

## **A Process Evaluation of the OnTrack Greenville Initiative Interim Process Results**

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## Executive Summary

The OnTrack Greenville initiative has been dedicated to improving the attendance, behavior and course performance of students in specific Title 1 middle schools in the White Horse community of Greenville, South Carolina. Leaders of this multi-sector collective impact effort understand that in order to change situations for middle school students in high-poverty schools, changes also must be made to the systems and environments that shape the student's lives. Impact evaluations are being conducted to determine the impact specific added or expanded services have made with students in the OnTrack Greenville intervention schools. To complement evaluation efforts measuring change with the students, a complimentary process evaluation is focusing on tracking changes taking place with OnTrack Greenville leaders and with leaders in the participating schools. Have individual leaders participating in OnTrack Greenville changed how they behave - with their colleagues and in their organizations? How are representatives of organizations and systems operating differently? Has a collective leadership culture supporting students in Greenville been developed or expanded in the years since OnTrack Greenville started? The process evaluation explores these questions and provides regular feedback to initiative leaders.

### *Process Evaluation Design*

A mixed method process evaluation is designed to identify and describe:

1. *What changes, if any, have been made in how leaders in the intervention middle schools engage enhanced services and each other to support students?*
2. *What changes, if any, have the OnTrack Greenville partners and stakeholders made in their individual behavior and how they engage with others?*
3. *What changes, if any, have the OnTrack Greenville partners and stakeholders made in their organizations and the systems in which they function?*

Partners and stakeholders are interviewed annually and surveyed twice a year. Participant observation and document review are conducted at multiple points each year. Process evaluation findings are regularly shared with initiative staff who use the information to adjust strategies and activities as needed.

### *Respondents*

The respondents of this process evaluation are the 39 current and former OnTrack Greenville partners, stakeholders, initiative staff, and select Assistant Principals serving the intervention schools.

### *Key Factors Generating impact*

- **Student progress over time is supported through specific, regular, data-driven collaboration.**
  - The OnTrack Early Warning Response System (EWRS) teams have created / advanced an accountable team approach to be proactive in addressing holistic needs of specific students.

- **Strong social/emotional and academic supports added at the school level contribute to student success.**
  - School-based resources for behavioral health, physical health, social and emotional student support and academic support have greatly expanded.
  - OnTrack EWRS teams now quickly assign interventions to support struggling students.
  
- **Cross-sector understanding and empathy facilitates collaboration and shared decision-making.**
  - The focus on building respectful relationships has been enhanced - between teachers and students, school and parents, and leaders across sectors.
  - OnTrack EWRS teams meet weekly for each grade level in each OnTrack middle school.
  - OnTrack school and implementation partner leaders gather monthly.
  - Cross-sector initiative leaders convene multiple times each year.
  
- **Relationships serve as a springboard to change culture and leverage additional resources.**
  - Resources are being used in new and different ways in OnTrack schools.
  - Example: Compassionate schools training and resources on being trauma-informed have been added.
  
- **Partners tracking, sharing, and using data together empowers them to learn and adapt.**
  - Transparency has increased. Any school staff can review data on student progress and challenges.
  - Detailed data is used frequently to make decisions at the school, program and initiative levels.
  - Focused evaluation, analysis, and group data review and discussion propels learning.
  
- **The OnTrack backbone's support, leadership and strong accountability functions are essential to initiative success.**
  - Backbone staff identify and address challenges, work through conflict, facilitate learning, celebrate progress and provide strategic leadership focused on forward movement.

## *Lessons Learned*

Over the past two and a half years, the leaders, partners, stakeholders, and all participating in and implementing OnTrack Greenville have created a culture focused on learning, honesty and aligning their combined efforts all to support middle school students, teachers and administrators in the White Horse community of Greenville, South Carolina. This complex, multi-million-dollar collective impact effort has required all partners to adapt and stretch beyond their comfort zones. By building trusting relationships and striving forward together, initiative leaders have developed new skills they can use to leverage additional resources that will serve the Greenville community.

## I. Introduction

### Background

OnTrack Greenville is a collective impact initiative that brings multiple sectors and stakeholders together to support improved high school graduation in Greenville, South Carolina. All strategies focus on supporting middle school students in the White Horse Road community, an area with three Title 1 middle schools and a number of middle school students attending the Greenville Early College. The initiative began in 2013 with a Challenge Team convened by United Way and expanded with major local and federal funding in early 2014 and fully launched in schools in June 2015.

A developmental process evaluation of OnTrack Greenville has been conducted from October 2015 to date. The purpose of this process evaluation has been to provide key stakeholders with timely information they can use to adapt and improve their processes and collective impact approach throughout the initiative. The process evaluation allows the stakeholders, partners and staff to understand how various aspects of implementing this approach enhance or detract from the initiative's strategies and intended results.

Developmental Evaluation is a form of participatory evaluation uniquely suited to equip stakeholders with information throughout a change effort. It is conducted alongside the planning and implementation of complex change processes. This type of evaluation is deeply participatory and seeks to learn from the experiences and opinions of initiative participants while system or community changes are being made. It provides actionable feedback to initiative leaders and conveners that they can use to adapt their strategies at numerous points throughout an initiative. A developmental evaluator works with initiative leaders to gather relevant data, analyze the information and identify themes, and feed the data back so it can be acted upon. This type of process evaluation complements outcomes evaluation.

### Research Questions

Evaluation of the OnTrack Greenville process emphasizes three questions:

**Research Question 1.** *What changes, if any, have been made in how leaders in the intervention middle schools engage enhanced services and each other to support students?*

**Research Questions 2:** *What changes, if any, have the OnTrack Greenville partners and stakeholders made in their individual behavior and how they engage with others?*

**Research Question 3.** *What changes, if any, have the OnTrack Greenville partners and stakeholders made in their organizations and the systems in which they function?*

## OnTrack Greenville's Intended Collective Culture

In late 2015 and early 2016, the OnTrack Greenville partners and stakeholders engaged in a six-month process to clarify their vision, values and structure. Partners, stakeholders and staff articulated the initiative culture they intended to create through their collective effort.<sup>1</sup> The results of this process were written into the OnTrack Greenville partnership agreement. This partnership agreement has become a point of comparison for the process evaluation as the initiative has unfolded over the past two and a half years.

Many intended behaviors comprising the desired OnTrack Greenville culture were articulated in the partnership agreement. If the partners and stakeholders were to be embodying the values and culture they envisioned for themselves, these behaviors would be demonstrated through their individual actions, their influence on their organizations and on the systems in which those organizations function. Initiative leaders identified the list of behaviors and changes below that would demonstrate the collective culture they sought to create.

### Intended Process Changes of OnTrack Greenville Individual Partners and Stakeholders

- Demonstrate commitment to the OnTrack Greenville partnership values through behavior.
- Experience and participate in collective learning.
- Develop and live out a culture of trust, respect, and humility.
- Include a diverse set of voices and perspectives from multiple sectors.
- Show evidence of deeper coordination and collaboration.
- Make more informed decisions about policies, programs, services and the use of resources related to OnTrack Greenville goals.
- Regularly review data on progress towards goals and use it to inform strategic decisions. Measure, report progress & challenges, and improve.
- Show evidence of becoming learning organizations.
  - Use shared measures to communicate the story of results (collectively & individually).
  - Describe their own strengths and limitations and create opportunities to behave differently.

