

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**FSCS APPLICATION PACKAGE
CFDA # 84.215J
PR/Award # U215J100232**

OMB No. 1894-0006, Expiration Date: 09/30/2011
Closing Date: JUL 23, 2010

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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.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/23/2010	07/23/2009

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	84.215J

State Use Only:

6. Date Received by State:	7. State Application Identifier:
----------------------------	----------------------------------

8. APPLICANT INFORMATION:

* a. Legal Name: Spartanburg, SC School District 7

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
576000942	045481868

d. Address:

* Street1:	610 Dupre Drive
Street2:	
* City:	Spartanburg
County:	Spartanburg
State:	SC
Province:	
* Country:	USA
* Zip / Postal Code:	29307

e. Organizational Unit:

Department Name:	Division Name:
------------------	----------------

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

Prefix:	Mr.	* First Name:	Isaac
Middle Name:	V		

* Last Name: McKissick

Suffix:

Title: Director of School and District Partnerships

Organizational Affiliation:

* Telephone Number: (864)594-6188 Fax Number: (864)594-4406

* Email: IVMCKISSICK@SPART7.ORG

Application for Federal Assistance SF-424

Version 02

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:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215J

CFDA Title:

FSCS Application Package

*** 12. Funding Opportunity Number:**

84.215J

Title:

Full Service Community Schools

13. Competition Identification Number:

84.215J

Title:

Full Service Community Schools

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

Spartanburg, SC

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

Family Circle; From Cradle to College

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: SC-004

* b. Program/Project: SC-004

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$ 2500000
b. Applicant	\$ (b)(4)
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$

*** 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 7/23/2010.

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.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**** 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: Mr. * First Name: Isaac
Middle Name: V
* Last Name: McKissick
Suffix:

Title: Director of School and District Partnerships

* Telephone Number: (864)594-6188 Fax Number: (864)594-4406

* Email: IVMCKISSICK@SPART7.ORG

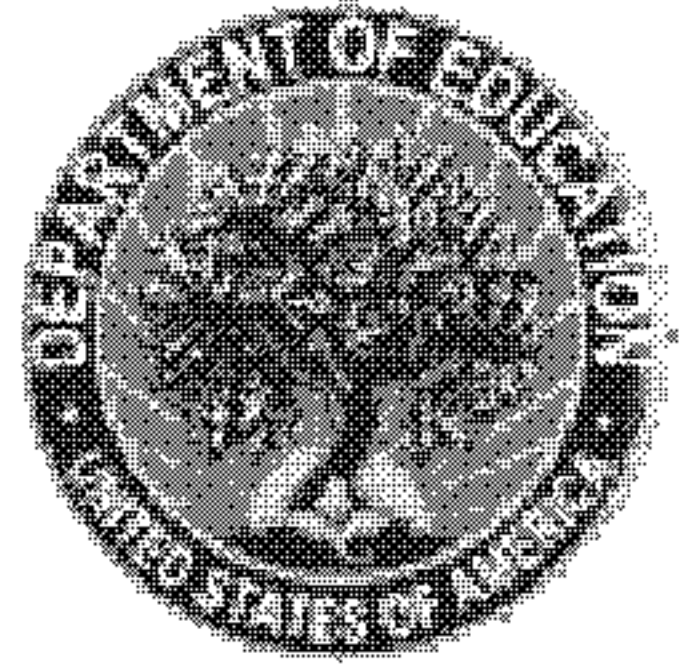
* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Spartanburg, SC School District 7

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 185,000	\$ 297,250	\$ 304,681	\$ 312,298	\$ 320,106	\$ 1,419,335
2. Fringe Benefits	\$ 55,500	\$ 89,175	\$ 91,404	\$ 93,689	\$ 96,032	\$ 425,800
3. Travel	\$ 12,500	\$ 5,000	\$ 3,750	\$ 3,750	\$ 3,250	\$ 28,250
4. Equipment	\$ 60,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 60,000
5. Supplies	\$ 30,000	\$ 30,000	\$ 30,000	\$ 27,500	\$ 25,000	\$ 142,500
6. Contractual	\$ 75,000	\$ 25,000	\$ 20,000	\$ 15,000	\$ 10,000	\$ 145,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 55,000	\$ 36,000	\$ 35,000	\$ 31,500	\$ 30,500	\$ 188,000
9. Total Direct Costs (lines 1-8)	\$ 473,000	\$ 482,425	\$ 484,835	\$ 483,737	\$ 484,888	\$ 2,408,885
10. Indirect Costs*	\$ 12,203	\$ 12,447	\$ 12,509	\$ 12,481	\$ 12,510	\$ 62,150
11. Training Stipends	\$ 12,500	\$ 5,000	\$ 2,500	\$ 2,500	\$ 2,500	\$ 25,000
12. Total Costs (lines 9-11)	\$ 497,703	\$ 499,872	\$ 499,844	\$ 498,718	\$ 499,898	\$ 2,496,035

***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

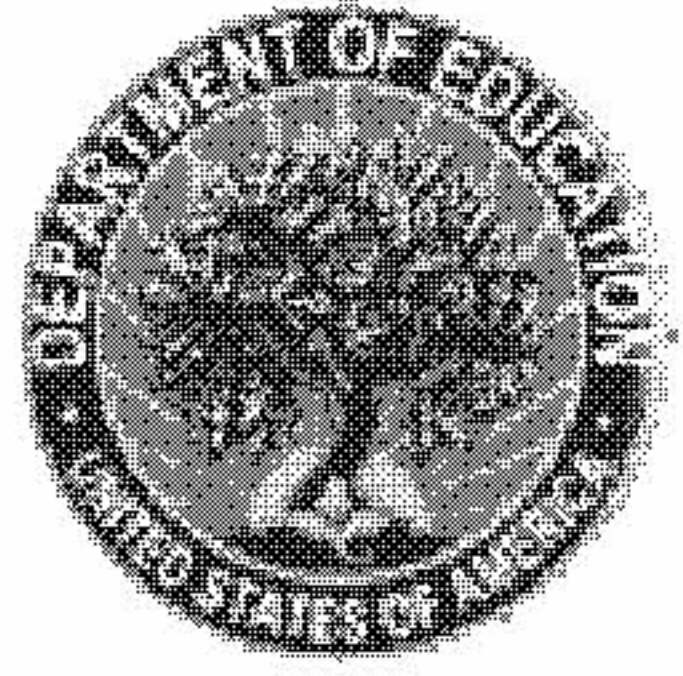
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 2.58%

(3) 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 0%



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

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Name of Institution/Organization:
Spartanburg, SC School District 7

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

(b)(4)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Bruce Whelchel

Title: Chief Finance Officer

Date Submitted: 07/23/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Spartanburg District 7 Address: 610 Dupre Drive City: Spartanburg State: SC Zip Code + 4: 29307-	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Isaac V. McKissick Title: Director of School and District Partners Applicant: Spartanburg, SC School District 7 Date: 07/19/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

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 any 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 or 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

Spartanburg, SC School District 7

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix:	First Name: Isaac	Middle Name: V
---------	-------------------	----------------

Last Name: McKissick	Suffix:
----------------------	---------

Title: Director of School and District Partners

Signature: _____	Date: 07/19/2010
------------------	------------------

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : FSCS GEPA Statement Final

File : C:\Documents and Settings\IVMcKissick\My Documents\FSCS\FSCS Grant Narrative\FINAL\FSCS GEPA Statement Final.doc

GEPA Statement

Full Service Community Schools
2009-10 Grant Application

Spartanburg, SC School District Seven GEPA Statement

In compliance with the United States Department of Education's General Education Provisions Act Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382), Spartanburg District 7 is providing this statement in reference to the Full Service Community Schools Application Submitted July 23, 2010.

