reviewed multiple studies to determine if desegregation had an impact on student achievement. His findings showed that racially integrated schools have a positive effect on the academic achievement of non-white students. Moreover, non-white students were not the

only benefactors in integrated schools. Garda (2011), writing from a white parent's perspective to white people, explained that white children both socially and academically benefit from multiracial schools. Garda (2011) further asserted that integrated schools help to develop the cross-cultural competency skills of white students and increase their preparedness to navigate a multicultural society.

(5) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant...

WS/FCS is committed to operating this project beyond the conclusion of the grant period. The eventual outcome of this project is a comprehensive plan that will likely necessitate re-examining and redrawing attendance zones and boundaries, implementing professional development designed to meet the needs of all students, and expanding and investing in enhanced educational opportunities – WS/FCS is committed to making the necessary financial and staffing investments to realize the goals of the plan. While many of the costs associated with developing the plan will be time-limited, WS/FCS anticipates absorbing ongoing personnel expenses at the conclusion of the grant period. In addition to utilizing existing resources to implement the comprehensive plan, the district will also pursue competitive grant opportunities to aid in implementation of programming at the end of the two-year period.

In addition to WS/FCS' internal commitment to continuing this work beyond the grant's conclusion, the district will benefit from the strong, demonstrated commitment from a wide array of stakeholders and partners. WS/FCS has obtained partnership commitment from wide-ranging community, governmental, policy, and advocacy organizations including the City of Winston-Salem's Housing Authority, the Coalition for Equity in Education, Urban Strategies, the Urban Institute's Housing Matters, Bridges Collaborative, Plural Connections, and the Winston-Salem Foundation, as well as community members who have previously served on the

district's Special Committee on Choice. These organizations will support the district through participation in the Steering Committee and/or thought partnership throughout the grant lifecycle. In addition, two Board of Education members – Richard Watts and Leah Crowley – have committed to serve on the Steering Committee and lead Board participation in the process. The significant breadth and depth of participation from both internal and external stakeholders that has already been secured is captured in both the letters of support and the resumes of key personnel that have been included as an appendix to this application.

C. Quality of the Project Services

(1) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Winston-Salem/Forsyth County Schools' current strategic plan includes a goal centered on Community Engagement. Goal Three states that *“WS/FCS will build and strengthen partnerships and communication with families, local businesses, educational organizations, community agencies and advocacy groups in order to engage families and community stakeholders in the entire educational process for all students.”* Of particular relevance to this grant project are Objective A – *“Create an environment that makes families feel welcome, valued, and inspired to be engaged and active partners in their children's education,”* and Objective B – *“Increase community stakeholder support and collaboration through improved communication and promoting increased understanding of district operations.”*

Building upon this stated commitment and existing work to deepen engagement with families and community stakeholders, WS/FCS will develop a robust recruitment, marketing, and engagement plan for this project in order to ensure that the families, students, and communities who have been most impacted by socio-economic segregation have ample

opportunities to provide meaningful feedback. Following the identification of target schools and communities in Phase I of the project, WS/FCS will develop an intentional recruitment plan for parents, families, caregivers, and community members, with a particular focus on targeting communities that have historically been underrepresented. The district will use existing personnel who have built trusting relationships with families, including CARE Liaisons from the Family Engagement Department and school-based Parent Involvement Coordinators at Title I schools in the targeted communities to assist in strategic outreach. Our in-house Marketing and Communications team will develop marketing materials for both the family and student feedback sessions, to include strategically-placed flyers and signage, radio and print advertisements with an emphasis on media outlets that serve the Black and Hispanic communities, the district's Cable 2 television channel, automated phone messages, and ads on the district website and social media. The district's Community Engagement Department will also aid in connecting with community partners and agencies who serve impacted communities, and who work directly with families and communities who have been marginalized.

WS/FCS will contract with a highly-qualified facilitator for the feedback sessions through an RFP process, and will center selection criteria around experience facilitating meaningful conversations with diverse stakeholders. Feedback collected during these two rounds of sessions will be utilized to engage in continuous improvement, ensuring that participant voice will shape not only the final comprehensive plan, but also outreach and engagement strategies that are utilized throughout the project's lifecycle. The district will proactively address issues of accessibility and access in conducting these feedback sessions by strategically siting sessions in highly-impacted communities; offering sessions at a variety of times and locations, including

evenings and weekends; offering interpretation and translation services; and selecting ADA-compliant locations for sessions.

(2) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

WS/FCS proposes undertaking a two-year comprehensive planning process that would examine student assignment, the district’s current Choice model, and existing school boundaries and zones in an effort to increase socioeconomic diversity, while also exploring factors that contribute to success for all students within a diverse school environment. In conversations with stakeholders, WS/FCS will examine offerings including CTE and advanced placement classes as mechanisms for providing a well-rounded education to all students. Because WS/FCS proposes developing a district-wide plan to increase both socioeconomic diversity and increased success for all students, we anticipate that the resulting plan will impact all students and families across all 81 schools in our district. The district will work to intentionally engage as wide and diverse a segment of students, families, and staff as possible, with a goal of reaching approximately 8,000 stakeholders in total. While the district will make every effort to engage a broad swath of stakeholders, we will place a particular emphasis on centering and intentionally engaging voices from communities that have been historically-underrepresented. Our aforementioned marketing plan will allow us to engage in intentional recruitment. As a result, we anticipate that the ultimate outcome of this project will be a comprehensive plan that will be transformative for our impacted stakeholders. Once the plan has been implemented, we foresee positive impacts on student and school outcomes, including academic and SEL outcomes and positive school climate.

(3) The extent to which the services to be provided by the proposed project are focused on those with the greatest needs.

WS/FCS proposes utilizing, strengthening, and fostering partnerships with organizations and individuals with a demonstrated commitment to – and relationship with – those segments of our community that have been historically-underrepresented. The district will partner with organizations with an established history of building community partnerships, working directly with stakeholders, and building capacity among community-based organizations including the Coalition for Equity in Education, the City of Winston-Salem, Urban Strategies, the Winston-Salem Foundation, and Bridges Collaborative. As the district undertakes the first phase of the project, which will center on mapping and modeling, we will focus specifically on under-resourced schools and segments of the community. As we move through the project’s subsequent phases, which center on soliciting feedback from community stakeholders in order to finalize a plan, the district will intentionally and thoughtfully leverage existing relationships and deploy new marketing strategies to ensure that we reach those students, families, and staff who have been most impacted by socioeconomic isolation in our district.

WS/FCS proposes undertaking a project that would examine the entirety of our current student assignment, zoning, and choice policies. We anticipate that the resulting comprehensive plan will positively impact all students across WS/FCS, with an intentional emphasis on addressing those students and schools with the highest magnitude of need.

D. Quality of the Project Personnel

(1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have historically been underrepresented...

Human Resources Development

Winston-Salem/Forsyth County Schools has a deep commitment to Diversity, Equity, and Inclusion that will inform the entirety of this project. In recent years, WS/FCS has invested significantly in personnel, resources, and systems to support inclusive and bias-free human

resources. The driving force behind much of this change has been our 2020-25 Strategic Plan, which includes a goal specifically centered on Human Resources Development. Goal 4 states: “WS/FCS will recruit and retain a highly effective and diverse workforce that supports district goals to ensure excellence for all.” The district has identified several key objectives for this goal, including providing professional development that is differentiated to meet the needs of all employees, developing a coherent onboarding and succession plan to support and retain a high-performing workforce within WS/FCS, and attracting, recruiting, and retaining a diverse workforce within the district. Of specific significance to this grant proposal is Objective C – “Attract, recruit, and retain a diverse workforce within WS/FCS.” The district has reimagined many of its HR functions, and has invested in comprehensively staffing teams focused on leadership development and beginning teacher supports. The district has also set specific targets around increasing educator diversity, with an overarching goal of ensuring that our educators are adequately reflective and representative of our diverse student population.

In addition, WS/FCS is a current participant in the Wallace Foundation’s Equity-Centered Pipeline Initiative, a five-year initiative aimed at creating comprehensive, aligned principal pipelines and additional supports that produce and support equity-centered leaders within the district. WS/FCS’s five-year vision for the Equity-Centered Pipeline is to have a sustained and comprehensive talent management system that allows the district to recruit, select, prepare, hire, develop, evaluate, and support school leaders with the knowledge and skills to make educational equity a reality. WS/FCS anticipates that this proposed project will fully benefit from the aforementioned efforts to promote educator diversity and inclusive Human Resources practices.

In addition to these initiatives, WS/FCS’ commitment to equitable hiring practices are codified in Policy Code 4111.1, our district’s Affirmative Action Policy (most recently updated

and approved in August of 2013). Policy Code 4111.1 states in part that “The Winston-Salem/Forsyth County Board of Education recognizes its constitutional, legal, and moral obligation to assure equal employment opportunities for women, minorities and individuals with disabilities in all classifications of employment throughout WS/FCS.” WS/FCS does not discriminate in the recruitment, employment and promotion of individuals on the basis of race, religion, sex, national or ethnic origin, age, or disability. Policy Code 4111.1 states that WS/FCS “shall take affirmative action to recruit, employ, and promote individuals of a class (women, men, minorities, etc.) where it appears that the number of persons of such class employed by the school system in a particular job classification is appreciably less than the percentage of qualified individuals of such class in the relative job market. Further, where it appears that affirmative action is necessary, “the school system shall make every effort to locate qualified persons of the under-represented class within the school system, within the relative job market and, if necessary, outside the relative job market...; make every effort to encourage persons of the under-represented class to apply for jobs; and encourage and assist employees of the under-represented class to obtain necessary certification, training or education where required for promotion.” Finally, WS/FCS’ policy states that “Where it appears that two or more applicants for employment or promotion possess equal or substantially equal qualifications, experience, training and education, preference should be given to a person of an underrepresented class.”

Community Engagement and M/WBE

Another of WS/FCS’ Strategic Plan’s five goal areas concerns community engagement: “WS/FCS will build and strengthen partnerships and communication with families, local businesses, educational organizations, community agencies and advocacy groups in order to

engage families and community stakeholders in the entire educational process for all students.” An objective of this Strategic Plan goal directly corresponds to this project proposal – Increase Minority/Women-Owned Business Enterprises (M/WBE) Participation.

It is the policy of WS/FCS’ School’s Board of Education in concert with other local, state and federal agencies and with the assistance of underrepresented groups and agencies (including those representing racial and ethnic minorities, women, and people with disabilities), to actively seek and identify qualified HUB enterprises and to offer them the opportunity to participate, and to encourage them to participate, in the school system's contracting and purchasing programs. It is the intent of this policy to establish procedures designed to assure HUB enterprises access to information and opportunities available to other business enterprises. WS/FCS has an established communication plan for advertising opportunities to HUBs, including participation in the Triad Minority Supplier Development Council; sponsorship of participation in annual purchasing seminars for locally-owned businesses and HUBs, advertising for bids in media that reaches HUBs, sending a notice to each M/WBE engaged in school construction of each bid advertisement; insuring prospective M/WBE bidders and subcontractors have access to the bidding documents; furnishing M/WBE subcontractors with the names of prospective bidders on a project upon request, and providing prospective bidders with the list of certified M/WBEs. As some M/WBE firms have experienced difficulty in meeting the bonding, licensing, and bid deposits required by state law in larger construction projects, Board of Education staff will also, upon request, provide known information regarding assistance available from local, state, and federal agencies. WS/FCS plans to post an RFP for each contracted service included in this proposal, which will allow for equitable participation in the bidding and contracting process.