### Intended Process Changes of OnTrack Greenville Partners' and Stakeholders' Organizations and Systems

- Stakeholders' organizations use data to inform selection of strategies and actions.
- Partners' home organizations / systems behave differently. Individual organizations align activities with the common OnTrack Greenville agenda and plan of action.
- Funders (including United Way) are exposed to / influenced by collaborative methods / processes/ structures.
- Generate resources / funding to support the OnTrack Greenville initiatives and implementation.
- Members of the White Horse Community help shape the common agenda.



## II. Approaches and Methods

### Process Evaluation Design

A mixed methods design is used to generate data to analyze. Partners and stakeholders are interviewed annually and surveyed twice a year. Participant observation and document review are conducted at multiple points each year. Process evaluation findings are regularly shared with initiative staff who use the information to adjust strategies and activities as needed. Process evaluators and OnTrack leadership staff engage monthly to review findings, discuss possible challenges, and consider adapting initiative strategies. The process evaluators and the outcome evaluators from The Riley Institute at Furman University engage quarterly to ensure that the process evaluation is aligned with the outcomes evaluation.

### Data Collection

This interim process evaluation report includes data from key informant interviews (of the partners and stakeholders), surveys of the partners and stakeholders, document review, and participant observation. After the 2016 interviews, OnTrack Greenville staff leaders determined that also interviewing the assistant principals would allow for deeper understanding of how the initiative was impacting the schools and school culture. The existing interview guide was adjusted for assistant principals and they were added to the respondent list in fall / winter 2017.

Two rounds of annual interviews with partners and stakeholders have been conducted to date. In fall of **2016, 23 interviews** with partners and stakeholders were conducted as follows:

- four middle school principals
- four school district leaders
- seven implementation partners at the director or assistant director level
- four United Way of Greenville County executive leaders
- four United Way of Greenville County—OnTrack Backbone staff
- three other local funders
- one evaluator

In fall and winter of **2017, 31 interviews** with partners, stakeholders and assistant principals were conducted as follows:

- four middle school principals
- six assistant principals
- four school district leaders
- six implementation partners at the director or assistant director level
- four United Way of Greenville County executive leaders
- three United Way of Greenville County –OnTrack Backbone staff
- three other local funders
- one evaluator

Interviews lasted approximately 20 minutes to 45 minutes. All interviews were transcribed and analyzed for themes. Select quotes and passages were identified by the process evaluators as illustrative of the

themes identified. All respondents were asked if they gave permission for each quote to be shared with their name identified, anonymously, or not at all.

A partners and stakeholders survey was created in spring of 2016. The survey was modeled on a number of Network Health surveys that have been used in recent years for monitoring the perceptions of collective impact members.<sup>2, 3</sup>

**The survey has been conducted four times, approximately every six months between spring 2016 and fall 2017.** Numbers of responses and response rates are as follows:

- spring 2016 – 26 responses / 96% response rate
- fall 2016 – 23 responses / 92% response rate
- spring 2017 – 18 responses / 75% response rate and
- fall 2017 – 19 responses / 76% response rate.

The survey asked respondents to rate their perceptions of how well the entire group of OnTrack partners and stakeholders were acting according to the values they had identified in their partnership agreement. Respondents were presented with behavioral statements and asked how much they agreed the combined partners and stakeholders were achieving those behaviors on a scale from 1 – not at all to 4 – completely. The first time the survey was implemented, it included a series of retroactive questions for those respondents who had been participating in the initiative for at least one year. These questions were included to establish baseline perceptions. The survey also asked respondents what they were most hopeful about, what they were most apprehensive about, and to select from a list of words to describe the initiative.

The language describing four of the intended behavior items was changed and clarified in spring 2017. On those four items, compressions should not be made over time.

## Measures

Process measures at this point in a collective impact initiative seek to identify and describe what changes are taking place. Respondents are asked to describe changes both in culture (how they behave together and in their own organizations) and in functioning (what are they doing differently in their day to day efforts.)

### III. Respondents

All primary data in this process evaluation is collected from the partners and stakeholders who are leading the OnTrack Greenville initiative and school-based efforts. The leadership group includes representatives from the following sectors: education, health, non-profit organization and philanthropy.

The following organizations are represented on the partners and stakeholders' leadership team.

#### Education:

- Greenville County Schools
  - District level staff
  - Principals of the four OnTrack intervention schools (Berea, Lakeview, Tanglewood, and Greenville Early College)

#### Health:

- Greenville Health System
  - Bradshaw Institute for Child Health and Advocacy

#### Non-profit Organizations:

- Building Educated Leaders for Life (BELL)
- Communities in Schools
- Public Education Partners

#### Philanthropy:

- Community Foundation of Greenville
- Greenville Partnership for Philanthropy
- Hollingsworth Funds
- United Way of Greenville County

OnTrack Greenville backbone at United Way of Greenville County

In addition to those leaders engaged in the partners and stakeholders group, Assistant Principals at Berea Middle School, Lakeview Middle School and Tanglewood Middle School have also been respondents.

## IV. FINDINGS and DISCUSSION

### Changes in Partner and Stakeholder Perceptions of Overall Initiative Functioning

Conducting the survey with the same group of respondents at six-month intervals over two years allows for comparisons to be made across time.

Chart 1.

Partners and stakeholders perceive their collective OnTrack Greenville leadership group is more consistently demonstrating their intended values over time.