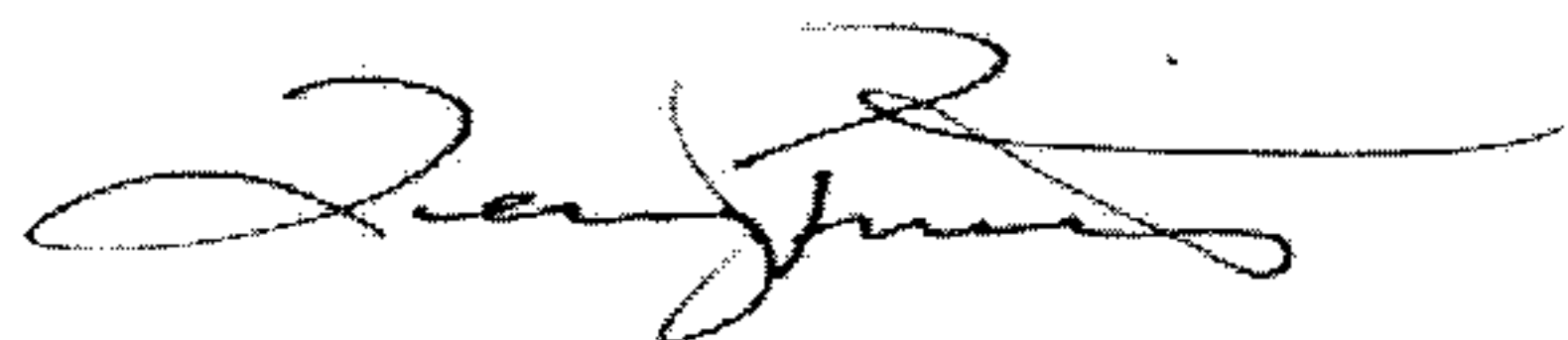
It is the intent of Spartanburg District 7 to take steps to ensure equitable access to and participation in **Family Circle; From Cradle to College**, through Full Service Community Schools. The district is mindful of six types of barriers that can impede equitable access or participation: gender, race, national origin, disability, religion, or age.

Specifically, the district will take the following steps to ensure equity and participation:

1. The district will meet ADA requirements for child and adult access to building, classrooms and restrooms.
2. The district will take steps to review literacy curricula for all classes to make sure that they contain stories and illustrations that depict diversity in families, including race and national origin.
3. The FSCS Family Circle staff will be mindful and respectful of cultural diversity.
4. The FSCS Family Circle staff will encourage participation by a broad spectrum of the community in activities both in and out of FSCS Family Circle program.
5. The district will apply the highest standards of equity to hiring practices related to the grant and encourage application of minority candidates for available positions.
6. The district will provide application forms and other print media in Spanish or other languages as needed to meet the needs of families.
7. The district will provide IDEA-approved or recommended hardware, software, and assistive technology to support literacy among disabled students.
8. The district will not use materials or strategies that promote or show disrespect to any Religious group.
9. The FSCS Family Circle staff will continuously work to eliminate any barriers that impede access to participation, including gender, race national origin, disability, religion or age.



Bruce Whelchel
Chief Finance Officer



Dr. Terry O. Pruitt
Deputy Superintendent

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Sabara	B	Quinn	

Address:

* Street1:	610 Dupre Dr
Street2:	
* City:	Spartanburg
County:	Spartanburg
* State:	SC* Zip / Postal Code: 29307 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(864)594-6177	(864)594-4406

Email Address:

SBQUINN@SPART7.ORG

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

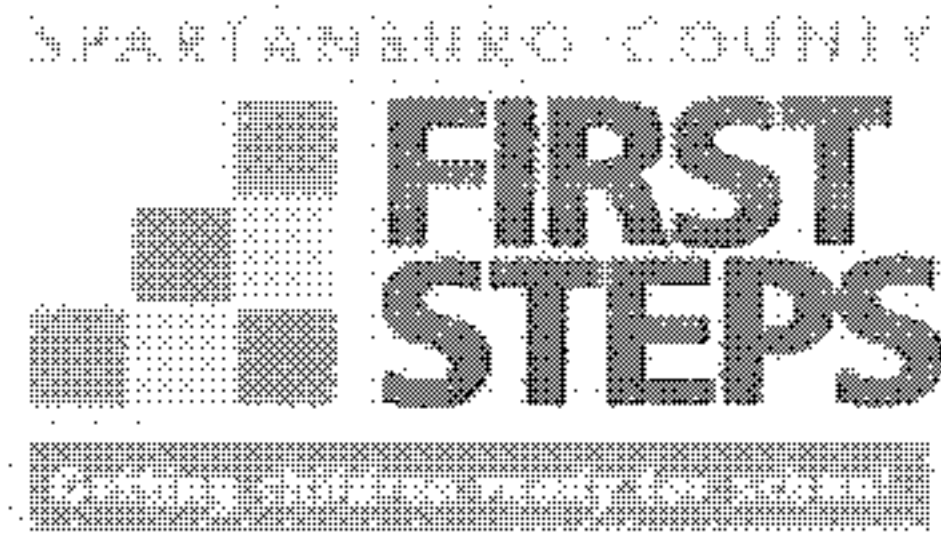
Appendix--Other, if applicaable

Project Narrative

Appendix--Documentation of match

Attachment 1:

Title: **Project Match FSCS Pages: 0** Uploaded File: **C:\Documents and Settings\IVMcKissick\My Documents\FSCS\FSCS Grant Narrative\FINAL\FSCS MOU\FS D7 Letter (2).pdf**



**Spartanburg County First Steps Support Agreement
relating to the Full Service Community Schools Proposal 2010
by Spartanburg County School District Seven**

South Carolina First Steps to School Readiness was signed into law in 1999 to help improve school readiness for the state's youngest learners. First Steps is a comprehensive, results-oriented statewide education initiative to help prepare children to reach first grade healthy and ready to succeed. Spartanburg County First Steps was issued its 501(c) 3 status in 2000 and began partnerships work with business and community leaders, early education professionals, parents, faith-based and agency partners. With its 501(c) 3 status, First Steps brings together resources beyond state-allocated dollars, leveraging local private and public funds, federal grants, planned gifts, in-kind contributions, and volunteer time.