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

District-Level Leadership

Key to this proposed initiative is WS/FCS' eighth **Superintendent – Ms. Tricia McManus**, and her proven ability to instill consistent equity standards and expectations. Having been named as the Interim Superintendent while the student body was in remote learning, Superintendent McManus led the district's "Our Safe Return" plan as schools phased back to in-person learning. Since taking on the Superintendent role with WS/FCS, Superintendent McManus has overseen the implementation of the district's first five-year Strategic Plan, the administration of ESSER plans and funds, as well as large-scale grant-funded initiatives including the Wallace Foundation's Equity-Centered Principal Pipeline and the Teacher and School Leader Incentive Program grant. Prior to WS/FCS, McManus was the Assistant Superintendent for Leadership, Professional Development, and School Transformation in Hillsborough County Schools in Florida since 2016. Before that role, she served for eight years as a Director and Executive Director of Leadership Development and the Principal Pipeline.

McManus has a proven track record for turning around underperforming schools as a Principal and as an Assistant Superintendent. From 1990 to 2009, McManus spent time in a variety of roles within the Hillsborough County Schools district. She served as an elementary teacher, resource teacher, elementary assistant principal and then principal. McManus has a bachelor's degree in Elementary Education from the University of South Florida and a Master of Arts in Educational Leadership from the University of South Florida. Coverages listed on her Professional Educator's Certificate include School Principal (all levels); Educational Leadership (all levels); Elementary Education (grades 1-6); English to Speakers of Other Languages (ESOL) Endorsement; and Gifted Endorsement. Superintendent McManus' resume has been included in the appendix to this application. As Superintendent, McManus will guide and shape our

district-level vision for student achievement, educational equity, community engagement, talent development, and safety and climate. Alongside the **Area Superintendents** and **Deputy Superintendents**, she will provide critical leadership capacity and support for this program.

Equity, Access, and Acceleration

Under Superintendent McManus' leadership, WS/FCS made a strong commitment to fostering educational equity across the district. In addition to the Board of Education unanimously adopting an Equity Policy, the district has created a five-year strategic plan goal around Equity and Access, which states that "WS/FCS will ensure equal and equitable access to quality instruction and strive to eliminate barriers to rigorous and diverse opportunities. WS/FCS will provide quality instructional facilities and learning environments for all students." Key objectives for this work include increasing enrollment of underrepresented groups in advanced courses and reducing disproportionate discipline and EC identification.

In recognition of the urgency of this topic and the critical capacity-building work required to move the needle on equitable outcomes, the district has invested in creating a **Department of Equity, Access, and Acceleration** to support this work, led by **Chief Equity Officer Effie McMillian**. Effie McMillian holds a Bachelor of Science degree in Elementary Education from North Carolina Agricultural and Technical State University, a Masters of School Administration from the University of North Carolina at Greensboro, and a Doctorate in Educational Leadership from High Point University. Prior to her role as Chief Equity Officer, McMillian served as the Supervisor for Early Literacy and the Equity Specialist, the African-American Male Early Literacy Coordinator, and an ELA Curriculum Specialist and Literacy Coach for Guilford County Schools. McMillian has utilized her considerable training, professional development, and presentation experience to guide district-level trainings on educational equity, and has worked

closely with Student Services to develop a new Code of Character, Conduct, and Support that seeks to embed restorative practices across WS/FCS. Key to this grant proposal, McMillian has led our district's partnership with The Bridges Collaborative, a nationwide grassroots effort that seeks to assist school districts in achieving greater integration. McMillian's resume has been included in the appendix to this report.

School Choice, Magnet Programs, and Student Assignment

Frank Pantano, Executive Director of Choice and Magnet Schools, will partner with the Department of Equity, Access and Inclusion to support the work of this grant program, including engaging in ongoing conversations with our Board of Education and community stakeholders about school choice and student assignment, setting goals and priorities for implementing revised zones and magnet pathways, and supporting complementary work across the district beyond the lifecycle of this grant. Pantano holds a Bachelor of Science degree in Mathematical Physics from Binghamton University of the State University of New York, a Juris Doctor from Wake Forest University School of Law, a Masters of Education in Middle and Secondary Mathematics from the University of North Carolina at Greensboro, and a Masters of Education in Education Leadership from High Point University. Prior to his current role, Pantano served as Assistant Principal of Ben L. Smith High School, as Administrator Intern at Carver High School, and Instructional Facilitator for Paisley IB Magnet Middle School. Pantano's resume has been included in the attached appendix.

This work around school choice will be complemented by the administrative oversight of **Autumn Hutchins, Administrative Assistant for the Office of Choice and Magnet Schools**. Hutchins creates the departmental budget and provides critical administrative support to the Office. Hutchins has over 17 years of administrative experience in the public sector with the

State of North Carolina, including roles as Deputy Clerk and Assistant Clerk for the Assistant District Attorney's Office. Hutchin's resume has been included as an appendix.

Community Engagement

In tandem with the aforementioned team, community engagement and outreach efforts will be facilitated by the work of **Christopher Mark Batten, Executive Director of Community Engagement**. In this role, Batten cultivates relationships across diverse communities to strengthen existing partnerships and facilitate new opportunities for volunteer groups, business and community agencies, and youth service providers to strategically and equitably implement programs and initiatives that enhance academic and social-emotional supports for 53,000+ preK-12 students and more than 6,000 educators and staff through social impact and philanthropy. Prior to this role, Batten served as a Program Officer for the Shallow Ford Foundation and Assistant Dean of Admissions and Strategic Communications for the Wake Forest School of Divinity. Batten received a Bachelor of Arts degree from Campbell University and a Master of Divinity degree from Emory University.

Program Monitoring, Compliance, and Data Collection

The Grants Department, consisting of **Director of Grants Victoria Fulton** and **Grants Coordinator Latandra Baldwin**, will partner with the Project Manager and other key personnel to ensure compliance and to assist with reporting, monitoring, and project planning. The Grants Department has managed several federal grants throughout the grant lifecycle, including a TSL grant through the Department of Education, multiple 21st Century CLC cohorts, two Innovative Approaches to Literacy grants, and a National Institutes of Justice subaward. In the interest of ongoing financial sustainability, the Grants Department will continue to pursue complementary funding to deepen and extend the impact of this grant, including developing new grant proposals

in tandem with community partners and leveraging corporate and community supporters. The Grants Department is housed in the district's Office of Accountability and Continuous Improvement, which will provide robust programmatic support throughout the grant cycle. **Chief Accountability and Continuous Improvement Officer Andrew Kraft** will oversee the district's ongoing efforts in the areas of Testing and Accountability, Research and Evaluation, Grants, Strategic Planning and Implementation, and the Data Sharing Project. Kraft will oversee data collection and reporting for this grant project, manage data requests, and track progress towards achieving the project's objectives. **Director of Research and Evaluation Shureka Hargrove** will oversee programmatic evaluation, including interfacing with our selected external evaluation firm, furnishing school- and district-level data in response to requests, and working alongside the Project Manager to meet internal and external progress reporting needs. This work will be further complemented by the efforts of **Nathan Craver, Executive Director of Strategic Planning and Implementation**, who will provide district-level guidance on program planning and implementation science, as well as continually evaluate alignment among WS/FCS' large-scale, multi-year plans and initiatives. In addition, **Homan Atashbar, Executive Director of Business Applications and Data Systems** in the district's Technology Department will provide technological support across HR and finance applications, the SAS data warehouse, custom applications, web application rostering, and Geographic Information Systems (GIS). Collectively, these roles will provide significant internal supports for capacity-building, progress monitoring, implementation, and continuous improvement throughout the grant lifecycle. Resumes for all of the aforementioned staff have been included.

Steering Committee Participation

WS/FCS has also furnished resumes for a wide range of proposed **steering committee** members, both internal and external. Proposed internal stakeholders will include **Area Superintendents Jill Hall-Freeman and Felicia Davis** and **Board of Education Members Richard Watts and Leah Crowley**. Proposed external steering committee members will include **Eunice Campbell** of the **Coalition for Equity in Public Education**, **Tonya Atkins** of **Urban Strategies**, **Samuel Hunter** of the **City of Winston-Salem**, **Layla Garms** of **The Winston-Salem Foundation**. Members of the district's earlier **Special Committee on Choice**, including **Pastor Robert E. Leak III** of **True Hope Apostolic Church** and **PowerUp NC** and **Emily Schutt**, founding board member of **Action4Equity** and chairperson for **Love Out Loud's** Uniform Exchange will also serve as steering committees, alongside to-be-named additional members who have engaged with the district on previous conversations around school choice, student assignment, and educational equity.

Grant-Funded Personnel

In recognition of the significant coordination, collaboration, and logistical support necessitated by this project, WS/FCS proposes utilizing grant funding to hire a **Project Manager**, who will manage and oversee all phases of the project in partnership with the aforementioned district team. This role will provide district-level oversight and front-line support for the grant program, while serving as primary contact for both the Department of Education and for internal and external stakeholders. The Project Manager will serve as the point person for the oversight of grant-funded programming, and will collaborate with other WS/FCS departments and contracted service providers to furnish information, materials, and updates. The Project Manager will also prepare and present reports to measure the specialist grant program's efficacy, and will monitor fiscal and programmatic processes. Critically, this role will manage the

many partnerships – and their attendant logistics – that this grant program will require. The Project Manager will also identify opportunities to strengthen, expand, and deepen aligned initiatives and will lead the Continuous Improvement process. In recognition of the skills and expertise required for this position, the selected candidate will be required to demonstrate understanding of both state- and district-level educational trends, educational equity, and student assignment and school choice; experience in managing large-scale, multi-year programming; the ability to analyze data, draw conclusions, and present findings to both district leadership and the general public; a strong skill set in organizing, prioritizing, and managing multiple simultaneous projects; and a proven ability to work and communicate effectively with diverse audiences and populations.

The work of the Project Manager will be complemented by the technical expertise of a **GIS/Mapping Specialist**, who will aid the district in preparing maps and models centered on student assignment, zoning, and choice. Under limited supervision, the GIS/Mapping Specialist will perform various professional and administrative tasks within the Student Assignment, Facilities, and Operations Department. The GIS/Mapping Specialist’s work will involve close coordination with the Director of Student Assignment, a Planner/Demographer, and the Facilities Planning Director. WS/FCS anticipates that this work will include organizing, maintaining, and updating facilities data, real estate data, subdivision data, and a street-level assignment database and coordinating the use of this data with other staff and departments. The new capacities and resources created by the individual in this position will continue to serve the district long after the conclusion of the grant period.

WS/FCS proposes selecting qualified consultants through a competitive RFP process to aid in three distinct processes throughout the grant lifecycle:

- 1) Mapping and modeling – A consultant will conduct a needs assessment based on current district patterns (including SES status, academic achievement, and enrollment patterns, among other factors) and create potential maps and models to foster diverse schools across the district.
- 2) Facilitation – A consultant will facilitate a series of community feedback sessions (to include parent/family/caregiver, student, and staff sessions) across two phases of the project, 77 in all. The selected consultant will have significant experience and success in facilitating large, diverse groups in meaningful conversations.
- 3) Data Analysis – A contractor will process quantitative and qualitative data obtained through the sessions to enable reflection, continuous improvement, and the incorporation of community voice in the proposed models.