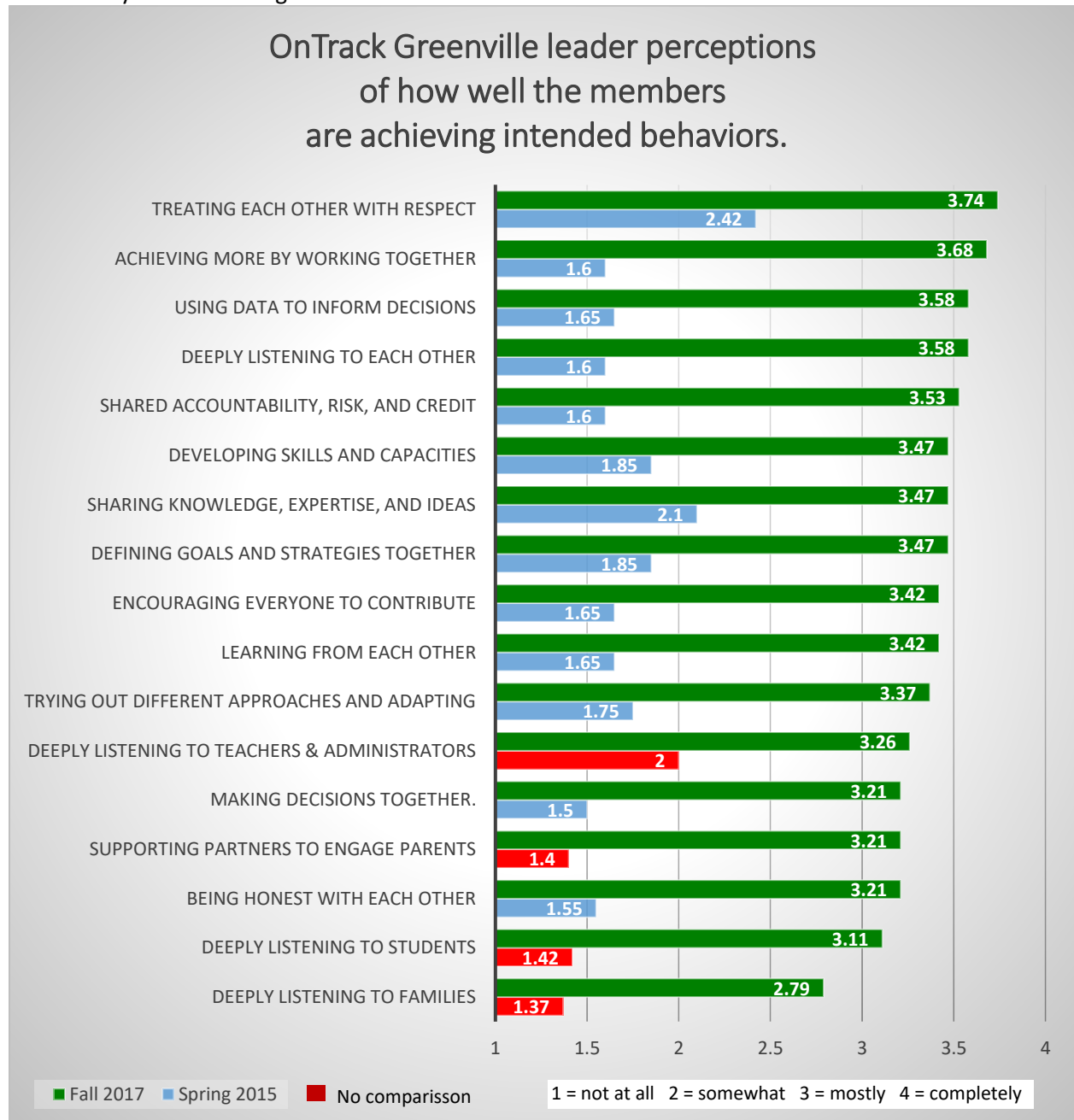


Chart 1 shows that the partners and stakeholders perceive their collective OnTrack Greenville leadership group is more consistently demonstrating their intended values over time. Comparison over time is not valid for the four items with a red bar for 2015 because the wording on these items was clarified in early 2017 (deeply listening to families, deeply listening to students, deeply listening to teachers and administrators, and supporting partners to engage parents). For all other items, respondents reported noteworthy improvements.

Chart 2

For many collaboration behaviors, partners and stakeholders reported **more than double** the expression of select behaviors by the group in late 2017 as compared to early in 2015.

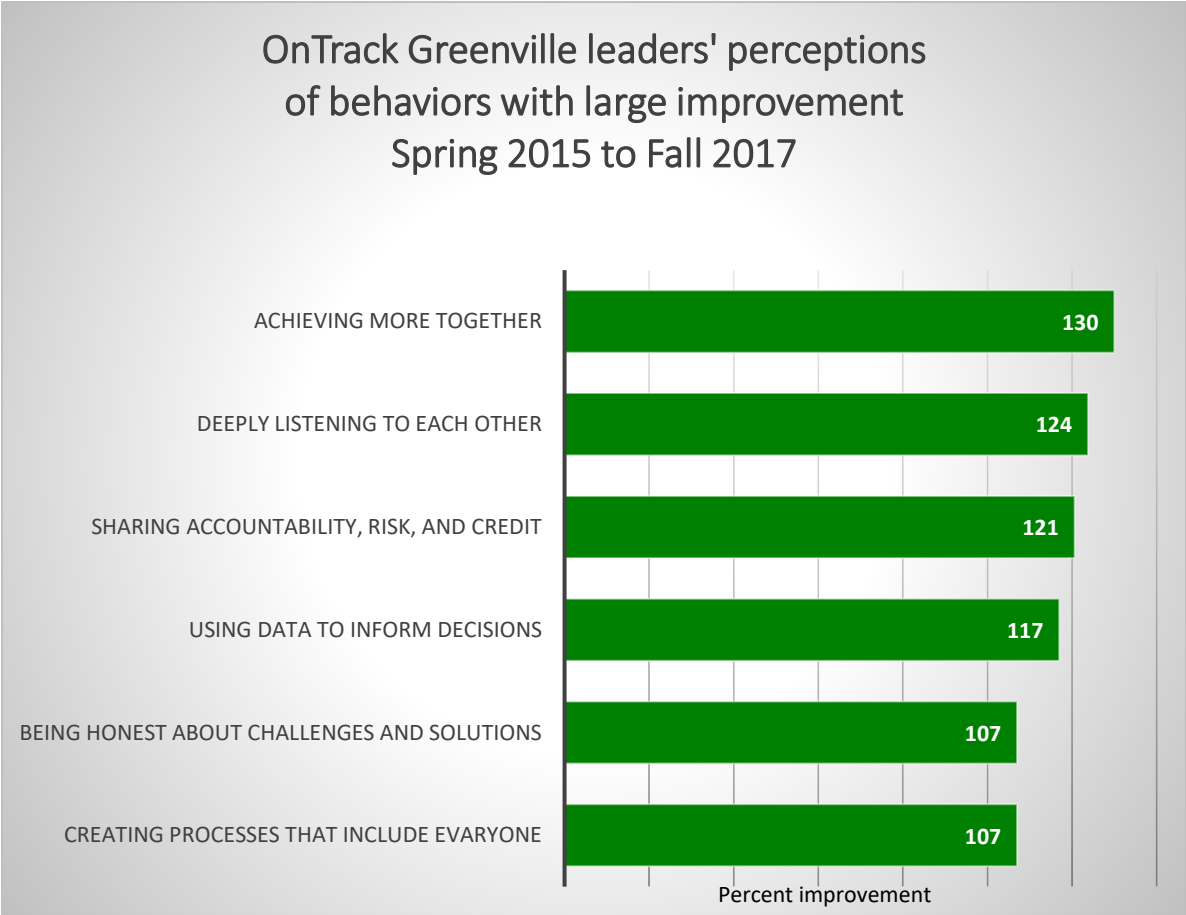


Chart 2 shows that for many behavioral items, partners and stakeholders reported **more than double** the expression of select behaviors by the group in late 2017 as compared to early in 2015. These ratings demonstrate that participating in the OnTrack Greenville initiative is improving how they work together and allowing them to accomplish more as a group than they could alone.

## Changes in Partner and Stakeholder Behavior, in Organizations and in Culture

Figure 1. OnTrack Greenville Key Impact Factors

Evaluators identified six key impact factors positively contributing to changes in partner and stakeholder behavior, how their organizations function, and the common OnTrack Greenville culture:



### 1. **Student progress over time is supported through specific, regular, data-driven collaboration.**

Each of the participating OnTrack middle schools started using an Early Warning Response System (EWRS) at the beginning of the 2015-2016 academic year, the full launch of OnTrack Greenville. The EWRS implemented by Greenville County Schools and piloted in the OnTrack schools is composed of two parts: the early warning, provided through a data platform called GC Source, and the response, OnTrack Teams. Early in the initiative, these teams were known as Early Warning and Response Teams.

GC Source pulls real-time individual student attendance, behavior, and course performance data from multiple existing databases into one location. Student data is displayed in a dashboard by student, by classroom, by grade, and by school. School administrators have a home dashboard displaying school-wide data. With one or two clicks on their computers, they can go to student-level data. Further, the dashboard displays students on an off-track to on-track continuum from red to orange to yellow to green. The most off-track students are flagged as red and have a severity score of 9. Students on-track are green with a severity score of 0. Severity scores further divide students within color categories. The color coding and severity scores are determined by thresholds. For example, one major behavior incident can place a student into the red category.