Research studies repeatedly show that children who arrive unprepared for first grade's challenges have a difficult time catching up and succeeding throughout the rest of their school years. Many of these students drop out of school or do not find fulfilling productive jobs after high school as a result of their slow start.

A child's readiness is determined by many critical components such as good health, nurturing and positive, participatory parenting. High quality early learning experiences in the home, child care, and school settings allow children to thrive at a time when the brain is most formative.

Spartanburg County First Steps programs are designed to address and change the poor outcomes of those critical components of readiness through Quality Childcare Training, Early Head Start program, Case Management, and Nurse Family Partnership including but not limited to

- educating & enrolling parents to adult education & workforce resources
- supporting parents in parent education through case management , workforce resources and intervention
- case management offering cohesion through service integration and guidance of first time teen young parents with the objective of no repeat pregnancies
- offering parent health education and case management to families.
- supporting parents with health education, social support, knowledge about child development, childcare and training in effective parenting skills

Spartanburg County First Steps will support and partner with Spartanburg County School District Seven in their application for the Full Service Community Schools Proposal by making available all of our current programs to integrate in the following ways:

Year 1

Spartanburg County First Steps will through the First Steps Early Head Start (FS EHS) Program receive and make referrals of eligible children and families. As families are enrolled in FS EHS, the program will provide

- weekly home visits for families enrolled into FS EHS
- case management for families enrolled into FS EHS

and will refer & follow-up on

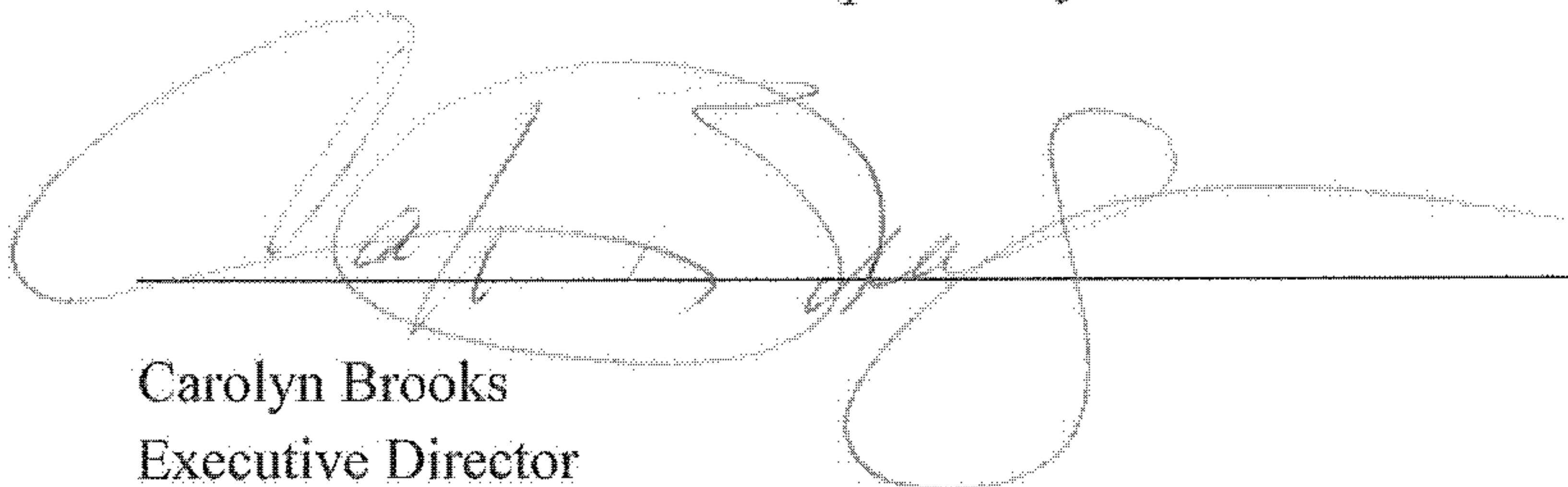
- families with children not eligible for FS EHS (age or income)
- families with literacy needs
- planning for shared parent education activities to include male involvement, parent training and socialization activities

Spartanburg County First Steps will coordinate and refer for participation with Family Connections to the nationally recognized Nurse Family Partnership, a program for low-income, first-time families and their children. Highly educated and experienced registered nurses regularly visit low-income expectant mothers during their first pregnancy and the first two years of their children's lives, teaching those parenting and life skills and helping clients gain access to job training and other life skills.

Spartanburg County First Steps will conduct a needs assessment and evaluation of the current Family Connections child care program and assist in a plan to strengthen and educate center staff by providing specialized training, technical assistance, mentoring, and professional development on quality as it relates to seeking national accreditation through NAEYC (National Association for the Education of Young Children)

Continuing partnership opportunities over the period of the grant will include

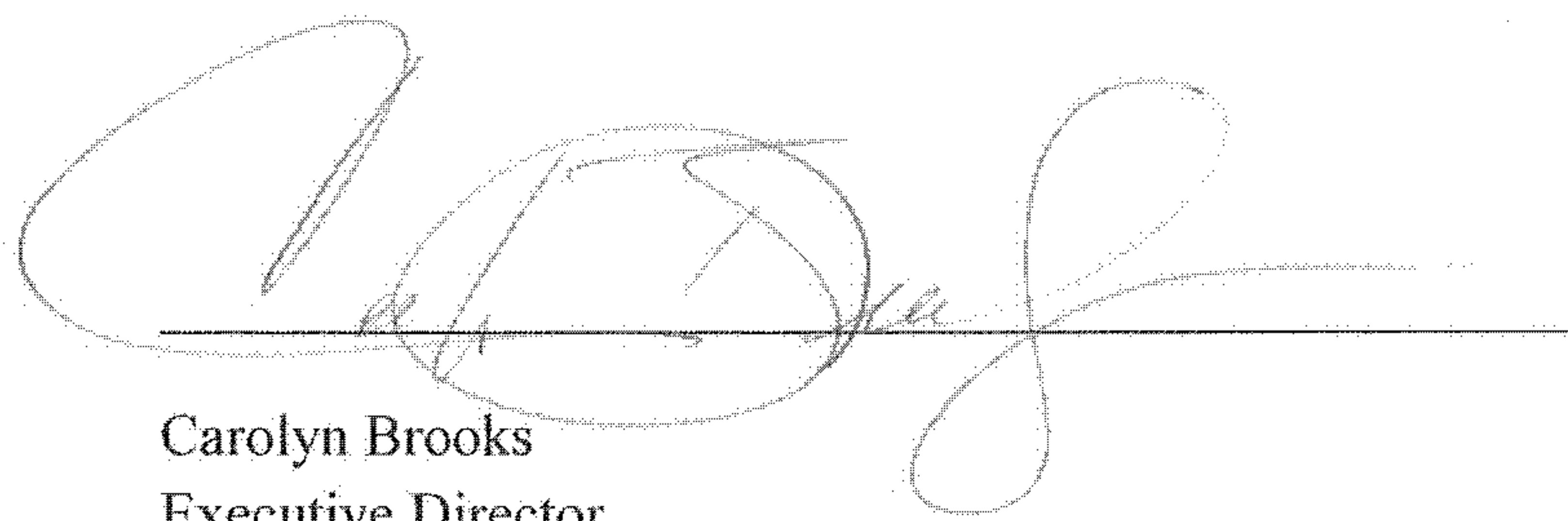
- Coordinate and/or provide Early Head Start classes or slots at Family Connections
- Assist in planning to maximize funding streams to ensure that more children can be served and focus to address the ever present gap for three year old participation
- Assist Family Connections to access all public funding available to them
- Continue with all aspects of year one