E. Adequacy of Resources

(1) The relevance and demonstrated commitment of each partner in the proposed project...

WS/FCS will collaborate with several key external partners as steering committee members. WS/FCS will include the City of Winston-Salem in its steering committee, along with a representative from Urban Strategies, who has worked with the City of Winston-Salem on their affordable housing initiatives. The Housing Authority of Winston-Salem and the City of WS was awarded a \$30 million Choice Neighborhoods Initiative (CNI) grant – Urban Strategies is facilitating the City’s work in the Cleveland Homes community and the east side of Winston-Salem. Community-based organizations and local philanthropic organizations will also play a key role in the steering committee, including the Coalition for Equity in Public Education and the Winston-Salem Foundation. The Coalition for Equity in Public Education is a community advocacy group dedicated to studying and addressing systemic racism and structural inequities in WS/FCS, especially as they affect the academic performance of students. The group

was formed in 2015 to report on potential inequities in the planning of the 2016 School Bond Referendum. This group has been vocal in its opposition of the district’s existing Choice Plan, which was designed and implemented in the early 1990s. In 2021, this organization submitted a comprehensive report with multiple recommendations advocating for change regarding the district’s approach to Choice, which are explained in greater detail in subsequent sections. The Winston-Salem Foundation, the first foundation established in North Carolina, is a community foundation with a focus area centered on Advancing Equity in Education. The Foundation’s focus areas in Advancing Equity in Education include positive behavior intervention strategies, culturally-affirming school environments, and equitable access to opportunities and resources. Resumes for all steering committee members have been included as an appendix to this application.

In addition to these steering committee members, WS/FCS will engage with external partners in the realms of advising, technical assistance, and thought partnership. In 2020, WS/FCS was selected to join the inaugural 2-year cohort of The Bridges Collaborative, a first-of-its kind grassroots initiative to advance racial and socioeconomic integration and equity in America’s schools. WS/FCS continues to partner with the Bridges Collaborative through virtual learning opportunities offered by Bridges and further collaboration with members of the inaugural group. The district will continue to partner with the Bridges Collaborative throughout the grant period. One of the other members of the inaugural Bridges Collaborative group is Plural Connections, an interdisciplinary research and action lab based at Northeastern University with the mission to use tools from data science and design to advance pluralism: an inclusive response to diversity in schools. WS/FCS has worked with Dr. Nabeel Gilani, Director of Plural Connections, to explore modernizing our residential zones to both increase diversity in school,

and to decrease travel times for our families. Like the Bridges Collaborative, WS/FCS will continue to partner with Plural Connections over the two-year grant period. WS/FCS will also continue to collaborate with and receive technical assistance from the Urban Institutes' Housing Matters program. Since 2022, Housing Matters has provided technical assistance for school districts interested in analyzing their school and district boundaries and exploring scenarios that focus on creating more equitable educational outcomes across residential neighborhoods. The theme of the technical assistance is Promoting Racial Equity in Schools by Understanding Neighborhood Segregation (PRESUNG). Housing Matters selected WS/FCS as part of this cohort because the school district has experience with redrawing school attendance zones, worked to improve school choice options, and revised their school assignment policy to include language on racial and socioeconomic diversity. Throughout the PRESUNG cohort, WS/FCS has committed to addressing segregation in our schools and the surrounding communities. Letters of support from each of these external partners have been included as an appendix.

(2) The extent to which the costs are reasonable...

WS/FCS has proposed a budget for this planning that is reasonable, prudent, and cost-effective given the number of students to be impacted through this initiative. This project proposes undertaking a comprehensive assessment and analysis of the district's current student assignment and school choice policies; engaging in robust, far-reaching, and equitable feedback, design, and planning processes with community stakeholders, families, students, and staff; convening a representative and diverse steering committee; developing a set of models and potential comprehensive plans for fostering diverse schools; obtaining approval of a comprehensive plan from the Board of Education; and preparing to implement the selected plan.

The reach of each of these project phases will be significant and reflective of WS/FCS' socioeconomic and racial diversity. Critically, the processes described in each phase of this program are designed to authentically engage and solicit feedback from a wide and representative range of community voices. The community, student, and staff feedback sessions included in this program proposal are significant both for their frequency (77 total sessions across all three categories) and for their reach: we propose reaching a minimum of 5,000 families, parents, and caregivers; 1,000 high school students; and 2,000 district employees through these conversations. The total cost for the proposed project across the 24-month grant period is \$943,688, which represents a cost of \$117.96 per individual engaged across the 77 feedback sessions. Because this project will ultimately impact students in each of the district's 81 schools, totaling approximately 53,000 students, the project's cost-per-student can be represented as \$17.80. We anticipate that the findings from this project will continue to impact students across WS/FCS for many years to come – a value that is difficult to quantify but which will continue to pay dividends far beyond the conclusion of the grant lifecycle.

F. Quality of the Management Plan

(1) The adequacy of the management plan to achieve the objectives of the proposed project...

This grant project will be overseen by a robust, highly-qualified team of district-level leaders and staff who will have the capacity to carry out all aspects of the proposed project and deliver on program objectives. WS/FCS brings to this work a considerable amount of experience in managing large-scale, high-dollar, multiyear projects, and will leverage our existing internal capacity and external stakeholders while strategically investing in additional personnel and contracted services to support the development of critical infrastructure and sustainability. WS/FCS' management plan includes a strong **outline of project roles and responsibilities**, a

detailed **implementation plan and timeline** for each year of the grant to ensure objectives are achieved on time, and a well-established system of **fiscal policies and procedures** to ensure the project is completed on-budget and with high standards of monitoring and compliance.

Project Roles and Responsibilities

The implementation and oversight of this project will necessitate constant, high-level collaboration across district departments. The below chart outlines existing roles that will support the grant project, as well as additional roles that will add valuable capacity.

Position	Key Responsibilities	Hiring Status	Funding Source
Superintendent	Shape district-level vision for student achievement, educational equity, community and family engagement, talent development, and safety and climate.	In place	District
Area Superintendents	Provide key insights and targeted support to ensure outreach efforts adequately serve each geographic area. Serve as a direct line of communication with school-level leaders.	In place	District
ED of Choice and Magnet Schools	Lead district-level efforts to implement school choice policy, including shaping student assignment models across the district, engaging internal and external stakeholders, and setting goals and priorities.	In place	District
Chief Equity Officer	Lead ongoing efforts to achieve equitable outcomes across WS/FCS; lead efforts to convene the steering committee and stakeholder groups. In furtherance of project goals, conduct ongoing trainings on issues of educational equity, bias, and disproportionality. Lead ongoing collaboration with external partners around school integration and the school choice plan.	In place	District
Project Manager	Manage and oversee the project; provide district-level oversight and front-line support for the grant program; serve as primary contact for both the Department of Education and internal and external stakeholders. Serve as point person for oversight of grant-funded programs, and collaborate with other departments and contracted service providers to furnish information, materials, and updates.	To be hired	FDS Grant
GIS/Mapping Specialist	Aid district in preparing maps and models centered on student assignment, zoning, and choice; coordinate with the Director of Student Assignment, Planner/Demographer, and Facilities Planning Director. Organize, maintain, and update facilities data, real estate data, and street-level assignment database and coordinate use of this	To be hired	FDS Grant

	data with other staff and departments.		
Admin. Asst., Choice and Magnet Schools	Create Office of Choice and Magnet Schools budget and provide critical administrative support to the department.	In place	District
Chief Accountability Officer	Oversee district’s ongoing efforts in the areas of Testing and Accountability, Research and Evaluation, Grants, Strategic Planning and Implementation, and the Data Sharing Project. Oversee data collection and reporting, manage data requests, and track progress towards district-level goals.	In place	District
Director of Grants	Partner with the grant team, including the Project Manager, to ensure grant compliance. Assist with planning, reporting, and monitoring grant progress. Seek complementary grants to extend program impact and sustainability.	In place	District
Grants Coordinator	Partner with the grant team to ensure fiscal and programmatic compliance. Onboard new staff with federal budget policies and procedures. Support Director of Grants with seeking complementary grants to extend program impact.	In place	District
Director of Research and Evaluation	Oversee programmatic evaluation, including interfacing with selected data analysis contractor, furnishing school- and district-level data, and working alongside the grant team to meet progress reporting needs.	In place	District
ED of Strategic Planning and Implementation	Provide district-level guidance on program planning and implementation science. Continually evaluate alignment and progress among WS/FCS’ large-scale, multi-year plans and initiatives, and guide the grant team in developing implementation and action plans.	In place	District
Finance Department	Provide fiscal oversight for the grant project; detect and prevent fraud, waste, abuse, and mismanagement by ensuring Board policies and appropriate approval/control procedures are followed. Utilize developed systems for acquiring contracts, including purchasing requirements, RFP processes, M/WBE outreach, and requisitions. Onboard grant staff and assist with federal fiscal processes.	In place	District

Implementation Timeline and Key Milestones

Upon receipt of FDS funding, WS/FCS will commence hiring of key personnel including the Project Manager and the GIS/Mapping Specialist, and will solicit bids for services for Plan Modeling, Community Engagement, and Data Analysis. The management plan and timeline in the below chart details milestones to be achieved within the two year grant period.

Phase I: Exploration and Modeling (6 months - September 2023 - February 2024)

Phase I Goal: During this phase, the current whole-district student assignment model will be analyzed to include historical origins, SES composition of each residential zones, trends and patterns of student movement over time including choice within and outside of the assigned residential zones, factors in patterns of choice/root cause analysis for participating in choice - in/out of zone, school demographic shifts over time including how choice within and outside of the residential zones have impacted school demographics, housing patterns, and transportation efficiency under the current plan.