Before GC Source, school staff had to tabulate the information from multiple sources by hand. For example, if an administrator wanted to know the students in the school who were most off-track in attendance, behavior, and /or course grades, they would have to pull three reports and sort or highlight by hand to identify the students. This took hours, even days. Now administrators have the information at their fingertips.

In the OnTrack Greenville intervention schools, early warning and response teams, now identified as “OnTrack Teams,” have been created for each grade level with one team operating at Greenville Early College. The teams are coordinated and facilitated by the Mental Health Specialist (MHS), a position created and funded by

OnTrack Greenville. The MHS pulls the data weekly to determine the students the team will discuss that week, focusing on students that are most off-track. The teams are facilitated using evidence-based protocols and procedures for discussing students. Each OnTrack Team

*"In the OnTrack EWRS weekly meeting, we're catching problems sooner. Teachers bring in names of kids who are having a hard time. 'You know, Johnny's been absent four times in the last two weeks. Does anyone know what's happening?' Having the attendance clerk at the table. Having the guidance counselor at the table. Having the social worker at the table. Somebody has typically heard something. If not, that's when we start making calls . . . Who's going to do what for this student?"*  
*Robin Mill, Principal at Berea Middle School*

consists of cross-functional staff and includes the grade level administrator (Assistant Principal), school social worker, school counselor, lead teachers, and school psychologist. The teams may also include the School Resource Officer, attendance clerk, and other staff. In addition, multiple staff from the OnTrack Greenville funded implementation partners serving each school also participate. This may include the Student Support Specialist from Communities in Schools, staff from the School-Based Health Center and a literacy coach from Public Education Partners. Each school’s principal also participates occasionally, and at some schools in every meeting.

The overall goal of every meeting is to discuss the list of students prepared by the MHS, determine the root cause for why the student is off-track, and determine intervention(s) to get the student back on-track.

*"[At the Early Warning Response System meetings,] it's a combined effort. Each person with a separate set of skills can sit around a table to try to figure out a way to help this one child. That leads to the second, to the third, to the six hundred kids that we serve."*

*William Price, former Principal at Tanglewood Middle School*

In addition to using quantitative data to discuss students, the teams also share social and emotional information pertaining to specific students. The different team members are

often able to provide pieces of information and build a collective understanding of challenges the student and the family may be experiencing. Student and family challenges uncovered by team members have included, for example: students not eating on the weekend because the family does not have money for food, heat being turned off, eviction, parents being deported and homelessness. Before OnTrack Greenville, this rigorous, regular, collaborative effort to review information about both the in-school and out of school experiences of specific students did not exist.

The Response part of the Early Warning Response System is the action that each team takes each week to support individual students. Teams assign specific team members to serve as mentors or advocates for specific students. They will assign interventions such as a visit to the school-based health center

*"In the past, at the school level, school staff would have to reach out to help one student here and there. Now, in the Early Warning Response System teams, they're talking and they are meeting weekly to help students. They're constantly reaching out to the families' homes and to other outside agencies that help students. The network of resources, especially Communities In Schools, has stretched much farther than people anticipated."*

*Dr. Jason McCreary, Greenville County Schools*

or a home visit from the Communities in Schools student support specialist. Interventions may also include school district interventions or referrals to outside agencies. Team members collaborate to determine who else might have information about the challenges a particular student is facing. Students who have been flagged by their attendance, behavior or course performance data or by a teacher who has raised a concern are monitored over time. When the team assigns an intervention or a

*"The EWRS meetings are a more personal way of addressing student intervention. . . The way that we do it now, we address these situations on the front end instead of the back end."*

*Steven Sokohl, Assistant Principal Berea Middle School*

mentor, they report on the student's process at the next week's meeting. If no progress has been made, the teams will continue to problem-solve and seek other solutions.

Most of the Early Warning Response System teams became fully functional in early 2016. Creating a structure, defining team member roles, and ensuring the data system was populating correctly took much dedicated effort. When the GC Source data platform first began working, a number of team members expressed being overwhelmed with the large volume of students flagging as red. Now, two years later, most teams are working smoothly and members are able to be more proactive in support of specific students needing assistance.

*"The OnTrack EWRS meeting is my favorite meeting of the week. It is how we hold ourselves accountable. We say, 'We said we would do this. Did we do it?' It makes me smile."*

*Jay Grady, Assistant Principal Tanglewood Middle School*



## 2. Strong social/emotional and academic supports added at the school level contribute to student success.

OnTrack Greenville has implemented or expanded a number of school-based resources at the participating middle schools. Services have grown for behavioral health, physical health, social and emotional student support, academic support for students and instructional support for teachers. OnTrack Greenville has brought the following resources on-site:

- BELL – Building Educated Leaders for Life is now offering a summer program to help 240 rising 6<sup>th</sup> graders be academically prepared for middle school.
- Communities in Schools has 10 student support specialists who offer case management services to support students and families. CIS has been operating in Greenville since 1991 and previously had one student support specialist in two of the intervention schools before OnTrack started. Through this initiative, CIS has expanded to having one student support specialist per grade in the participating middle schools.
- Greenville Health System has implemented school-based health centers into the middle schools. For students whose parents give permission, sick visits can be provided on-site so that many students can return to class the same day. School-based health center staff are also assisting with health services such as providing medication management and offering sports physicals.
- Greenville County Schools Implemented a new Teen Leadership class, an evidence-based character development course that aims to help students develop appropriate social skills, emotional intelligence, and relationships with others in order to improve student behavior.
- Public Education Partners is providing support and coaching to teachers at the three middle schools to improve instruction and expand a learning culture among the faculty.

*"I had a student last year. He was sweet. Big boy. 8th grade boy. Six foot something. Very aggressive behavior. Not typical. Of course, we're not having that. You can't go in and throw your books down. Six-foot something. That's threatening to a teacher. Teacher was afraid. When you're huge, you can't do that . . . This is not typical behavior. Called his mom. 'Mom, what's going on with him? Help me understand.' Mom said, 'We just were evicted last week.' Okay. No, he's not being sent home. I understand. I would throw my books down, too. I'm able to call [our Communities in Schools student support specialist] and have a conversation. Before, we would have counselors. There were two [for the entire school]. Now we have one specialist for every grade level. That has been the most immediate resource that I have found to be the most valuable. They are so quick and they're so caring and they have things available right now."*  
Anonymous

*"In this initiative, we are learning the partners' different approaches to children. Their ability to get kids to open up in ways a school would never be able to, no matter how good we are. It is just different. They are not the school. I just allow them the position to come into the school and I say, 'Utilize your talents. What do you have to offer? What can you bring to the table?'"*  
Latonia Copeland, Principal at Lakeview Middle School

- Other Important Intervention supports include:
  - Mental Health Specialists who are funded through OnTrack and serve as the EWRS coordinators in the OnTrack schools. There is one MHS in each school responsible for gathering and analyzing data from GC Source to prioritize students and facilitate three weekly OnTrack meetings, one per grade level. The MHS's serve as the central point of contact for referrals and coordinate interventions.
  - Data and Quality Specialist funded through OnTrack and provided by Greenville County Schools provides essential support through training, technical assistance, quality assurance, and coaching related to the entire Early Warning and Response System, include the use of data and reporting through GC Source and process and protocols of Early Warning Teams. Further, this person has served in an integral role in working with district departments to design and scale the EWRS to the district.