 _____ Date 7/16/2010

Carolyn Brooks
Executive Director
Spartanburg County First Steps
900 South Pine Street
Spartanburg, SC 29302

**Spartanburg County First Steps
In-Kind Contribution
Full Service Community Schools Proposal 2010
by Spartanburg County School District Seven**

- Assessments of classrooms using ITERS and ECERS \$4000
- Conducting room assessments \$4000
- Parent Training Activities \$3000
- Male Involvement Activities \$1200
- Socialization Activities \$1000
- Possible FS EHS classes (\$500 a day per child/16 children * 215 days) \$107,500
- Curriculum supplies and furniture for rooms \$15,000



Date 7/16/2010

Carolyn Brooks
Executive Director
Spartanburg County First Steps
900 South Pine Street
Spartanburg, SC 29302

Project Narrative

Appendix--MOU

Attachment 1:

Title: **District 7 MOU Master** Pages: **0** Uploaded File: **C:\Documents and Settings\IVMcKissick\My Documents\FSCS\FSCS MOU\FSCS MOU Master.pdf**

FSCS Memorandum of Understanding

Formal MOU's are attached. Verbal commitments have been received from Denny's, The Spartanburg Housing Authority, the Riley Institute at Furman University and Big Brothers, Big Sisters of the Upstate.

MEMBER	HISTORICAL DATA	FSCS COMMITMENT
Spartanburg School District 7	LEA	All aspects of FSCS
Park Hills Early Learning Center	Proposed FSCS	Implementation and management of all Services provided by this program
First Steps of Spartanburg	Non-Profit Early Childhood Education	Early Head Start Classes; \$130K+ Funding
Regenesis Community Health	Healthcare Provider	On-site Health Clinic; Healthcare Solutions, Funding, Acquisition and Management of External Healthcare resources
City of Spartanburg, SC	Government Agency	Local Infrastructure, programming and acquisition of government resources
Spartanburg County Foundation	Foundation	Community Indicators Data, Funding, Acquisition of external funding
Mary Black Foundation	Foundation	Early Childhood Education, Funding
Spartanburg Regional Healthcare System and Foundation	Champion for Public Education; 15,000+ Volunteer Hours; \$250K+ donations goods & services	Access Health Spartanburg Funding; Coordinate Edward Via College of Osteopathic Medicine Support
University of South Carolina - Upstate & Metropolitan Studies Institute	Institute of Higher Education	Early Childhood Education, Teachers, Interns, Volunteers, Data Acquisition and Management
Silver Hill Memorial United Methodist Church	Long-term Park Hills Partner, mentors, tutors, school supplies, parenting	Mentoring, tutoring, parenting, coordination of Faith Based Resources
Spartanburg Terrace Tenants Association	29 year history; \$140K recent commitment for literacy, parenting	Mentoring, tutoring, parenting, coordination of Community Based Resources
United Way of the Piedmont	AmeriCorps, Teen Pregnancy Prevention, Family Literacy	Funding, Mentoring, Service Learning, Remedial Education
AmeriCorps 7	80+ Literacy Tutor 2009-2010	2010-2011 Grant Renewal 100 Volunteers
Riley Institute, Furman University	Proposal Development Support	FSCS Expertise, consultation, resource identification and acquisition
Big Brothers, Big Sisters of the Upstate	Community Organization	Mentoring
Spartanburg Housing Authority	Early Head Start Facility Onsite, Computer Learning Center Onsite	Community Centers, Volunteers, Residential Housing
Denny's	Champion for Public Education; 5,000+ Volunteer Hours; \$50K+ donations	Funding, mentors, tutors, Corporate interface and recruitment



**Spartanburg County First Steps Support Agreement
relating to the Full Service Community Schools Proposal 2010
by Spartanburg County School District Seven**