Key Action	Timeline	Responsible Party
Establish a steering committee that includes both internal and external stakeholders (members will be identified in advance of grant approval).	Sept. 2023	ED of Choice and Magnet Schools; Chief Equity Officer
Convene steering committee to discuss scope of work, committee roles/expectations/commitments, and establish meeting cadence.	Sept. 2023	ED of Choice and Magnet Schools; Chief Equity Officer
Meet with the steering committee bi-monthly for a minimum of at least 3 work sessions to discuss exploration, findings, and next steps.	Sept. 2023 - March 2024	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager
Hire Project Manager and GIS/Mapping Specialist.	Oct. 2023	ED of Choice and Magnet Schools; Chief Equity Officer
Hire qualified External Consultant to complete a comprehensive study/exploration aligned to the goals in Phase I.	Oct. 2023	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager
<p>Develop scope of work with run of show for Phase I that will include phases for the exploration and deliverables for each check point (minimum of 3 during this phase); engage steering committee for feedback and collective buy-in.</p> <p>Deliverable 1: Examine Choice/Student Assignment Plan and residential zone boundaries and impact on school demographics; Explore current housing characteristics and patterns and explore school and district boundary scenarios to analyze current school segregation.</p> <p>Deliverable 2: Examine school student enrollment strategies and impact on overall school demographics; Examine course and program enrollment strategies; Explore/create model maps with new boundaries that will create opportunity for increased diversity within schools.</p> <p>Deliverable 3: Examine current boundaries and how these boundaries impact student diversity in varied educational opportunities through advanced courses and CTE; Explore/create model maps with new boundaries that will create greater opportunities for increased diversity within programs and advanced courses; examine enrollment strategies that promote diversity in advanced courses and programs.</p>	Sept. 2023	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; Steering Committee Members; GIS/Mapping Specialist; External Consultants

Enter data sharing agreement. District leaders work in collaboration with External Consultant to provide access to documents, data, policies, etc. that will support exploration.	Oct. 2023 - Feb. 2024	ED of Choice and Magnet Schools; Chief Equity Officer; Chief Accountability Officer
Consultant will present at bi-monthly Steering Committee meetings their findings based on the stage of exploration, including any map models aligned to goals outlined in Phase I.	Oct./ Dec 2023, Feb 2024	Contracted Consultant; GIS/Mapping Specialist
Consultant will present a final comprehensive report/needs assessment of findings and maps that depict a clear picture of residential zone SES demographics to Steering Committee, Senior District Leadership, and to Board of Education in scheduled Board work session.	Feb. 2024	Contracted Consultant; GIS/Mapping Specialist
Phase II: Stakeholder Engagement Part I - Initial Input (9 months - March 2024 - December 2024)		
<p>Phase II Goal: During this phase, we will convene multiple stakeholder groups including, but not limited to, students, district employees, parents/guardians/caregivers, and community members to engage in conversations that: (1) Inform stakeholders of current student assignment model and its impact; (2) Gather insights on stakeholder perceptions regarding current student assignment design and desires for the creating more diverse schools across the district (e.g., family values, preferences, constraints, and implications for all of these on the types of attendance boundaries that might be drawn to advance SES-integration, (3) Identify barriers to creating diversity through existing educational opportunities for advanced courses and CTE, (4) Identify factors in patterns of choice/root cause analysis for participating in choice - both in/out of zone, (5) Utilize tools to evaluate perception of experiences and climate of district & individual schools, and (6) Determine what actions will be necessary to create the conditions in diverse schools for all students to be successful.</p>		
Key Action	Timeline	Responsible Party
Develop scope of work for Phase II that is aligned to goals for this segment of the work and set deliverables for each check point (minimum of 4-5 during this phase); engage steering committee for feedback and collective buy-in.	Oct. - Nov. 2023	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; Steering Committee
Administer survey to evaluate/analyze experiences & climate of staff and students across all middle and high schools; data will show aggregate and then analysis of individual schools to compare and contrast between diverse vs. non-diverse schools.	Nov. - Dec. 2023	Contracted Consultant; Project Manager; Chief Accountability Officer

Organize district staff voices (central office and school-based) that reflect the socio-economic, cultural, and linguistically diverse representation across the cluster of schools. Sessions will allow participants to hear and better understand each other’s life experiences and to hear what participants value regarding (1) drawing school attendance boundaries, (2) socioeconomically diverse students in their classrooms and schools (3) opportunities and barriers to advanced learning opportunities/courses and CTE programs for socioeconomically diverse students, and (4) conditions necessary for success for all students and proposed strategies on how to achieve it.	Jan. - Feb. 2024	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; Steering Committee; Contracted Consultant; ED of Community Engagement
Organize student voices from each high school that reflects the socio-economic, cultural, and linguistically diverse representation across the cluster of schools and/or district). Sessions will allow participants to hear and better understand each other’s life experiences and to hear what participants value regarding (1) drawing school attendance boundaries, (2) learning and interacting with a socioeconomically diverse set of peers, (3) opportunities and barriers to advanced learning opportunities/courses and CTE programs, and (4) conditions necessary for success for all students and proposed strategies on how to achieve it.	Jan. - Feb. 2024	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; Steering Committee; ED of Community Engagement; Contracted Consultant
Schedule and host at least 30 community conversations that will hear voices of a minimum of 5,000 parents/families/caregivers and be facilitated by contracted consultant in spaces external to the district but in close proximity to targeted area (e.g., recreation centers or churches, especially for stakeholders who live in communities that have been marginalized).	March - Dec. 2024	Project Manager; Contracted Consultant
Schedule and host 12 student conversations that will hear the voices of a minimum of 1,000 high school students and be facilitated by the contracted consultant.	March - Dec. 2024	Project Manager; Contracted Consultant
Schedule and host 15 staff conversations that will hear the voices of a minimum of 2,000 district employees (e.g., teachers, school leaders, central office leaders, and classified staff) and be facilitated by the contracted consultant.	March - Dec. 2024	Project Manager; Contracted Consultant
Peer Learning - travel to at least 3 districts that have engaged in this work to see evidence of success/exemplars, converse about learnings and takeaways for continued planning efforts and strategies for implementation.	March - May 2024	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; BOE Members (2) Steering Committee Members (2)

<p>Develop intentional recruitment plans for parents/families/caregivers and community members in communities that have been marginalized. Potential strategies include: utilize CARE Liaison from Family Engagement Dept and school-based Parent Involvement Coordinators at Title I schools in the targeted communities for strategic outreach; communication and marketing team develop marketing materials (e.g., flyers, signage, strategic placement for advertisements, radio ads on local urban and Hispanic media outlets); utilize Executive Director of Community Engagement for outreach and connection to partners in communities that have been marginalized; and leverage community agencies that work directly with families and communities in areas that have been marginalized.</p>	<p>Jan. - Feb. 2024</p>	<p>ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; Steering Committee; ED of Community Engagement</p>
<p>Execute intentional marketing and recruitment plans to communities that have been historically marginalized.</p>	<p>March - Dec. 2024</p>	<p>ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; ED of Community Engagement; Parent Involvement Coordinators; CARE Team Liaisons</p>
<p>Convene three steering committee meetings to discuss learnings from community voices, student voices, and staff voices. Each meeting will occur after all conversations have occurred for each stakeholder group. The consultant will provide all raw data, along with trends and patterns that emerged.</p>	<p>June, Sept., Nov., 2024</p>	<p>Project Manager</p>
<p>Convene three Board of Education workshops for consultants to share comprehensive findings, proposed map models for attendance boundary changes, Choice model changes, and enrollment strategies.</p>	<p>June, Oct., and Dec. 2024</p>	<p>ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; Contracted Consultant</p>
<p>Develop marketing strategy and communication plan for entire district's community (e.g., community messaging, flyers/signage, social media, ConnectEd messages, and other district outlets).</p>	<p>Jan. - Feb. 2024</p>	<p>ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; Steering Committee; ED of Community Engagement</p>
<p align="center">Phase III: Stakeholder Engagement Part 2 - Models Presented and Feedback (6 months - January - June 2025)</p>		
<p>Phase III Goal: Reconvene stakeholder groups to present, discuss, and receive stakeholder feedback on (1) models for change that will increase SES diversity within schools; (2) enrollment strategies to promote increased diversity in advanced courses and CTE programs; and (3) pros and cons for transportation efficiency.</p>		

Using computer software, parents and caregivers will be able to explore how the proposed models will impact home/school proximity, student demographics, and bus travel times.

Key Actions	Timeline	Responsible Party
Convene and facilitate 20 whole community, whole district meetings to share findings from stakeholder engagement. Present map models for attendance boundary and Choice model changes and the impact of each, share evidence on benefits of socioeconomically diverse schools, and utilize engagement protocols to solicit feedback. Stakeholders will utilize software that has rezoning algorithm capabilities to explore how the proposed models will impact home/school proximity, school body student demographics, and bus travel times.	Jan. - March 2025	Project Manager; Contracted Consultant
Assess impact of each model on the current market share held by the district.	March - Apr 2025	Contracted Consultant
Convene two Steering Committee meetings to discuss findings from community meetings and potential impact on market share. Deliverable 1: Comprehensive report from feedback on recommended attendance boundary and Choice model changes and impact. Deliverable 2: Comprehensive report on market share impact due to each proposed change.	April 2025; May 2025	ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; GIS/Mapping Specialist; Contracted Consultant
Present findings to Senior District Leadership and to the Board of Education during a scheduled workshop.	June 2025	Contracted Consultant
Phase IV: Final Comprehensive Plan and Presentation to Board of Education (3 months - July - September 2025)		
Phase IV Goal: During this phase, we will utilize all data inputs to refine and finalize the plan/model proposal to the Board of Education for approval.		
Key Actions	Timeline	Responsible Party
Utilize Senior District Leadership and Board of Education discussions to refine models and narrow to top three choices.	Jul. 2025	Contracted Consultant
Present final proposed models and attendance boundary, choice plan, and enrollment strategy to Board of Education and District Senior Leadership.	Aug. 2025	Steering Committee; ED of Choice and Magnet Schools; Chief Equity Officer; Project Manager; Contracted Consultant
Present finalized comprehensive plan to Board of Education for vote; obtain Board of Education approval.	Aug. -Sept. 2025	ED of Choice and Magnet Schools; Chief Equity Officer; Contracted Consultant

Disseminate finalized comprehensive plan on WS/FCS website and other forums.	Sept. 2025	Marketing and Communications; Project Manager
Begin implementing the approved comprehensive plan.	Sept. 2025	Steering Committee; Board of Education; District Leadership

Fiscal Policies and Procedures

WS/FCS' Financial Services Department will provide fiscal oversight throughout the grant lifecycle. The department is well-acquainted with managing and implementing large-scale budgets, including ESSER funds and competitive and entitlement federal grant programs.

WS/FCS is confident that our policies, procedures, and internal controls will effectively detect and prevent fraud, waste, abuse, and mismanagement. All program expenses will include multiple levels of approval and control, and Board policy will guide procedures for purchases and contracted services. WS/FCS has a robust system for acquiring resources and contracts, including purchasing guidelines and requirements and well-established RFP processes and requirements. WS/FCS' purchasing manual outlines procedures for purchase orders, competitive quotations, an affirmative action policy for M/WBE providers, requisitions, and other requirements. In addition, all purchases and contracts exceeding \$100,000 and contracts for professional services exceeding \$25,000 must receive formal approval from the Board of Education.

(2) The adequacy of procedures for ensuring feedback and continuous improvement...

The bulk of the proposed two-year timeline for this project will be devoted to robust and far-reaching stakeholder engagement processes with parents, families, and caregivers; current students; and WS/FCS school- and district-level staff. Phase I of the project, Exploration and Modeling, will center in part on gathering, analyzing, sense-making, and identifying trends in

existing data and feedback from previous community conversations and processes. Phase II of the project, Initial Feedback, will comprise nine months of stakeholder engagement sessions (57 in all) that inform stakeholders of the current student assignment model and its impact, gather perceptions regarding current student assignment design, identify barriers to creating diversity through existing educational opportunities for advanced courses and CTE, identify factors in patterns of choice, gather perceptions of climate and quality for both the district as a whole and individual schools, and determine necessary actions to create diverse schools that are effective for all students.

Following this initial round of feedback, the district will develop potential models and initial drafts of comprehensive plan components for a second round of community feedback. Stakeholder groups will be reconvened in a series of 20 meetings to discuss findings and receive feedback on models to increase socioeconomic diversity within schools, enrollment strategies to promote increased diversity in advanced courses and CTE programs, and explore new models for transportation. Using computer software, parents and caregivers will be able to explore how the proposed models will impact home/school proximity, student demographics, and bus travel times. Across both phases and all stakeholder groups, WS/FCS proposes engaging with 8,000 internal and external stakeholders in 77 feedback sessions. As the project nears its conclusion, the Board of Education will formally review a “short-list” of models and provide final recommendations and approvals for the district’s comprehensive plan. Throughout this process, community members will continue to have the opportunity to share feedback within each Board meeting’s public comment session.