These supports and services have added new resources to the high-poverty schools participating in this initiative. They have also greatly expanded some resources that were already available. With these additional services available on-site, school staff and partners can quickly address many student and family needs. Before, school staff would make referrals and do their best to connect parents to community resource agencies as needed. Students could sometimes wait weeks to connect to those external resources. Now, with many

*“With OnTrack Greenville, you have people who love kids that are unencumbered with instruction. They can be that arm for the teachers. The teachers get the kids to a certain point and they pass the baton to the social worker or they pass the baton to the Greenville Health System. They count on the health system to continue in the race.”*

*Dr. Edward Anderson, Principal at Tanglewood Middle School*

*“All of the people on the EWRS team reach the whole child. That is what we are about in education. The hope is to reach the whole child.”*

*Teresa Floyd, Assistant Principal at Berea Middle School*

*“OnTrack is very well organized and the efforts are coming at the students from multiple angles. Often times, people get support from one entity or another but it is not a coordinated effort or it is not one that is targeted towards the overall child. This effort is much more coordinated and organized.”*

*Dr. Charlotte McDavid, Greenville County Schools*

more resources available on site, school staff and partners are able to quickly wrap those added supports around the students in need.

Adding these multiple supports has been a significant logistical and sometimes cultural challenge. The schools and the implementation partners had to create new processes and protocols that facilitated their working together for the best interest of the students and teachers. The various implementation partner agencies

worked through a process of learning to coordinate with the other OnTrack Greenville services and to adapt to school-based operations if they had not provided services in these schools before. The middle schools had to determine how to blend these new or expanded services into the resources they already had available. In some instances, it took many months and much trial and error to clarify roles and finalize forms and referral pathways. The OnTrack Greenville backbone staff was instrumental in coordinating these multiple collaboration layers and providing the on-going structure through which these negotiations could be made.

*"If we do this right, we're not going to have kids falling through the cracks because we're going to catch them." Susi Smith, Communities in Schools*

*'I'll give this example. District-wide policy is no nonhuman colored hair. The young lady had purple hair. . . I said, 'Come here. Your hair is purple. You can't have purple hair.' I went through all the rules. She told me, 'My mom does hair. But my mom hasn't been responding to my calls.' I said, 'Where is your mom?' She said, 'She called or texted a few times this summer and said she was going to come get me but she never did. She just took me to my dad's and dropped me off.' That was a sign that I should call dad. I said, 'Step outside for a minute.' Called dad. Dad's like, 'Yep, she dropped her off this summer and pretty much told me she didn't want anything else to do with her.' So this young lady has been texting her [mother], calling her. Mother does hair for a living. The young lady wanted her mom to change it because she's the one who dyed it. Haven't been able to do that. At that moment, I hear a child abandoned, who needs more support. I got on the phone [with our Communities in Schools support specialist] and said, 'I have a girl who needs to talk to you.' Also, I referred her to our in-house counselor. The purple hair didn't make any difference. I said, 'Just comb it down so nobody else sees it so I don't have six other girls come back tomorrow with purple hair!' She combed it. I didn't care. I was able to get her what she needed."*

### 3. Cross-sector understanding and empathy facilitates collaboration and shared decision-making.

*"OnTrack is a true partnership. . . It is really people driven. It is relationships. It is long term, one-on-one with students and families. . . This is really where the rubber meets the road."*

*Susi Smith, Communities in Schools*

*"Trust has allowed different people to come together. Everyone [started out] thinking that they knew what the other person's agenda was but were also trying to maintain their own. Trying to merge those can be very delicate."*

*Sabrina Miller, OnTrack Greenville – United Way*

One factor that has contributed to the OnTrack Greenville initiative's progress is the significant focus on building relationships between the various partners and stakeholders. Personnel from the individual middle schools, the district office, the implementation partners providing services, the local funders, the OnTrack staff and the evaluators have spent a

tremendous amount of time together over the past three years. The ten school OnTrack Early Warning Response System teams meet weekly throughout the school year. The OnTrack Greenville staff bring the middle school leaders and the implementation partners together monthly. The full leadership group representing multiple sectors comes together a number of times per year.

In all of this time meeting together, the many different staff and partners are learning how to work together and align their efforts towards the common goal of student success. They are also learning to better understand how each one accomplishes their own mission, how each of their systems operates and where those systems can be stretched to better connect with others. Large organizations are often highly structured. Still, they are all run by people. Dedicating the time to learn about each other and understand why individual people function the way they do has deepened relationships and built trust.

Three years into these relationships, many of the partners are willing to come together and respectfully address both challenges and opportunities. The OnTrack Greenville staff have set a tone of honest engagement where all voices are valued. Each person's personal and organizational agenda is expected to be secondary to the overall intention of supporting student success. New members are oriented into this initiative culture and invited to participate accordingly.

The focus on building respectful relationships has also been enhanced in the individual middle schools. Changes are taking place between students and teachers and between teachers and administrators as all school staff are becoming more aware and better able to respond to the challenges students and families face. Being an educator in a high poverty school comes with challenges. One teacher shared that when she taught at a wealthier school, she needed to help a student who faced a basic needs crisis about once a year. In the White Horse middle school she currently teaches in, she uncovers similar

*"One of the things that I really admire of the work of OnTrack is the ability of different stakeholders to come together and solve problems. Without blaming, without judging, without having some of the negative human emotions that come into play. That is really hard. It sounds easy but the people side of the collaboration is the biggest learning that we can take away. . . How do you course correct without placing blame? That is really, really hard. The time that the partners spend in relationship building, in talking through issues and making sure that each person's view is represented and valued. . . The relationship building piece is what makes it work."*

*Jennifer Harrill, United Way of Greenville County*

*"All of the implementation partners have reached out to each other in various ways for ideas and feedback. That has really been good and positive. That is a result of coming together to learn more about each other and where some of our strengths are."*

*Dr. Ansel Sanders, Public Education Partners*

*"You learn how to think differently . . . To make that bigger impact, you have to step outside of your comfort zone. That's what we're all having to do. Now we do approach things differently. You recognize this is not my world. How do I step out a little bit and get uncomfortable, but also push the envelope for others to get uncomfortable as well?"*

*Dr. Kerry Sease, Greenville Health System*

*"The staff in the schools know that they are dealing with some challenging populations. . . Every parent loves their child and that is what we have to work from. We can't work off of any other assumption. They love their kids no matter what the circumstances are."*

*Dr. David McDonald, Greenville County Schools*

issues with students about once a month. Understanding what students and families are facing builds empathy among the people who are best poised to assist them.

#### 4. Relationships serve as a springboard to change culture and leverage additional resources.

As relationships have formed and trust has been developed, many of the OnTrack Greenville partners and stakeholders have begun behaving differently. Their collective culture is slowly shifting in many ways: to one that is focused on serving students and families above any other agenda, to a culture where they can be honest and admit when they do to know the next step to take. This transparency and trust also spurs creativity. It allows partners to leverage additional resources and align other efforts with the White Horse community middle schools. The OnTrack Greenville leaders have now practiced building deep relationships and bringing different systems together. Many of them are using those skills to expand efforts and services.