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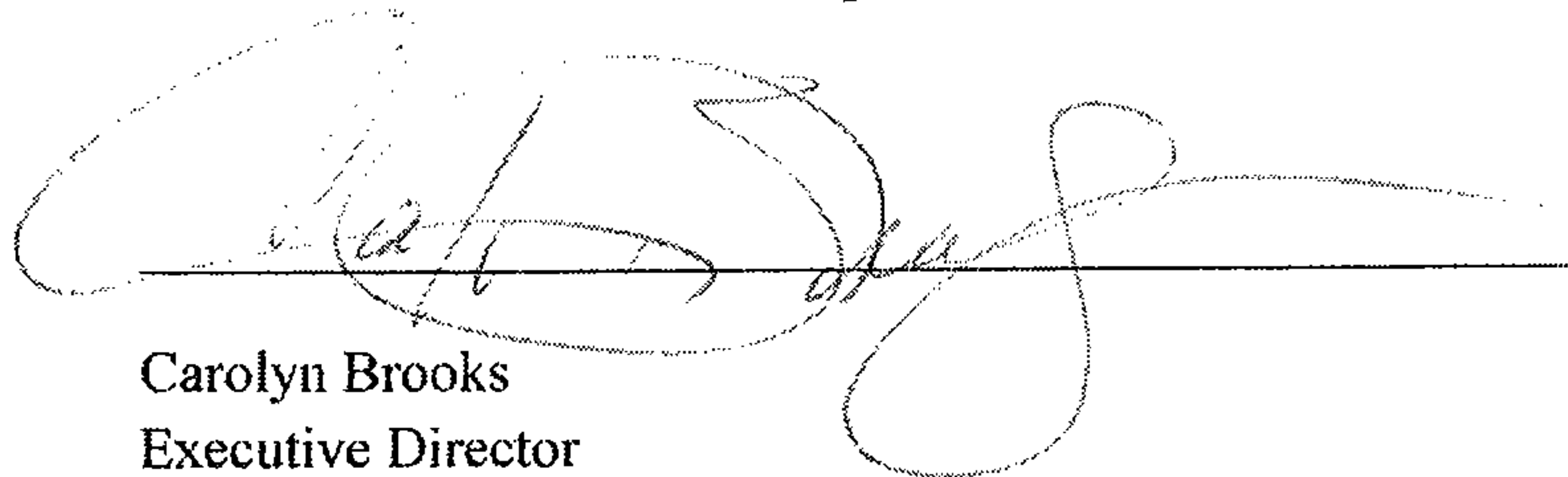
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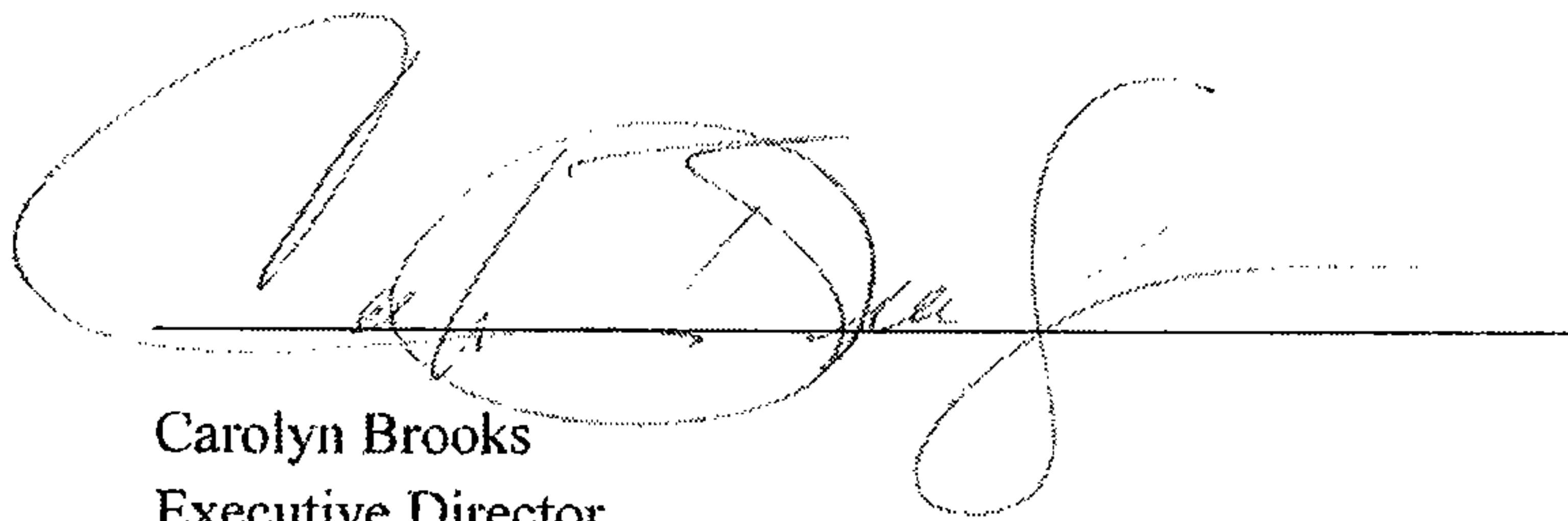
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 _____ Date 7/16/2010

Carolyn Brooks
Executive Director
Spartanburg County First Steps
900 South Pine Street
Spartanburg, SC 29302

**Spartanburg County First Steps
In-Kind Contribution
Full Service Community Schools Proposal 2010
by Spartanburg County School District Seven**

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Date 7/14/2010

Carolyn Brooks
Executive Director
Spartanburg County First Steps
900 South Pine Street
Spartanburg, SC 29302

 ReGenesis Health Care
My Family. My Doctor. My Choice.

July 19, 2010

Mr. Isaac McKissick
Spartanburg County School District 7
610 Dupre Drive
Spartanburg, S. C. 29307

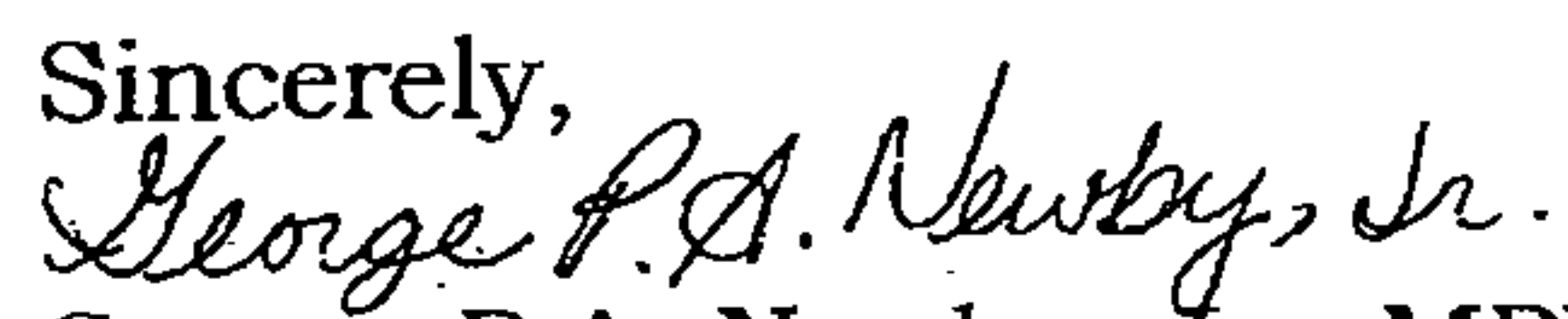
Dear Mr. McKissick;

ReGenesis Health Care, Inc., (RHC) is pleased to receive consideration in partnering with School District 7 in pursuit of federal funding for the Full Service Schools Grant.

Since our inception in March of 2003, RHC has viewed productive relationships with our School Districts as integral to fulfilling our mission, achieving our vision and living our core values. Our partnership with District 7, enables us to do our Back To School Health Fair annually that provides health screenings and counseling and follow up to thousands of children each July, and our outreach personnel are on a first name basis with your school nurses as we work to be the medical home for children and parents.

RHC can support the Full Service Schools Program through serving in any forum that allows us to participate in program management, and collaboration. Our nurse practitioners, dental hygienists, health educators, BirthMatters program, behavioral health counselors, physicians and dentists will be made available to this endeavor in provision of quality patient centered medical and health education services to children.

I wish you success in aggressively pursuing this worthwhile funding. RHC is prepared to assist and support you in any way that achieves this goal, is committed to partner with you in provision of services upon program execution.

Sincerely,

George P.A. Newby, Jr., MPH, FACHE
Chief Executive Officer

PO Box 5158 — Spartanburg, SC 29304
www.myrhc.org — 864.582.2817 o — 864.582.2829 f

STATE OF SOUTH CAROLINA)
)
COUNTY OF SPARTANBURG) **MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (herein "MOU"), made and entered into as of this _____ Day of _____, 2010, by and between SPARTANBURG COUNTY SCHOOL DISTRICT NO. 7 (herein "School District") and CITY OF SPARTANBURG (herein "City").