In tandem with this phased approach to soliciting, assessing, and responding to community feedback, WS/FCS will utilize several internal mechanisms to facilitate continuous

improvement processes. The steering committee, which will convene at least bimonthly, will provide high-level oversight of the process and will include a representative and highly-engaged team of internal and external stakeholders with strong ties to the district, individual high-priority schools, and communities. Independent of these meetings, an internal Fostering Diverse Schools grant planning team – to include grant-funded personnel as well as departmental representatives from Equity, Access, and Acceleration; Choice and Magnet Schools; and Accountability and Continuous Improvement – will convene on a quarterly basis to track and review progress towards program goals and to make proactive course corrections as needed. This internal team will utilize WS/FCS’ best practices and tools centered on strategic planning, action plan development, implementation science and the Plan-Do-Study-Act Cycle, as well as analyzing overall trends and data from the current phase of the project. These efforts will complement the district’s stated commitment to continuous improvement, which will be further supported by ongoing technical assistance from the Accountability and Continuous Improvement team.

(3) How the applicant will ensure that a diversity of perspectives are brought to bear...

In electing to name this grant project Equity For All: Bridging Our Community, WS/FCS has made a clear commitment from the project’s inception to ensure that a diversity of perspectives are brought to bear. Our school district and surrounding community benefit from a great degree of socio-economic, racial, cultural, and linguistic diversity, as well as a rich tapestry of community, business, non-profit, and educational institutions that are committed to improving outcomes for our community’s young people. In recognition of these facts, WS/FCS will utilize a variety of strategies to ensure that this wide range of perspectives and voices will be captured throughout the process, and that these voices will shape the final plan to be developed across the two-year period.

WS/FCS' internal Fostering Diverse Schools grant team, led by our Equity, Access, and Acceleration and our Choice and Magnet Schools Departments, has capitalized on previous efforts from both within and outside the district to identify steering committee members, partners, and key stakeholders. The work outlined in this proposal will build upon the efforts already undertaken by the district's Special Committee on Choice as well as work by external partners including the Bridges Collaborative and the Coalition for Equity in Public Education. The initial proposed steering committee has been created with a great degree of intentionality by selecting members who both represent the district's demographics and geographical footprint and who represent a cross-section of community perspectives. In addition to including internal stakeholders at both the school and district level, two Board of Education members will serve as steering committee members. External committee members will include representation from community advocacy groups (The Coalition for Equity in Education); the philanthropic community (The Winston-Salem Foundation); local government (The City of Winston-Salem); nonprofit community planning and development organizations (Urban Strategies); data, research, and technical assistance organizations (Plural Connections and The Urban Institute's Housing Matters); and community representatives who have previously served on the district's Special Choice Committee (including representation from the Forsyth County Association of Educators, the faith community, and additional community organizations).

As the district moves through two phases of community feedback processes, the district and our external contractors will work in tandem to ensure that we solicit feedback from a wide and representative swath of staff, students, and families that mirror the district's demographics and which adequately reflect the diversity of opinions, concerns, and hopes of our larger community. Across the two phases of stakeholder feedback included in our program design, we

will conduct 50 feedback sessions with families, parents, caregivers, and community members (reaching 5,000 participants), 12 feedback sessions with high school students (reaching 1,000 participants), and 15 feedback sessions with WS/FCS staff (reaching 2,000 participants). In a district of approximately 53,000 students and 7,400 employees, we feel confident that we will be able to solicit feedback and authentic engagement from a significant share of our stakeholders.

With an eye towards attracting a diverse and representative sample of participants, the Equity For All: Bridging Our Community Team will work to identify locations and times for feedback sessions that are conducive to maximizing participation and engagement – locations may include schools and community sites, and sessions will be held at a variety of times including weekends, evenings, and weekdays. Through a competitive RFP process, WS/FCS will select a highly-skilled and experienced facilitator – critically, one with significant experience in working with diverse populations – to facilitate these feedback sessions. The district will utilize all available channels for marketing and advertising opportunities to provide feedback, including highly-visible physical advertisements in locations which may include Winston-Salem Transit Authority bus wraps; mailers, flyers, and collateral materials for distribution at events; television marketing through WS/FCS’ Cable 2 channel; media promotions through local radio and television stations; digital banners and ads on WS/FCS’ website; ConnectEd messages; and district social media accounts including Facebook and Twitter. WS/FCS will also utilize existing district staff, including the CARE Liaison from the Family Engagement Department and school-based Parent Involvement Coordinators at Title I Schools to assist in strategic outreach to students and families. The district will also utilize internal translation and interpretation services in order to meet the needs of our linguistically-diverse population. As the program reaches milestones that involve Board of Education approval (which are outlined in the timeline in the

previous sections), community members will have additional opportunities to receive updates, review materials, and share feedback through the public comment component of Board meetings.

The final comprehensive plan will be widely disseminated and made available in a variety of formats and languages – in addition to being shared in public and televised Board of Education meetings, the district will host the plan on its website in English and other languages. Finally, WS/FCS will consistently use and incorporate ongoing feedback from the sessions in order to engage in continuous improvement and to respond to needs, concerns, and suggestions as they arise.

G. Quality of the Project Evaluation

(1) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes

WS/FCS aims to develop a comprehensive plan to Increase Socioeconomic Diversity and foster diverse schools by engaging in the robust two-year planning process described in detail in this grant proposal. This will be accomplished by four phases: Phase I-Exploration and Modeling, Phase II/III-two comprehensive rounds of Stakeholder Feedback, and Phase IV-Final Plan Development and Approval. The overall goal of the evaluation for this project (develop a comprehensive plan for fostering diverse WS/FCS) is to determine the effectiveness, success, and areas of improvement of the planning, implementation, and outcomes. To ensure validity and reliability, it is important to select the appropriate evaluation approach, define the research questions clearly and logically, choose data collection methods carefully, collect data from a representative sample, analyze data using appropriate statistical techniques, interpret and report results accurately, suggest recommendations, and address any limitations. Data collection will include both quantitative and qualitative assessments and will be used to triangulate evaluation

findings to reduce any bias. The evaluation will be conducted by an external consultant hired to complete a comprehensive study/exploration aligned to the project goals in phase I.

WS/FCS's Office of Equity's mission is to guide the work of the district in creating, maintaining, and evaluating equitable educational opportunities, being committed to creating equitable learning environments for all students and developing collaborative partnerships with families and stakeholders who represent our diverse community. An equity-focused evaluation is suggested for this project and will be key in determining the needs and plan for this project. An important aspect of equitable evaluation is the recognition and use of diverse perspectives and experiences who must work together to challenge and address common issues in the community. Collaborating and inviting voices from several partners in meetings (i.e., Housing Authority of WS, Urban Strategies, Coalition for Equity in Public Education, and the Winston-Salem Foundation) will be key to Phase II. Key evaluation and research questions that will help guide this work will focus on:

- What policies contribute to current student assignments and the need for more diverse schools in WS/FCS?
- What policies, systems, and environments influence current impacts and how?
- What new or improved policies are needed to create conditions in diverse schools for all students to be successful?
- What are the most effective methods needed to generate evidence to gain insight on disparities?
- What are the current barriers to creating diversity in WS/FCS?

Data needed to answer these questions will be collected with an equity focus on processes and outcomes by incorporating the voices of several stakeholders in the community, gathering data from key populations, and engaging diverse populations in several conversations on current student assignment and barriers. Implementing strategies to engage diverse populations and

promote high response rates will be crucial to gathering data to inform decisions. When analyzing, interpreting, and disseminating results, it must be purposeful in incorporating the voices of systemically-marginalized persons and communities. Evaluation results and reports will be shared with all key stakeholders (District leadership, grant staff, community, families). The results will provide the necessary information for actions to be taken to create diverse schools in WS/FCS for all students to be successful. Project activities, intended outcomes, and data sources needed will be described in the next section.

(2) The extent to which the methods of evaluation include the use of objective performance measures...

Aligning the evaluation approach and data collection methods to the project goals are key to ensuring that the information gathered produces the intended outcomes. As described above, each phase has specific activities that are designed to authentically engage and solicit feedback from a broad range of perspectives that represent the voices of the community. To make data-driven informed decisions about policies, practices, and programs in place to develop a comprehensive district plan, several activities must take place. Phase I will include a thorough analysis of the current whole-district student assignment model, including areas such as school and residential zones, county maps, impact of school demographics, student enrollment, advanced courses, and transportation efficiency. Phases II and III will include multiple opportunities to gather voices and engage in conversations from multiple stakeholders including district employees, students/families, and community members. Phase IV will involve the creation of a district comprehensive plan, utilizing all data, feedback, and input from all stakeholders.

Establishing a steering committee will be crucial to the development of a team who will lead the scope of work, expectations, and use of findings for this project. Hiring a qualified

external consultant to complete a comprehensive study is also crucial to gathering the necessary data to make informed decisions.

Gathering the perspectives from students/families, district staff, and community partners will provide a broadened overview of current issues and concerns around diversifying schools. To determine if the intended number of stakeholders was reached, accurate tracking and collection of attendance rosters will be reviewed, and attendance will be calculated and reported. To determine stakeholders’ perception of the meetings, participants will be asked questions around the set-up of the meeting, locations, and overall experiences. Evaluation will tell whether the event was successful according to the goals and can help make informed decisions for future meetings. A monitoring plan will be created to include a list of all activities to be checked off to ensure full implementation of the comprehensive plan. An overview of the performance measures, project goals, and data sources is described in the following chart.

Performance Measure	Goal/Outcome	Outcome/Data Sources
The percentage of affected families who were engaged in the planning process	5,000	-strategic recruitment and advertising for convening meetings/conversations -attendance rosters -meeting evaluation form
The percentage of affected educators who were engaged in the planning process	2,000	-strategic recruitment and advertising for convening meetings/conversations -attendance rosters -meeting evaluation form
The percentage of affected students who were engaged in the planning process	1,000	-strategic recruitment and advertising for convening meetings/conversations -attendance rosters -meeting evaluation form
The number of community partners who were engaged in the planning process	6	-strategic recruitment and advertising for convening meetings/conversations -attendance rosters -meeting evaluation form
The extent to which a comprehensive plan was developed, and published, for increasing socioeconomic diversity	WS/FCS Comprehensive Plan	-established connections with 6 community partners
The extent to which the comprehensive plan is being implemented within 24 months of the end of the project period	monitoring and implementation plan	-monitor implementation of activities detailed in the district within 24 months

There is a need for understanding community concerns; collecting and analyzing data; evaluating, creating, updating, and revising policy, practices, and regulations; and enforcing updated policy. The activities, data collection, and reporting required to carry out an equity-focused evaluation in practice is detailed and thorough but necessary to make data-driven decisions to improve policy and practices. The following data collection plan describes activities and quantitative and qualitative data needed to produce the intended outcomes.