*"I have to change. I told our administrators this. We are receiving support. We need to look at suspensions differently. We need to look at in-school suspension time differently. . . It's creating a sense of awareness for us to be able to do our job in a different way." Latonia Copeland, Principal and Lakeview Middle School*

*"Sometimes it really is the organizational culture that is the challenge . . . The different partners have their way of doing things and that may not be the way I would do it. . . We've made it a long way in this process. We all have grown a lot . . . They are doing their best within their organizational culture. We're in this together. They get that and we get that." Anonymous*

Through the OnTrack Greenville collective efforts, cultures are changing on a variety of levels. Many of the partners and stakeholders recognize that being part of this collaborative effort is pushing them to behave differently. Leaders are learning new skills and allowing themselves to be exposed to different perspectives.

Many leaders come from organizational cultures where they are expected to be in charge, to be the final decision makers. A collective impact initiative that has more than twenty leaders who are all used to being in charge certainly has its share of challenges. The relationships that have been formed among the OnTrack partners and stakeholders are what allow these very diverse leaders to work together. Each of the leaders has been able to commit to that common agenda of helping students succeed. The relationships facilitate change on many levels - at the school level, between partners, and between organizations and institutions.

The partner organizations and especially the middle school leaders are being very intentional about trying to seriously engage parents. Though this focus on parent engagement existed before OnTrack Greenville, the presence of multiple support services in the schools is providing an additional way to draw parents in. The principals have expressed that parents with low educational attainment frequently feel disconnected

*"The culture of the school has changed. The students are saying, 'Hey, these are the goals that I want to shoot for.' When they achieve these goals, we recognize them. Students are being recognized not just when they do something wrong but in a positive manner."*

Teresa Floyd, Assistant Principal at Berea Middle School

from or even intimidated by their child's teachers and school administrators. Parents may have experienced challenges in their own school years. With the support services now available, many parents and students are experiencing school as a helpful place to be.

*"Every time a parent is in this building, we have to create a positive experience for them. If they have a negative experience they will share that. I would love to roll the red carpet out for our parents every time they are here and make them feel like somebody. They often do say that they don't feel smart enough or they don't have the level of education. . . That they aren't able to make the best educational decisions for their children because they are not confident."*

*Dr. Edward Anderson, Principal at Tanglewood Middle School*

Many of the OnTrack Greenville partners and stakeholders are leveraging the connections formed in this initiative to move beyond their original commitments. One example of leveraging has been demonstrated by Greenville Health System. Because of the school-based health centers, Greenville Health System staff are now trusted partners with the OnTrack Greenville middle school principals. In the passage below, one of the Greenville Health System partners explains how a principal's willingness to be honest and vulnerable opened a door for the health system to bring in additional resources. The health leaders brought new knowledge to school staff concerning how trauma, toxic stress and Adverse Childhood Experiences affect development of students living in poverty or in crisis.

*"We had an implementation partner meeting. We had some student data on the screen. One of the principals just broke it down for us. He said that the challenges their students face because of the situations they are dealing with at home make it increasingly difficult to meet the goals set for them at school. He said, 'We come to school every single day and work as hard as we possibly can to help our students succeed but we know the situations they are dealing with at home are preventing them from achieving those goals.'*

*What they were talking about was trauma. It was Adverse Childhood Experiences. It opened up the door perfectly for us to offer a Compassionate Schools initiative. . . We knew that Compassionate Schools could be a way to address trauma experienced by students. We just weren't sure how to approach implementation. Well, all of a sudden, they were ready. They were opening up that door. So we offered them a Compassionate Schools training summit in Summer 2017 for three days. We sent 10 faculty members from all 4 schools. Three of the principals went. They brought social workers and guidance counselors and whoever they saw fit to come. They were amazed. They said, 'We have to have this in our schools.' Now we are leading a compassionate schools initiative. It has just been an amazing transformation."*

*Megan Shropshire, Greenville Health System*

When school-based health center leaders heard the concerns from the principal, they went beyond their original funded obligations to offer additional training and support. Helping school leaders understand how childhood trauma and toxic stress may have impacted the brain development of many of their students has encouraged school staff to change how they engage students and how they respond to behavioral issues.

*"Our team was able to sit and brainstorm and say, 'What else could we bring? What else could we have that is not a part of OnTrack but that we could bring in?' We can leverage the relationships that we have developed to be able to bring more resources."*

*Dr. Kerry Sease, Greenville Health System*

## 5. Partners tracking, sharing, and using data together empowers them to learn and adapt.

The OnTrack Greenville initiative is very intentionally focused on learning and evaluation. That is partly due to the rigorous evaluation requirements of one of the major funders, the Social Innovation Fund.

*"Organizations rarely have the opportunity to have an implementation evaluation. Usually, you're five years into something before you have outcomes. You never look at what you're doing along the way. The implementation evaluations are a huge asset for us to use to ensure that we get to the outcomes that we have set."*

*Tobi Kinsell, OnTrack Greenville – United Way*

With this federal funding, all partner organizations receiving sub-grant dollars have been required to participate in on-going evaluation to determine which strategies are generating impact. Each funded partner has an implementation evaluator who is analyzing their progress throughout the three federally funded years of the initiative. Findings from the implementation studies have been shared among all of the partners at numerous points in

the initiative. Sometimes, non-profit organizations do not actually have the capacity to engage in evaluation as rigorous as that being provided in this effort. Evaluators at The Riley Institute of Furman University and the implementation evaluators have provided much support and guidance to equip the OnTrack Greenville partners to use their own data to improve services and programs.

OnTrack Greenville's leadership staff have also created and cultivated a culture of learning and accountability. They do not use data or evaluation findings to shame or blame organizations when they fall short of their intended results. Instead, data and evaluation are used to identify opportunities to improve. Detailed data is

frequently used to make decisions at the school, program and initiative levels. Focused evaluation, analysis, and group data review and discussion propels learning across the initiative. Transparency has increased at multiple levels. All participating partners are aware that their data will be shared with all other partners and stakeholders.

*"I was a Lacrosse goalie in college. I learned very, very quickly that you're going to get scored on. You better turn it around because that ball's coming right down at you again. It could be 30 seconds after you've been scored on. What are you going to do? Are you going to wallow? Are you going to be angry? Or are you going to figure out what you did wrong, correct it, and make the next save? Take a breath. It's not personal. Let's just figure out how to get better. This is ultimately about kids who need this type of intervention the most, teachers who need it the most."*

*Dr. Ansel Sanders, Public Education Partners*

*"It's never about the data. It's about how we use the data, how we help the kids." Phillip Davie, Greenville County Schools*

*"One example of trust building is the data sharing agreement that undergirds our ability to actually document what is happening with these kids. That would not have even been possible to think about three years ago. It has taken two years to get to the place that we are now where we actually have an agreement signed. That required a lot of trust building and relationship building over an extended period of time. The school district in particular is very protective of the privacy of its students and very protective of the information that it is the steward of. It took a long time to get to the place that we could agree that we could share that stewardship."*

Tish McCutchen, formerly of United Way of Greenville County

In order to collect and track data and evaluate subgrantees, the Riley Institute entered into a data sharing agreement with Greenville County Schools beginning in the 2015-2016 school year. This was one of the largest data sharing agreements negotiated given the complexity of the initiative. It includes how to navigate FERPA and HIPPA.