WITNESSETH:

WHEREAS, the School District and the City are committed to our youth and their health and development through sports; and in addition, are committed to its citizenry and collective neighborhoods through collaborative community efforts, and

WHEREAS, the School District and the City have formed a comprehensive partnership with regard to sports programming and use of facilities for District 7 youth, to include the facilitating, planning and the provision of recreational and sports facilities, specifically, Duncan Park stadium (City) and the Spartanburg High School Campus (School District), and

WHEREAS, the City will provide recreational programs that will fall into three categories: Athletic; After School; and Summer Playground. These programs will target District 7 youth, and

WHEREAS, the City will provide a Little League Football and Cheerleading program for ages 6 – 12 year old youth and will utilize the School District facilities; the City will provide a Little League Baseball program for 6 – 9 year old youth and will utilize the facilities at Duncan Park, and will provide a Track Program for 6 – 15 year old youth and will utilize the School District facilities. The operational costs for these programs will be incurred by the City, the total of which is approximately \$100,000 and

WHEREAS, the City will plan and implement an After School Program at two City community centers, CC Woodson and Northwest Center. This After School program will target District 7 youth, elementary school age from 1st – 6th grade and will have organized and structured components including: Youth development, arts and crafts, reading and literacy and health and wellness. A Teen Program component

for youth in grades 7th – 12th will also be offered in the Teen Center at both Community Centers. The operational cost for these programs is approximately \$75,000 and will be incurred by the City, and


WHEREAS, the City will plan and implement a nine week Summer Playground Program for youth ages 5 – 12. This will be daytime, Monday through Friday. A Teen Program component will also be developed and implemented for youth ages 13 – 18; this will be available Monday through Friday, 4 – 7 pm. The City will incur all operational costs of approximately \$50,000, and

WHEREAS, the City and School District are committed to furthering community involvement and interactions, the City will continue to assist with organizing neighborhood associations, assisting with the planning and implementation of quarterly cleanups, a yearly neighborhood conference, quarterly informational workshops, and the annual National Night Out. In addition, the City will continue to assist and provide staff support for the Citizens Advisory Council, a working, advocacy council for the City, and

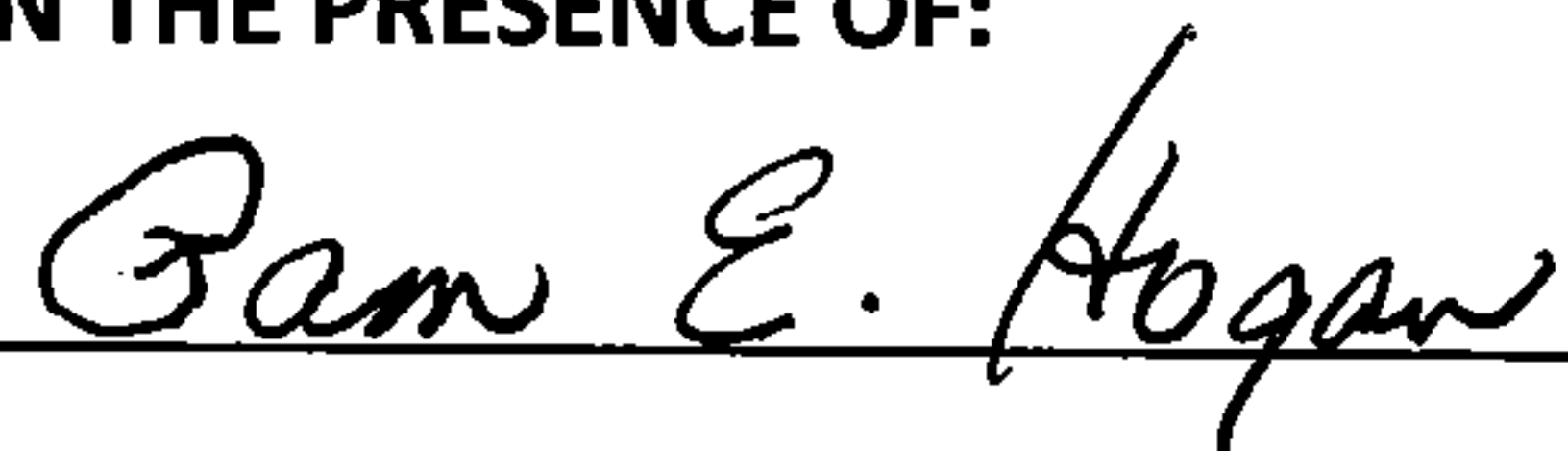
WHEREAS, the City and the School District, by the expressed official signatures below, agree to their continued collaboration. In addition, both parties understand their role and responsibilities, and agree to adhere to the agreement as written.

IN WITNESS WHEREOF, the undersigned have hereunto executed this Memorandum of Understanding the date and year first-above written.

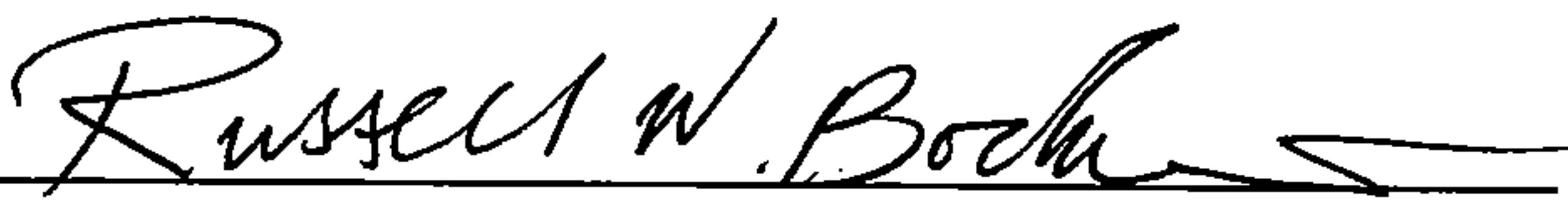
City of Spartanburg


By: 
Mitch Kennedy
Director of Community Services

IN THE PRESENCE OF:



Spartanburg County School District 7

By: 
Dr. Russell Booker
Superintendent – District 7

By: 
Isaac McKissick
Director of School & District Partnerships



THE SPARTANBURG COUNTY FOUNDATION
Your Community Foundation

July 21, 2010

Mr. Isaac McKissick
Director of School and District Partnerships
Spartanburg County School District 7
P.O. Box 970
Spartanburg, SC 29304

ISAAC
Dear Mr. McKissick:

The Spartanburg County Foundation is pleased to offer its support for Spartanburg County School District 7's Early Learning Program which will work to reduce the impact of teen pregnancy, single parent homes and multi-generational poverty on student achievement. The Foundation has a long history of supporting causes that work to improve the conditions that lead to poor outcomes in these areas. The Early Learning Program falls in line with a number of The Foundation's areas of investment which are education, health and human services, environmental and historic preservation, arts and culture, and recreation and youth activities. Due to this overlap in areas of focus, The Foundation is capable of participating in the process to implement the Early Learning Program by providing data from the Community Indicators Project and the community wide needs assessment led by the Metropolitan Studies Institute. The Foundation will also provide support in connecting other nonprofits interested in these circumstances to District 7 for potential partnerships.

The Foundation is available to lend support to this Early Learning Program process. Mary Thomas, Executive Vice President, will also commit to serve on the Program Management Team. As we look for ways to partner with District 7, please keep us informed as plans for the Early Learning Program become more concrete. We look forward to hearing more information. Thank you for your investment in making Spartanburg a better community.