PHASE I

<p>Phase I Goal: During this phase, the current whole-district student assignment model will be analyzed to include historical origins, SES composition of each residential zone, trends and patterns of student movement over time including choice within and outside of the assigned residential zones, factors in patterns of choice/root cause analysis for participating in choice - in/out of zone, school demographic shifts over time including how choice within and outside of the residential zones have impacted school demographics, housing patterns, and transportation efficiency under the current plan.</p>			
Activity	Time Frame	Data Sources	Impact/Outcomes
<p>Deliverable 1: Examine Choice/Student Assignment Plan and residential zone boundaries and its impact on school demographics; Explore current housing characteristics and patterns and explore school and district boundary scenarios to analyze current school segregation</p> <p>Deliverable 2: Examine school student enrollment strategies and their impact on overall school demographics; Examine course and program enrollment strategies; Explore/create model maps with new boundaries that will create greater opportunities for increased diversity within schools across the district</p> <p>Deliverable 3: Examine current boundaries and how they impact student diversity in educational opportunities through advanced courses and CTE; Explore/create model maps with new boundaries that will create greater opportunities for increased diversity within programs and advanced courses; examine enrollment strategies that promote diversity in advanced courses and programs</p>	<p>Sept. – Oct. 2023</p>	<p>District data from multiple departments and data warehouse: Choice plans zoning maps student enrollment and demographics transportation plans</p>	<p>analysis of historical trends in student enrollment, SES composition of each district’s residential zones, and historical in- and out-migration among our schools</p> <p>thorough examination of factors and root causes impacting participation in Choice, both in- and out-of-zone, as well as the resulting impacts on school demographics over time</p> <p>analysis of housing patterns and transportation efficiency under the district’s current plan</p> <p>signed data sharing agreement report detailing initial findings roster of steering committee hired external evaluator project manager and mapping specialist</p>

PHASE II

<p>Phase II Goal: During this phase, we will convene multiple stakeholder groups including, but not limited to, students, district employees, parents/guardians/caregivers, and community members to engage in conversations that: (1) Inform stakeholders of current student assignment model and its impact; (2) Gather insights on stakeholder perceptions regarding current student assignment design and desires for the creating more diverse schools across the district (e.g., family values, preferences, constraints, and implications for all of these on the types of attendance boundaries that might be drawn to advance SES-integration, (3) Identify barriers to creating diversity through existing educational opportunities for advanced courses and CTE, (4) Identify factors in patterns of choice/root cause analysis for participating in choice - both in/out of zone, (5) Utilize tools to evaluate perception of experiences and climate of district & individual schools, and (6) Determine what actions will be necessary to create the conditions in diverse schools for all students to be successful.</p>			
Activity	Time Frame	Data Sources	Impact/Outcomes
<p>Organize district staff sessions to allow participants to hear and better understand each other's life experiences (1) drawing school attendance boundaries, (2) socioeconomically diverse students in their classrooms and schools (3) opportunities and barriers to advanced learning opportunities/courses and CTE programs for socioeconomically diverse students, and (4) conditions necessary for success for all students and proposed strategies on how to achieve it.</p> <p>Organize student voices from each high school that reflects the socio-economic, cultural, and linguistically diverse representation</p> <p>Schedule and host several community conversations with students/families, district employees, community</p> <p>Develop intentional recruitment, marketing, and communication plans for parent/families/caregivers and community members in communities that have been marginalized</p> <p>Develop marketing strategy and communication plan for the entire district's community</p>	<p>Oct. 2023 – Dec. 2024</p>	<p>perception survey to staff and students across all middle and high schools on experiences & climate of schools</p> <p>perception surveys to allow participants opportunity to share experiences after participating in the convening meetings</p> <p>number of meetings held and attendance rosters</p> <p>number of marketing materials developed and communications sent out to stakeholders</p>	<p>series of multiple engaging stakeholder meetings/ conversations with students, district employees, parents/guardians/ caregivers, and community members</p> <p>multiple reports detailing feedback from meetings</p>

PHASE III

<p>Phase III Goal: Reconvene stakeholder groups to present, discuss, and receive stakeholder feedback on (1) models for change that will increase SES diversity within schools; (2) enrollment strategies to promote increased diversity in advanced courses and CTE programs; and (3) pros and cons for transportation efficiency. Using computer software, parents and caregivers will be able to explore how the proposed models will impact home/school proximity, student demographics, and bus travel times.</p>			
Activity	Time Frame	Data Sources	Impact/Outcomes
<p>Convene and facilitate 20 whole community, whole district meetings to share findings from stakeholder engagement.</p> <p>Deliverable 1: Comprehensive report from community feedback on recommended attendance boundary and Choice model changes and their impact.</p> <p>Deliverable 2: Comprehensive report on market share impact due to each proposed change.</p>	Jan. – June 2025	<p>perception surveys to allow participants opportunity to share experiences after participating in the convening meetings</p> <p>number of meetings held and attendance rosters</p>	<p>series of multiple engaging stakeholder meetings/conversations with students, district employees, parents/guardians/caregivers, and community members</p> <p>multiple reports detailing feedback from meetings</p>

PHASE IV

<p>Phase IV Goal: During this phase, we will utilize all data inputs to refine and finalize the plan/model proposal to the Board of Education for approval.</p>			
Activity	Time Frame	Data Sources	Impact/Outcomes
<p>Present finalized comprehensive plan to Board of Education for vote; obtain Board of Education approval.</p> <p>Disseminate finalized comprehensive plan on WS/FCS website and other forums</p>	July – Sept. 2025	<p>number of meetings to discuss and refine plan</p> <p>date of board meeting to get approval of plan</p> <p>type and number of methods district comprehensive plan was disseminated</p>	<p>a final comprehensive district plan</p>

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Halley Potter and Stefan Lallinger
The Century Foundation
1 Whitehall St., 15th Floor
New York, NY 10004

June 23, 2023

Fostering Diverse Schools Demonstration Grant Program
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave SW
Washington D.C. 20202

Dear Fostering Diverse Schools Demonstration Grant Selection Committee,

We are writing as leaders of the Bridges Collaborative, a project of the Century Foundation, to support Winston-Salem/Forsyth County Schools's application for the Fostering Diverse Schools Demonstration Grant. The Bridges Collaborative is a national network for practitioners from school districts, charter schools, and housing organizations that are interested in advancing integration in their schools and communities. WSFCS has been a member of the Bridges Collaborative since our launch in 2020.

WSFCS is an engaged Bridges Collaborative member that has benefited our collaborative in many ways. The WSFCS team has participated in many different conversations and training sessions with peers from other school systems and housing organizations addressing strategies for promoting integration. They have shown enthusiasm and willingness to share and learn to improve equity in their schools. WSFCS was also the lead planning organization in coordinating a regional convening on school integration in North Carolina co-sponsored by the Bridges Collaborative, WSFCS, two other school districts, and two housing organizations from the region. WSFCS worked with the other partnering organizations to invite key local stakeholders, including city council members and school board members, to a daylong forum focused on highlighting and building political support for promising school integration initiatives in each community.

Based on our past interactions with WSFCS and our ongoing relationship with them, we are confident that they will approach the work in their FDS grant with thoughtfulness and commitment.

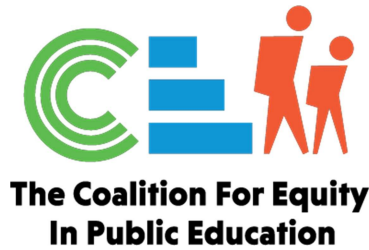
At the Bridges Collaborative, we stand ready to support WSFCS as they embark on their grant activities by offering to provide feedback on ideas, sharing relevant research, and connecting them with other resources and experts. We would also look forward to providing a forum for WSFCS to share the work that they are doing and lessons learned to other Bridges Collaborative members through virtual peer groups and our in-person convening in spring 2024.

We wholeheartedly support WSFCS's application. Feel free to contact us with any questions at bridgescollaborative@tcf.org.

Sincerely,

Halley Potter
Senior Fellow

Stefan Lallinger
Director of Next100 and Senior Fellow



July 3, 2023

Dear Grants Committee for the Fostering Diverse Schools Demonstration Grant Process:

The "*Coalition FOR EQUITY In Public Education*" enthusiastically supports the WS/FCS: Winston-Salem/Forsyth County Schools' application process for acquiring a Fostering Diverse Schools Demonstration 2-year planning grant, since this proposed grant appears to be in alignment with our public education community advocacy to date.

The *Coalition FOR EQUITY in Public Education* is a community advocacy group dedicated to studying, addressing, and advocating against systemic racism and structural inequities in the Winston-Salem/Forsyth County Schools, especially as they affect the academic performance of students. Our group was originally formed in 2015 to report on potential inequities in the planning of the 2016 School Bond Referendum and to advocate for equitable bond money distribution for new schools in low-income minority communities.

Members of our *Coalition FOR EQUITY* have also been appointed as community representatives to serve on the previous WS/FCS Board of Education's "School Choice Committee" and the previous School Board's "Climate, Culture, and Equity Special Committee," where our Coalition helped to give major community input on the first written Equity Policy approved by the WS/FCS Board of Education in January 2020. One of our Coalition members has also served on the Bridges Collaborative Committee, and one Coalition member is currently serving on the school district's Family Engagement Committee.

On June 3, 2021, the *Coalition FOR EQUITY* presented a community input and research-based report to the then WS/FCS Board of Education's "School Choice Committee" on the history and state of the district's School Choice assignment plan with both its negative and positive impacts on our public schools over the past 26+ years. Below is a listing of our Coalition's nine recommendations:

1. Eliminate overlay restrictions that limit access for students in lower-income neighborhoods.
2. Remove student assignment parameters that increase disparities among schools and concentrate poverty; replace with systems that actively reverse these patterns.
3. Distribute Federal Title I funds on a per pupil basis.
4. Dismantle Inspire 340 Network or any other designation for high-poverty, low-performing schools that keeps them in a segregated, differently managed category.
5. Build back residential schools in neighborhoods that have been drained by School Choice to become "school deserts."
6. Guard against opportunities for private donors and other community partners to skew capital spending priorities and defeat equity goals.
7. Increase financial transparency by establishing a participatory budget process.
8. Provide strong District-level guidance that maintains equity among all schools regarding student assignment, staffing, funding, and cultural competency.
9. Provide sustainable program funding for magnet and specialty schools at the middle and high school levels and eliminate theme-based magnet schools at the elementary level.



**The Coalition For Equity
In Public Education**

Our *Coalition FOR EQUITY In Public Education* would certainly like to offer our continued support and partnership with the WS/FCS if they are awarded this Fostering Diverse Schools Demonstration grant. Our Coalition has the capacity to offer research-based community recommendations along with trusted community collaboration, networking, and participation; a willingness to help with bridging the differences between the district and other community stakeholders; and a willingness to promote the intended actions necessary to achieve the purpose of this 2-year planning grant. Most importantly, our *Coalition FOR EQUITY In Public Education* is the only local community advocacy group that has been actively working to change the current WS/FCS School Choice assignment plan since 2015.

In conclusion, our *Coalition FOR EQUITY* enthusiastically supports the WS/FCS efforts in achieving this 2-year planning grant. Please do not hesitate to reach out to our *Coalition FOR EQUITY In Public Education* if you have any further questions.

Sincerely yours,

Carolyn A. Highsmith

Carolyn Highsmith

Facilitator, *Coalition FOR EQUITY In Public Education*

Cell Phone: 336-940-7076

Email: coalitionforequityinpubliceducation@outlook.com

Facebook: <https://www.facebook.com/coalitionforequityinpubliceducation>

June 26, 2023

Dear Fostering Diverse Schools Grant Committee,

I am writing to express my support for the Winston-Salem/Forsyth County Schools (WS/FCS)'s application for the Fostering Diverse Schools Demonstration Grants Program.