Surveys are now being regularly conducted with the students as well as with teachers and staff. The school system is extremely cautious about sharing student data and is protective about allowing outside researchers to

gather data from students. District leaders have participated in OnTrack Greenville for many years and understand how the initiative uses data to improve. The value placed on using many kinds of data to learn and improve has been woven into the fabric of how the initiative functions.

## **6. The OnTrack backbone's support, leadership and strong accountability functions are essential to initiative success.**

The United Way of Greenville County serves as the backbone of OnTrack Greenville. In many collective impact efforts, one agency or organization fulfills the critical role of managing the collective. Though various sectors are involved and implementing different parts of the middle school initiative, the backbone staff are the only ones dedicated full time to keeping all of the efforts aligned. Everyone else involved in leading this effort has another full-time job. OnTrack Greenville staff identify and address challenges, work through conflict, facilitate learning, celebrate progress, inform the community about the initiative and provide strategic leadership focused on moving forward. They are deeply involved in raising funds and tracking spending. Without a team dedicated to these functions, this multi-

*"The reason the OnTrack partnership has continued to evolve as it has is because United Way as the backbone has invested so much in that backbone capacity. It is so important. That backbone convenes us all, continues to remind us of the partnership values and supports the culture that we have created. All of these backbone functions are really essential."*

*Dr. Tracy Waters, Furman University*

*"Tobi [Kinsell, the OnTrack Greenville Director] has really rallied a group of different people and has gotten us to all row in the same direction. I have been really impressed with her ability to do that and to keep everybody going. She plays cheerleader sometimes, manager sometimes, disciplinarian sometimes."*

*Dr. Kerry Sease, Greenville Health System*



faceted approximately \$9 million effort could falter.

The willingness to address challenges and respectfully hold partners accountable for their actions are some of the most critical roles fulfilled by the backbone leadership. The OnTrack Greenville leadership

*"The message is sent that if you're going to work with someone, you need to . . . be able to get over yourself and get on to the work. I think that's occurred. Everything doesn't have to be friendly, but it is."*

*Dr. Jason McCreary, Greenville County Schools*

staff are constantly working to hold the partners and stakeholders together and keep them all focused on the intended results.

## V. Lessons Learned

One of the greatest lessons of OnTrack Greenville to date is that collective efforts are needed to solve complex societal problems. The issue of low high school graduation rates in the White Horse Road area of Greenville is not simply one issue. The low graduation rates are actually a symptom of many

*"I realize that the issues our community faces are so complex and so large that they can't be solved by United Way alone. They can't be solved by philanthropy alone. There is not enough money. It takes the government sector, the private sector, the philanthropic sector to all come together and collectively work around shared goals."*

*Jennifer Harrill, United Way Greenville County*

*"With the way we're headed strategically, OnTrack Greenville was actually a good thing to push us out of our comfort zone. I believe we will use the OnTrack Greenville model to engage in other community scale work. It's going to push us to transform the way we work . . . We're really wanting to focus more on that systems change."*

*Ted Hendry, formerly with  
United Way of Greenville County*

challenges that have developed throughout the lives of the students and of the parents who are trying to support them. OnTrack Greenville's early leaders decided to start their interventions in 6<sup>th</sup> grade. They recognized that waiting until high school to intervene with added supports for students was needed but too late. They also realized that no one program or service would "fix" the problem of students falling behind in middle school and entering high school at a significant disadvantage. It would take many years of many different supports in a small number of schools to make an impact.

The last three years has provided a tremendous learning opportunity for the many leaders participating in OnTrack Greenville. Many members of the philanthropic sector have supported

and been engaged in OnTrack Greenville as a means of dipping into deep, collective work. They have learned how to do this kind of critical work. OnTrack Greenville has served as a real-world example and learning laboratory. United Way of Greenville County now knows how to provide instrumental support to an important, long term collective effort without having to own it alone. Greenville Partnership for Philanthropy has learned how to make group investments in programs that do not have an immediate

return. All of the participating funders have stretched their comfort level and learned to invest in multi-year efforts with rigorous evaluation.

Finally, all of the partners and stakeholders have learned – actually, have remembered what they already knew – that complex community problems have a human face. In this case, many hundreds of young faces. When community leaders stretch, learn, break out of their boxes, and strive to create something better through respectful relationships with the people and organizations they are trying to serve, **the most important thing they learn is that they can.**

*“Something big has happened that could not have happened without my organization, but would not have happened without all of these other partners either. None of us could have done it alone.”*

*Katy Smith, Greenville Partnership for Philanthropy*

*“We now understand what is required. The deliberate nature of how we get all these different groups to work together and build trust and understanding. It’s a lot. It’s a big deal and it is hard, which is why so few are able to do it successfully.”*

*Sean Trask, United Way Greenville County*

*“It’s been worth every minute and every penny and every sleepless hour and every tough conversation. And every roadblock that you have to figure out a way around or over or under. Those students are more likely to have bright futures if we can figure out how to sustain this time and attention with them and with others through the rest of their school careers. They are more likely to get out on the other side, ready to make something of themselves. There’s nothing that United Way could better be spending it’s time on than that.”*

*Tish McCutchen, formerly with United Way Greenville County*

*“White Horse Road is the part of Greenville with the highest unemployment rate, lowest graduation rate, and highest poverty. You realize here’s this community that’s in crisis right now. It’s amazing to see not just the United Way but other agencies as well wrapping their services and really pouring their focus into this community. They deserve it.”*

*Megan Shropshire, Greenville Health System*

## VI. References and Notes

1. The partnership agreement process was facilitated by Monte Roulier and David Gibbs of Community Initiatives in 2015 and 2016.
2. Plastrik, P., Taylor, M., & Cleveland, J. Island Press (2014) Connecting to Change the World. Island Press.
3. Malinsky, E. & Lubelsky, E. Network Evaluation: Cultivating Healthy Networks for Social Change. Center for Social Innovation & Canada Millennium Scholarship Foundation.  
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## VII. Appendix A

Key informant interview guide – Partners and Stakeholders

### OnTrack Greenville Partner and Stakeholder Interview Guide For September/ October 2016

#### **Context & Purpose:**

Interviews will be conducted with OnTrack Greenville partners, stakeholders and staff annually. The purpose of the interviews is to gather information on three topics:

1. Relationships between initiative members
2. Behavior change among initiative members
3. Chain of Impact / Diffusion of Innovation (Are initiative members starting to spread these different actions and behaviors to other initiatives / coalitions or into their own organizations?)

#### **Interview Guide:**

My name is \_\_\_\_ and I am helping to track the successes and challenges of the OnTrack Greenville initiative. Thank you for taking the time to share your thoughts today.

This interview is confidential but not anonymous. Summarized responses and some unidentified individual responses will be shared with partners, stakeholders, and OnTrack staff and with the evaluation team. Unidentified comments may also be shared more broadly. If we would like to share your comments AND your name, we will ask your permission first. No identified comments will be shared without your prior written consent.

This interview is being recorded.