Sincerely,

John H. Dargan
President & CEO

JHD: lec

cc: Mary L. Thomas

July 23, 2010 – September 30, 2015

**Memorandum of Understanding
Between Spartanburg School District 7
And
Mary Black Foundation**

PURPOSE: To define the relationship that exists between our organizations and to state the Mary Black Foundation's commitment to Full Service Community Schools.


BACKGROUND: The Mary Black Foundation ("MBF") is pleased to partner with Spartanburg School District 7 ("D7") in support of this Full Service Community Schools proposal. MBF's mission is to improve the health and wellness of the people and communities of Spartanburg County. One of our funding priority areas is early childhood development.

1. We have a long history of commitment to both the Spartanburg community and D7 as evidenced by some of our recent contributions and activities that focus specifically on D7:
 - a. Full-day kindergarten for 3- and 4-year olds ("4K") considered at risk for developmental delays: MBF granted to D7 \$242,000 for the 2010-2011 school year to provide three 4K classrooms.
 - b. Raising a Reader: MBF granted to Spartanburg Terrace Tenants Association \$61,500 to increase literacy and readiness for school among children who will attend D7 elementary schools.
 - c. Oh! The Places You Will Go: MBF granted to the Spartanburg County Public Library \$70,000 to work intensively with ten D7 adolescent mothers. The Library is providing mentoring to the teen moms and teaching about the importance of early learning and early literacy.
 - d. Birth Matters: MBF granted to ReGenesis Community Health Center \$117,800 over two years to serve adolescent mothers living in the Southside of Spartanburg (a neighborhood that feeds into D7 schools). Birth Matters will work to improve birth outcomes, increase breastfeeding and bonding between mom and baby, and decrease repeat pregnancies.
 - e. Family Connections: While not currently supporting this D7 family literacy program financially, MBF has provided over \$140,000 to support Family Connections in the past. The Foundation anticipates continuing support for high quality, intensive family literacy programs in the future.
2. Additional MBF funding that does not directly target D7, but will affect D7 and benefit the Full Service Community Schools project, includes:

- a. Imagination Library: MBF granted to the United Way of the Piedmont \$120,000 over three years to support a program that encourages early literacy through access to books for children birth through five years old.
- b. Reach Out and Read: MBF granted \$25,000 to expand and enhance early literacy efforts at six medical offices in Spartanburg County. This program uses physicians to teach the importance of early reading, to “prescribe” reading, and to send the child home with a new book at each “well-check” visit.
- c. Children’s Service Alliance: MBF granted \$98,000 over two years to address quality early learning standards for children birth through five. The project is aligning standards among the private childcare industry, Head Start and Early Head Start centers, and public school child development programs.
- d. Quality Early Education Initiative: MBF granted to First Steps of Spartanburg County \$311,500 over three years to work intensively with the private childcare community to improve the quality of care and improve “readiness to learn.”
- e. SC Campaign to Prevent Teen Pregnancy: MBF granted \$80,000 over two years to work with school district personnel and other youth service providers to implement effective teen pregnancy prevention curricula with young people. Also, the SC Campaign will work with local providers of contraception (i.e. medical clinics, pharmacies, and other stores) in Spartanburg to make sure they are “teen friendly.” This grant is a partnership with two other funders in Spartanburg – the United Way of the Piedmont and the Spartanburg Regional Healthcare System Foundation.

FULL SERVICE COMMUNITY SCHOOLS COMMITMENT: MBF agrees to serve as a member of the Program Management Team. When appropriate and as approved by MBF’s Board of Trustees, MBF may be able to financially support components of the Full Service Community Schools project that are directly in line with the Foundation’s funding priority areas.

SIGNATURES: This memorandum is effective upon signature and is renewable annually on October 1. It may be cancelled by either party with 90 days’ notice or within 30 days of notification that Federal Funding for this program has been terminated.



Philip Belcher
President
Mary Black Foundation

July 23, 2010 – September 30, 2015
Memorandum of Understanding
Between Spartanburg School District 7
And
Spartanburg Regional Healthcare System and Foundation

PURPOSE: To define the Depth and History of the relationship that exists between our organizations, and identifies Spartanburg Regional Healthcare System and Foundation's commitment to Full Service Community Schools.

BACKGROUND:

1. Spartanburg Regional Healthcare System and Foundation is pleased to partner with Spartanburg School District 7 and our team members in support of this Full Service Community Schools proposal.
2. We have a long history of commitment to both the Spartanburg community and School District 7 as evidenced by our most recent contributions and activities that complement this proposal:
 - a. Teen Pregnancy Prevention: SRHS Foundation Commitment
 - i. The SRHS Foundation entered into a collaborative agreement with three other major community funders (referred to as the Joint Funders) to commit to a three-year project with students and staff of Spartanburg District 7 in order to promote healthy choices and safe lifestyles and to decrease the incidence of teen pregnancy.
 - ii. During this three year period, the SRHS Foundation has committed nearly \$150,000 to support the staff and programs of this project. These funds have been matched by the other Joint Funders to support the staff, materials, programs and evaluation needed to operate the Teen Pregnancy Prevention Program. In addition to direct support to students and staff, this program has been invaluable in identifying similar teen projects serving District 7 and providing better coordination among service providers.

- b. Teen Pregnancy Prevention: SRHS Clinical Commitment
 - i. The Spartanburg Regional OB-GYN has a CenteringPregnancy program that targets pregnancy women ages 15 to 22. The program is a grant funded by the SC March of Dimes through February 2011. A national study of CenteringPregnancy participants did show (amongst other positive findings) that repeat pregnancies were spaced further apart. So we are hoping for some secondary prevention here at Regional OB-GYN Services in regards to repeat pregnancies in our teens. Regional Ob-GYN would be delighted to serve District 7's pregnant students with this program.
 - ii. Spartanburg Regional Healthcare System has a Nurse Family Partnership (NFP) program for first-time low-income pregnant women. The program does not target teens but in Spartanburg County, the majority of clients are 19 and under. There is certainly an opportunity to partner with District 7. Although NFP does not focus on preventing teen pregnancy, we have partnered with the school districts to help identify these pregnant teens in their schools. The NFP program partners the first-time mothers with a registered nurse who goes into the home to mentor the young woman early in the pregnancy up until child is 2 years old. There are a total of 64 home visits. The major goals of NFP include: (1) Improve pregnancy outcomes, (2) Improve child health and development, (3) Improve parent's economic self-sufficiency. Also, included in the goals is helping to prevent subsequent pregnancies. Currently, the school nurses have met with the NFP supervisor and understand the program. We routinely get referrals from the nurses.
3. The following activities have had a direct impact upon the primary services supported by this grant
 - a. Community Health Services
 - i. The SRHS Foundation has assisted with administering over \$500,000 in funding for Healthy Smiles, a local non-profit group that provides dental care to pre-school and school-age children who do not have the means or medical insurance to pay for dental services.