The Urban Institute's [Housing Matters initiative](#) provides data and research, technical assistance, and evidence-based insights to enhance access to affordable housing. We aim to equip policymakers, advocates, and program designers and implementers in housing, education, and other fields with the information they need to invest in housing as a vehicle for building stronger, more resilient communities.

Since 2022, Housing Matters has been providing technical assistance for school districts interested in analyzing their school and district boundaries and exploring scenarios that focus on creating more equitable educational outcomes across residential neighborhoods. The theme of the technical assistance is Promoting Racial Equity in Schools by Understanding Neighborhood Segregation (PRESUNG). Housing Matters selected WS/FCS as part of this cohort because the school district has experience with redrawing school attendance zones, worked to improve school choice options, and revised their school assignment policy to include language on racial and socioeconomic diversity.

Throughout the PRESUNG cohort, WS/FCS continues to demonstrate their commitment to addressing segregation in their schools and the surrounding neighborhood. In the PRESUNG monthly peer learning engagements, WS/FCS participants have shared practices they have tried, engaged peers to learn promising opportunities, and elevated ways to translate the evidence-based practices to their local context.

I urge you to consider WS/FCS for this grant opportunity. For this grant program, I know that the Department of Education is seeking applicants that aim to increase access to and equity in diverse and inclusive learning environments. WS/FCS is well-positioned given their institutional commitment to desegregation and ability to lift lessons from the field into their local work while shaping sustainable strategies. I am confident that they would be able to use the grant funds to make a significant impact on the lives of students in their district.

Sincerely,
**Kimberly
Burrowes**

Digitally signed by Kimberly
Burrowes
DN: cn=Kimberly Burrowes, o=Urban
Institute, ou=
email=kburrowes@urban.org, c=US
Date: 2023.06.26 17:32:48 -04'00'

Kimberly Burrowes

Director of Technical Assistance, Housing Matters Initiative



PLURAL CONNECTIONS



Northeastern

June 16, 2023

Dear Fostering Diverse Schools Grant Committee,

It is with great pleasure that I write this letter of support for Winston-Salem/Forsyth County Schools (WS/FCS)'s application to the Fostering Diverse Schools Grant. Our team at the Plural Connections Group (PCG) [1], a research lab based at Northeastern University, has spent the past two years developing redistricting algorithms to help surface alternative attendance boundary policies that might support integration efforts across US school districts [2]. Several months ago, we signed a data agreement with WS/FCS to adapt these algorithms to their specific school attendance and boundaries data. Since then, we have been developing and simulating new rezoning scenarios (described in our working research paper [3]), and recently produced a dashboard [4] to support WS/FCS in exploring alternative policies that might help reduce socioeconomic (SES) segregation in the district's schools.

Across the several school districts we have had the opportunity to interact with, we have been impressed with WS/FCS's strong institutional commitment to increasing school diversity as a key lever for advancing equity in access to quality and holistic education. I therefore strongly support WS/FCS's application to the Fostering Diverse Schools Grant. If awarded, I, along with our team at PCG, will dedicate additional research, data science, and engineering resources to support new models and simulations that surface possible pathways to achieving more diverse and integrated schools. We will also work with the district to design and evaluate new technologies and other processes for conducting effective community engagement around this contentious issue—building on field deployments we have conducted with another large North Carolina district. Finally, we will collaborate with WS/FCS staff to build internal capacity to be able to continue leveraging and expanding upon our data-informed integration policy exploration framework, so that our collaboration and its downstream outcomes are sustainable in the long-run.

Thank you for your time and please do not hesitate to contact me at n.gillani@northeastern.edu with any questions.

Sincerely,

Nabeel Gillani
Director, Plural Connections Group
Assistant Professor of Design and Data Analysis
College of Arts, Media and Design
D'Amore-McKim School of Business
Northeastern University

[1] <https://www.pluralconnections.org/>

[2] <https://hechingerreport.org/proof-points-computer-scientists-create-tool-that-can-desegregate-schools-and-shorten-bus-routes/>

[3] https://drive.google.com/file/d/1SXVxn_w7CbE8GcdT4FAap45LpxttWyi2/view?usp=sharing

[4] <https://wsfcs.schooldiversity.org/>



USI | URBAN STRATEGIES, INC.

June 27, 2023

Dear Fostering Diverse Schools Grant Committee,

We are pleased to submit this letter in support of Winston-Salem Forsyth County's application for a Fostering Diverse Schools grant from the Department of Education. Founded in 1978, Urban Strategies, Inc. (USI) is a national nonprofit that helps low-to-moderate income families that receive assisted housing become stable and thriving. We work with Public Housing Authorities, city government officials, institutions, foundations, developers, property managers, community members and other stakeholders to build comprehensive plans around neighborhood conditions and human service needs. Our human capital development strategies stem from a foundation of ensuring housing stability for families coupled with support that boosts a family's ability to thrive in our key pillar areas - economic mobility, health, and education. Weaved through our pillars of work is a consistent focus on racial equity, community engagement, collaboration, adaptive leadership, data and results.

We advance strategies that ensure that all children attending schools in distressed neighborhoods have access to a continuum of quality developmental and academic supports from cradle to career. As such, In 2020, Winston-Salem Forsyth County Schools (WSFC) and USI became housing-education partners through a Tri-party partnership entered into as part of the Choice Neighborhood Initiative (CNI) that includes the Housing Authority of Winston Salem. To advance the partnership, we influenced WSFC to join a national education-housing initiative through The Century Foundation's Bridges Collaborative. As partners, we collaborated to host a full-day Regional Convening bringing together education, housing and additional education organizations from across the state to discuss diversity in schools. We convene monthly a collaborative meeting that keeps our efforts aligned in support of children and families that live in the Cleveland Avenue Homes, a public housing community currently transitioning into mixed income housing. For this grant opportunity, WSFC invited us to serve in the role of Community Engagement partner. Our community engagement approach incorporates the following best practices:

- embracing an asset-based perspective (recognizing the wealth of resources, wisdom and resilience that exists within communities)
- fostering reciprocal partnerships (recognizing the value of sustained community involvement in promoting understanding, fostering mutually beneficial relationships and creating lasting impact)
- valuing diversity and social justice (respecting people of diverse identities and backgrounds, and work to create inclusive environments)
- practicing humility (approaching community engagement activities with an open mind and a listening and learning attitude and critically examine how issues of power and privilege impact attitudes toward community), and
- engaging in education and reflection (providing intentional opportunities for learning about people, partner organizations, community issues, and context before, during and after community engagement activities)

Our approach would contribute to WSFC's efforts to making positive, measurable changes for children, families and communities. We look forward to expanding our partnership.

Sincerely,

Donovan Duncan, Executive Vice President

100 N. Broadway, Suite 1110, Saint Louis, Missouri 63102 | P (314) 421.4200 | F (314) 412 0836 | URBANSTRATEGIESINC.ORG

FAMILIES AT THE CENTER OF RESULTS

PR/Award # S424G230015

Page e98

June 26, 2023

Fostering Diverse Schools Demonstration Grant Program
Office of Elementary and Secondary Education
US Department of Education
400 Maryland Avenue SW
Washington DC 20202

Dear Fostering Diverse Schools Demonstration Grants Committee,

The Winston-Salem Foundation is pleased to support the Winston-Salem/Forsyth County School District's application for The Fostering Diverse Schools Demonstration Grants Program. The Program's priorities to help school systems provide students with access to a well-rounded education and to improve school conditions for student learning by increasing socioeconomic diversity in safe, supportive and inclusive learning environments are well-aligned with the District's priorities and our community's commitment to advancing equity in education.

The Foundation has enjoyed a longstanding partnership with Winston-Salem/Forsyth County Schools. As a funder and thought partner we have worked collaboratively with the District to address inequities and create more culturally affirming learning environments for students districtwide. We have valued the District's commitment and capacity to evaluate and transform its policies and practices to improve the quality of education for all students.

The Winston-Salem/Forsyth County School District is equipped to implement the aims of the Fostering Diverse Schools project and can use this support to accelerate existing efforts. Foundation staff will support this effort as a thought partner on community engagement and related efforts and an active participant on the taskforce to support the implementation of this project.

Should you have questions, please do not hesitate to contact me at (336)725-2382 or via email at lsmith@wsfoundation.org. Thank you in advance for your careful consideration of this proposal.

Sincerely,



LaTida Smith
President

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Winston-Salem/Forsyth County Schools (WS/FCS)
Fostering Diverse Schools
Equity for All: Bridging Our Community
Grant Cycle: Fiscal Years 2023-2025

Winston-Salem/Forsyth County Schools (WS/FCS) is proposing the following budget of \$943,688 over two years for the *Equity for All: Bridging Our Community Project*. The budget proposal is aligned with program activities and is reasonable and necessary to ensure successful delivery of programming. In preparing budget proposal, local, state, and federal regulations were taken into consideration, especially 34 CFR 74.40-48 and 80.36. All personnel and fringe benefit costs are based on the current rates. Materials and supplies costs are in accordance with regional market values and/or negotiated contracts.

Budget Summary

Budget Categories	Project Year 1	Project Year 2	Total
Personnel	\$ 131,720.00	\$ 138,306.00	\$ 270,026.00
Fringe	\$ 60,048.00	\$ 62,220.00	\$ 122,268.00
Travel	\$ 27,000.00	\$ 9,000.00	\$ 36,000.00
Equipment	\$ -	\$ -	\$ -
Supplies	\$ 10,000.00	\$ 25,000.00	\$ 35,000.00
Contractual	\$ 210,000.00	\$ 258,000.00	\$ 468,000.00
Construction	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -
Total Direct Costs (Lines 1-8)	\$ 438,768.00	\$ 492,526.00	\$ 931,294.00
Indirect Costs	\$ 6,120.00	\$ 6,274.00	\$ 12,394.00
Training Stipend	\$ -	\$ -	\$ -
Total Costs (Lines 10 and 11)	\$ 444,888.00	\$ 498,800.00	\$ 943,688.00

Personnel: Year 1 \$131,720 Year 2 \$138,306

The *Equity for All: Bridging Our Community Project* will fund two full-time positions, a Project Manager (PM), and a GIS/Mapping Specialist (GMS). The PM will lead the planning, monitoring, and implementing of all phases of the project. The GMS will

support the PM and be responsible for preparing maps, reviewing student assignments and zoning. Salaries are in accordance with WS/FCS's Policy Code: 4141 Salary Schedules. Requesting \$65,860 per position in Year 1 and \$69,153 per position in Year 2. Education and experience may require flexibility in the salary but will not exceed total projected cost for this category. Salaries are calculated with a 5% annual increase. This is based on an anticipated increase for school employees included in the General Assembly of North Carolina's proposed biennial budget.

Fringe Benefits: Year 1 \$60,048 Year 2 \$62,220

The percentage of salary for benefits is calculated as follows:

- Social Security – 7.65 % of salary
- Workers' Compensation - .67% of salary
- Retirement Match – 24.62% of salary
- Insurance - \$8,300 per year
(\$7,620 health, \$630 Dental, and \$40 dental)

Travel: Year 1 \$27,000 Year 2 \$9,000

The Project Manager, GIS/Mapping Specialist, along with two WS/FCS administrators, and two Board of Education members in peer learning. This will consist of traveling to three districts to observe successful programs. This is needed to assist with the planning and implementation of this project. WS/FCS follows the North Carolina (NC)

state-approved rates. Approximately, \$1,500 per person per trip is allocated. This includes airfare, hotel accommodations, mileage, and per diem.