1. Who are the partners, stakeholders or staff in the OnTrack initiative that **you call on** to help you problem solve or create solutions?
2. Who are the partners, stakeholders or staff in the OnTrack initiative that **call on you** to help them problem solve or create solutions?
3. How has this changed in the last 6-12 months?
4. What are actions you have seen others take that have really helped in building trust? Using data to inform decisions? Engaging the community?
5. Thinking about your efforts in the OnTrack initiative, how have your ways of working or interacting with colleagues changed in the last 6-12 months? Are you doing anything differently? *(Probe if needed: Help me understand if anything may be changing for you since you have become involved in this effort. Are you taking on different roles? Are you engaging with colleagues differently? OR What lessons are you learning and how are you applying them?)*
6. How are you spreading any of these changes or differences into your work with other coalitions or partners in the community? *(Probe: Please give me an example to help me understand.)*
7. How are you spreading any of these changes or differences into your own organization? *(Probe: Please give me an example to help me understand.)*
8. What makes participating in this initiative worth your time? *(Probe: What are the benefits to you, your organization, or your community?)*
9. *(Added 2017) What additional functions would you like the OnTrack backbone staff to fulfill?*

## VIII. Appendix B

Key informant interview guide – Assistant Principals

### 2017 Interview guide – Assistant Principals OnTrack Greenville

#### **For continuing staff:**

1. What are your major responsibilities for the school? (Assigned to a specific grade level? Cohort? Area such as instruction, behavior, other?)
2. What are your impressions of OnTrack so far?
3. What kind of involvement do you have with the Early Warning and Response System?
4. How has EWRS been a useful tool for your school?
5. Are you engaged in or aware of the broader OnTrack Greenville initiative?
6. How have you been informed about OnTrack?
7. What kind of interaction do you have with teachers, students, and parents / guardians? How much of your time (%) would you say is spent interacting with these different groups?
8. What changes have you observed in how people interact with each other since OnTrack started at this school? (*Probe for perceptions about interactions between students, teachers, administration, and / or parents / guardians*). (*Note – ask parts a-d if question 8 did not generate much response.*)
  - a. What, if anything, is different about **the teachers** since OnTrack got started? Have you observed any difference in interactions?
  - b. What, if anything, is different about **the school administration**? Have you observed any difference?
  - c. What, if anything, is different about **the students**? Have you observed any difference?
  - d. What, if anything, is different about **the parents / guardians**? Have you observed any difference?
9. What, if anything, has changed about how **you** interact with students, parents / guardians, teachers or administrators?
10. How has the culture of this school changed since OnTrack started here?
11. Why is being involved in OnTrack worthwhile for you and your school? (*Probe: for you personally and you/your school/school community*).

**For new staff:**

1. What are your major responsibilities for the school (Assigned to a specific grade level? Cohort? Area such as instruction, behavior, other?)
2. What are your impressions of OnTrack so far?
3. What kind of involvement do you have with the Early Warning and Response System?
4. How has EWRS been a useful tool for your school?
5. Are you engaged in or aware of the broader OnTrack Greenville initiative?
6. How have you been informed about OnTrack?
7. What kind of interaction do you have with teachers, students, and parents / guardians? How much of your time (%) would you say is spent interacting with these different groups?
8. Now that you are at an OnTrack school, what, if anything, do you want to be different about how you interact with students, parents / guardians, or school staff at this school?
9. Does the culture of this school differ from previous schools you have been in? How so?
10. Why is your being involved in OnTrack worthwhile for you and your school? (*Probe: for you personally and you/your school/school community*).

## IX. Appendix C

### OnTrack Greenville Partner and Stakeholder Survey 2017

Please share your thoughts and ideas about the OnTrack Greenville initiative and the collective work of various partners and stakeholders committed to middle school success.

OnTrack Greenville seeks your feedback so that partners, stakeholders and staff can better understand what may already be working well and what challenges may already exist.

Please answer honestly based on your own experience. This survey will not measure what is good or bad, what is a success or a failure. It is a measure of how your initiative is doing at this point in time.

OnTrack Greenville will use this feedback to make decisions and adapt your efforts in the months ahead.

This survey is **confidential but not anonymous**. Individual comments will be shared with OnTrack Greenville leadership staff (Tobi Kinsell and Sabrina Miller). Summarized responses and select unidentified individual responses will be shared with partners, stakeholders and staff. No identified individual comments will be publicly shared without your prior written consent.

Thank you for sharing your time, ideas, and feedback.

**Please complete the survey by \_\_\_\_\_**

Please let me know if you have any questions or concerns.

1. What sector have you represented in the OnTrack Greenville initiative over the past six months?  
(check all that apply)

- School administrator (individual school)
- School district administrator
- Implementation Partner leader or executive
- Funder / leadership staff of a funder
- United Way Executive Leadership staff
- OnTrack Greenville staff
- Other \_\_\_\_\_

2. The statements below reflect how OnTrack Greenville partners, stakeholders and staff hope to interact with each other, students and the community. Overall, how much do you agree that the partners and stakeholders **are achieving these behaviors now?** (4 point scale: 1 = not so much 2= somewhat 3=often 4= completely)

**Partners, stakeholders and staff are:**

1. Treating each other with respect.

2. Deeply listening to each other.

3. Deeply listening to students to try to truly understand their points of view.

4. Deeply listening to families to try to truly understand their points of view.
5. Deeply listening to teachers and school administrators to try to truly understand their points of view.
6. Trying out different approaches and adapting to improve efforts.
7. Being honest with each other about challenges and seeking joint solutions.
8. Learning from each other as well as learning new things together.
9. Working together to define the goals and strategies for the initiative.
10. Sharing knowledge, expertise, and ideas with each other.
11. Creating processes that encourage everyone to contribute and to collaborate.
12. Using data to inform decisions and make a difference with students and families.
13. Supporting the partners and stakeholder to engage parents, students, and community members in meaningful ways.
14. Developing skills and capacities.
15. Making initiative decisions together.
16. Striving to achieve impact together through shared accountability, risk, and credit.
17. Achieving more by working together and supporting each other than each could achieve alone.

4. Considering the above list, please list the item number of the three behaviors you think are most critical over the next six months.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

3. Pick one of the behaviors above for which you answered “Completely” or “Often.” Provide the behavior number and one specific example of how you have seen this behavior achieved in the past six months.

Number \_\_\_\_\_ Brief Example: \_\_\_\_\_

4. Pick one of the behaviors above for which you answered “Not so much” or that you have not really seen in action yet. List the behavior number and provide one specific example of a barrier or challenge you think has prevented this behavior from being lived out in the past six months of the initiative.

Number \_\_\_\_\_ Brief Example: \_\_\_\_\_

5. At this point in the OnTrack Greenville initiative, I am most hopeful about:

6. At this point in the initiative, I am most apprehensive about:



7. Our greatest asset moving forward is:

8. The greatest challenge we face in the next year is:

9. Participating in the OnTrack Greenville initiative has been a good use of my time. (4 point scale from 1= not so much to 4= completely)

10. What words do you think currently reflect the efforts of OnTrack Greenville's work? (Select as many as you think fit right now. Please add additional words if you feel the list provided is incomplete.)

innovative, unfavorable, flexible, grounded in the community, worth sustaining, outdated, authentic, transparent, guarded, reciprocal, one-sided, interconnected, resourceful, false, trusting, removed, supportive, responsive, reciprocal, student-centered, removed from the community, sluggish, rigid, open, suspicious, overwhelming, collaborative, known, forward thinking, engaged, promising, closed, disappointing, at ease, fragmented, meaningful, unknown, tense, purposeful, proactive, rewarding, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

11. Your name. Reminder: This survey is **confidential but not anonymous**. Individual comments will be shared with OnTrack Greenville leadership staff. Summarized responses and select unidentified individual responses will be shared with partners, stakeholders and staff. No identified individual comments will be publicly shared without your prior written consent.

Thank you for sharing your feedback and ideas.