In Year 1, requesting funding for \$1,500/person x 6 persons x 3 trips=\$27,000.

In Year 2, requesting funding for \$1,500/person x 6 persons x 1 trip=\$9,000

Supplies: Year 1 \$10,000 Year 2 \$25,000

Purchases to be made will include but are not limited to bus signage, flyers and brochures. Items listed in this category will play a significant role in highlighting the benefits of attending diverse and equitable schools. Flyers and mailings will tell a story unique to each school, which will ideally attract more students.

Contractual: Year 1 \$210,000 Year 2 \$258,000

Contracts will be needed for survey development and data analysis, stakeholder engagement facilitation, mapping and modeling.

1. Survey Development/Administration (students, staff,) Intern up to 1,250 hours 20-24 hr./wk. Pay rate of \$20/hr. In both years, requesting \$25,000.
2. Stakeholder Engagement Facilitation - community conversations, student conversations, and staff conversations. Most of the events will be to establish dialogue with the community and gain its perspective. Additionally, there will also be events with students and staff. Total of 77 Engagement Events

Year 1 approximately 23 events =\$60,000

Year 2 approximately 54 events=\$108,000

Approx. cost is \$2,000-\$2,650 per event

3. Utilize a consultant that will be experienced in using data analysis to provide reporting and recommendations that will foster an inclusive and more diverse student experience within WS/FCS. The consultant will provide mapping and modeling that will assist with establishing and/or revising attendance zones.

In both years, requesting \$100,000 for mapping and modeling. Requesting an additional \$25,000 per year for data analysis, which may be a separate contract if needed.

For expenses greater than \$30,000, WS/FCS's Purchasing Department requires informal bids; for expenses greater than \$100,000, formal bids are required. The Purchasing Director will assist with posting and reviewing bids.

Supplies and materials costs are in accordance with state contract figures or vendor-supplied cost estimates, and contractual rates are in accordance with regional market values.

Indirect Costs: Year1 \$6,120 Year 2 \$6,274

Indirect costs are allocated for the administrative cost to run and oversee the grant, which includes, but is not limited to, budget planning, grant management, purchasing and payroll. The current Indirect Cost Rate is 2.675% of the projected direct expenses of the grant, except for contractual or equipment. The rate is provided to WS/FCS by the North Carolina Department of Public Instruction by June 30th of each year.

Request by year

Year 1 \$444,888

Year 2 \$498,800

Total Request: \$943,688

Budget Detail - Overall Budget

All Personnel and fringe benefit costs are based on the current rates. Equipment and materials/supplies costs are in accordance with state contract figures and contractual rates are in accordance with regional market values.

Fostering Diverse Schools Budget Proposal "Equity for All: Bridging Our Community"	Year 1 10/01/2023-09/30/2024	Year 2 10/01/2024-
PERSONNEL		
Project Manager 1 FTE - Will be responsible for managing all phases of the project. Salary will be at WS/FCS Project Manager II Level	\$65,860.00	
Mapping/GIS Specialist 1 FTE Salary will be at WS/FCS Project Manager II Level	\$65,860.00	
Personnel Subtotal	\$131,720.00	
FRINGE BENEFITS		
FTE Project Manager (using PM2 salary) - (33% of Salary - Social Security, Worker's Comp, Retirement) + fixed fringe health, dental and life	\$30,024.00	
FTE Mapping/GIS Specialist (using PM2 salary) - (33% of Salary - Social Security, Worker's Comp, Retirement) + fixed fringe health, dental and life	\$30,024.00	
Fringe Benefits Subtotal	\$60,048.00	
TRAVEL		
Travel for out of state or in state add mileage reimbursement hotel and flights and per diem. Up to 6 staff traveling in Year 1 for 3 trips @ \$1,500/trip and in Year 2 Up to 6 staff traveling for 1 trip @ \$1,500/trip	\$27,000.00	
Travel Subtotal	\$27,000.00	
EQUIPMENT (> \$1,000 per unit cost) - None		

None	\$0.00	
Equipment Subtotal	\$0.00	
SUPPLIES		
Marketing Supplies Billboards Flyers Bus Signage Mailings/Postage	\$10,000.00	
Supplies Subtotal	\$10,000.00	
CONTRACTUAL		
Survey Development and Administration (students, staff,) Intern up to 1,250 hours 20-24 hr/wk. Pay rate of \$20/hr.	\$25,000.00	
Stakeholder Engagement Facilitation - community conversations, student conversations, and staff conversations. Total of 77 Engagement Events Year 1 approx 23 Year 2 approx 54 Approx. cost is \$2,000-\$2,650	\$60,000.00	
Data Analysis - Work may be combined w/another contract. Intern or Consultant, not to exceed \$25k	\$25,000.00	
Mapping and Modeling Consultant-RFP process will be utilized to negotiate, not to exceed \$100k	\$100,000.00	
Contractual Subtotal	\$210,000.00	
Training Stipends-Long Term NONE	\$0.00	
Training Stipends Subtotal	\$0.00	
Direct Costs (Includes all Subtotals)	\$438,768.00	

Indirect Costs (Calculated at 2.675% on all direct costs except contracts and equipment)	\$6,120.00	
Total (Direct and Indirect costs)	\$444,888.00	
Total Requested:	\$943,688.00	



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

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Winston-Salem/Forsyth County Schools

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	131,720.00	138,306.00						270,026.00
2. Fringe Benefits	60,048.00	62,220.00						122,268.00
3. Travel	27,000.00	9,000.00						36,000.00
4. Equipment	0.00	0.00						0.00
5. Supplies	10,000.00	25,000.00						35,000.00
6. Contractual	210,000.00	258,000.00						468,000.00
7. Construction	0.00	0.00						0.00
8. Other	0.00	0.00						0.00
9. Total Direct Costs (lines 1-8)	438,768.00	492,526.00						931,294.00
10. Indirect Costs*	6,120.00	6,274.00						12,394.00
11. Training Stipends	0.00	0.00						0.00
12. Total Costs (lines 9-11)	444,888.00	498,800.00						943,688.00

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2023 To: 06/30/2024 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): North Carolina Department of Public Instruction
 The Indirect Cost Rate is 2.67%.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S424G230015

Name of Institution/Organization Winston-Salem/Forsyth County Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization Winston-Salem/Forsyth County Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? (a) indirect and direct costs or, (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

ED 524

NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information. Responses are limited to 4,000 characters.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Winston-Salem/Forsyth County Schools' mission and vision address the engagement of all students as well as the desire for inclusiveness.

Mission - WS/FCS will engage all students in high-quality, relevant learning experiences so they will graduate with interpersonal, academic, and workforce skills to compete globally and contribute to society.

Vision - WS/FCS will be the best place to learn and work through excellence, collaboration, and inclusiveness.

The WS/FCS Board of Education established the Climate, Culture, & Equity Special Committee in December of 2018 to address growing concerns related to academic and discipline disparities. The committee consisted of internal and external stakeholders who set out to accomplish two major goals: Establish a district-level office of equity and create an equity policy. From this work, an Office of Equity, Access, and Acceleration was created, and an equity policy was developed and adopted in January 2020. Policy 1100-Equity was passed unanimously by the Board of Education in January 2020. This policy includes a commitment to providing a fair, equitable, and high-quality education to close achievement gaps. In addition to the Board of Education unanimously adopting an Equity Policy, the district has created a five-year strategic plan goal around Equity and Access, which states that "WS/FCS will ensure equal and equitable access to quality instruction and strive to eliminate barriers to rigorous and diverse opportunities. WS/FCS will provide quality instructional facilities and learning environments for all students." Key objectives for this work include increasing enrollment of underrepresented groups in advanced courses (including IB) and reducing disproportionate discipline and EC identification.

In recent years, Winston-Salem/Forsyth County Schools has also invested significantly in personnel, resources, and systems to support inclusive and bias-free human resources. The driving force behind much of this change has been our 2020-25 Strategic Plan, which includes a goal specifically centered on Human Resources Development. Goal 4 states: "WS/FCS will recruit and retain a highly effective and diverse workforce that supports district goals to ensure excellence for all." The district has identified several key objectives for this goal, including providing professional development that is differentiated to meet the needs of all employees, developing a coherent onboarding and succession plan to support and retain a high-performing workforce within WS/FCS, and attracting, recruiting, and retaining a diverse workforce within the district. Of specific significance to this grant proposal is Objective C - "Attract, recruit, and retain a diverse workforce within WS/FCS."

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

If left unaddressed, barriers to equitable access and participation in the community feedback process may include linguistic barriers in the absence of translation or interpretation services, transportation challenges if programming is held in locations that do not have access to public transit, accessibility issues for people with disabilities if locations are not ADA-compliant or do not have access to adaptive technologies, and absence of awareness of programming if multi-pronged and intentional recruitment efforts are not undertaken.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

Personnel hired to coordinate and oversee this project will be hired without regard to race, religion, color, sex, national origin, disability status, sexual orientation, or financial disadvantage. When community feedback sessions are offered, every effort will be made to ensure the content can easily be adapted to reach participants who have exceptionalities, including mobility issues, hearing or sight impairments. Examples of such adaptations might include considerations for locations of session locations, amplification devices, enlarged visual text, etc. WS/FCS translation services will also allow for the translation of all relevant materials into languages other than English in order to meet the needs of participants. The project will work to support students, teachers, and families in diverse educational settings, including Title I and high needs schools across Winston-Salem and Forsyth County.

WS/FCS understands the importance of proactively engaging those participants who have been historically marginalized or underrepresented. To this end, the district will engage in comprehensive, proactive, and intentional recruitment efforts that reflect and support the diversity of our district. Meeting announcements and advertisements will be translated into multiple languages to meet the needs of our district's families. Marketing strategies will include print materials, website advertising, television advertisements, and physical ad campaigns (to included targeted engagement with Black- and Hispanic-owned and -centered media), as well as in-person recruitment through district staff.

WS/FCS will partner with a number of internal stakeholders to support equitable access in all grant-funded programming, including Equity, Access, and Acceleration; Community Engagement; Choice and Magnet Schools; and Accountability and Continuous Improvement. External partners including Bridges Collaborative, the Coalition for Equity in Public Education, The Urban Institute's Housing Matters, Urban Strategies, and the Winston-Salem Foundation will also assist WS/FCS in meeting our goals around fostering diverse schools and meeting the needs of all students in our district.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

WS/FCS will initiate partnerships via the establishment of a steering committee immediately following grant funding - equity-centered partners including the Coalition for Equity in Public Education, Urban Strategies, the City of Winston-Salem, and the Winston-Salem Foundation will work alongside the district throughout the grant term. As the district undertakes 77 meetings with families, parents, and caregivers; students; and WS/FCS

school- and district-level staff across the grant period, WS/FCS will implement the steps outlined above to ensure equitable access. WS/FCS will also incorporate participant feedback and engage in continuous improvement processes to ensure that the needs of all community members are met throughout the two phases of community feedback sessions (comprising approximately 15 months of the 24 month grant period).

Notes:

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.