- ii. The Foundation is raising over \$1 million to create and support a Heart Resource Center that focuses on education and prevention of heart health issues. In addition to the Phase I on-site program, Phase II of this project will include a mobile unit that will take the program's information to the students of District 7 so that they can learn about healthy hearts for themselves and their families. The Heart Resource Center staff includes nursing, nutrition and other medical staff members.
 - iii. SRHS and the Foundation are providing technical assistance to the Childhood Obesity Task Force (an organization that brings together educators, medical staff such as nutritionists, fitness experts and other individuals with related expertise in efforts to battle the childhood obesity epidemic in Spartanburg).
 - iv. The Foundation has granted \$32,000 to District 7 to support the construction of a playground specifically designed to meet the unique physical needs of students with disabilities.
 - v. The Foundation has granted \$8,600 to a local college (Wofford) that is working with the schools and students in a nutrition project whose goal is to support healthy eating decisions both in school and at home.
 - vi. The Foundation has granted nearly \$10,000 to the local Child Advocacy Center to assist with its facilities and record-keeping in efforts to reduce/eliminate child abuse in Spartanburg.
- b. Early Childhood Education
- i. The SRHS Foundation has provided a grant of \$5,000 to support the purchase of quality reading materials for young children and their families through the Imagination Library (under the auspices of the local United Way affiliate).
 - ii. The Spartanburg Regional Healthcare System has committed both time and talent to the Children's Service Alliance/CSA, a project dedicated to improving quality child care in Spartanburg. The SRHS CEO serves as a member of the CSA Board of Directors and the SRHS is providing technical assistance and project support through one of its administrative staff members who possesses extraordinary expertise and experience in child development.

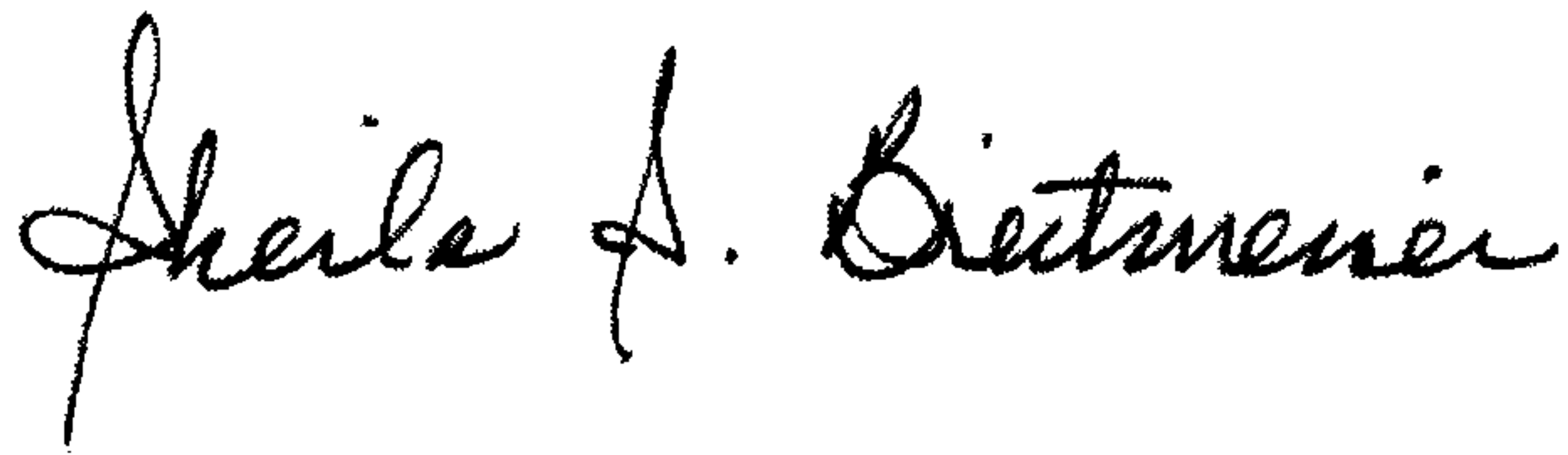
- c. Mentoring
 - i. SRHS conducts multiple job fairs annually in Spartanburg District 7 Schools in order to inform and encourage students to consider their educational goals and opportunities in an array of health care-related careers.
 - ii. Staff members from both the SRHS Foundation and the SRHS clinical and administrative staff are matched with students from Spartanburg District 7 schools (notably, Cleveland Elementary School) to serve as mentors to students, with activities that include: school visits, homework and assignment tutoring, sponsorships of events, support of holiday activities, response to student needs (e.g., uniform costs), attendance at school performances and athletic events, etc.
- d. Academics:
 - i. SRHS and the SRHS Foundation have provided financial resources and technical assistance to design and equip a science laboratory suitable for elementary students as a high interest learning area.
 - ii. As part of the SRHS and Foundation commitment to science learning, they have sponsored a summer science camp for the past two years. Camp Invention includes students of varied ages from Cleveland Elementary School and has been a successful collaboration with the SC Governor's School of Science and Mathematics (rated among the top public schools in the nation). This collaborative effort has been the only collaboration in SC partnering the Governor's School with elementary school students.
- e. After-School Programs:

The SRHS Foundation has granted over \$360,000 to various non-profit organizations that provide after-school programs for the students of Spartanburg District 7, including the local affiliates of the Boys and Girls Club, YMCA and Boy Scouts and Girl Scouts.

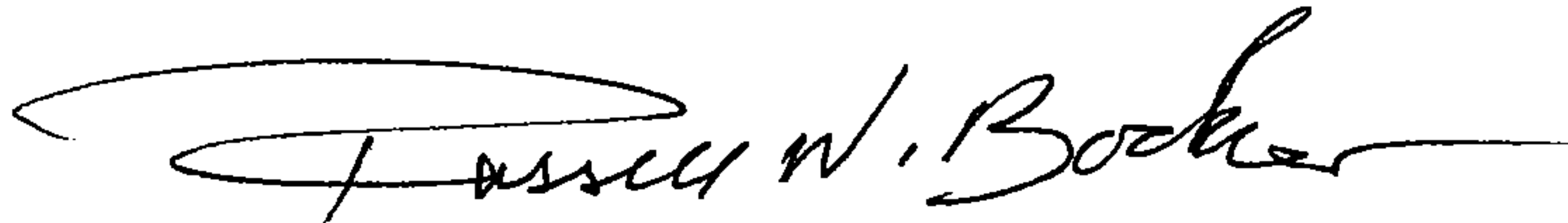
FULL SERVICE COMMUNITY SCHOOLS COMMITMENT:

1. Additionally, we plan to support Full Service Community Schools in the following manner
 - a. Serve as a member of the Program Management Team
 - b. Coordinate the relationship between District 7 and:
 - i. Edward Via College of Osteopathic Medicine
This project will bring a new medical school with projections of a full student body of 600 medical students. The school is located in the heart of Spartanburg School District 7 and offers great opportunities for collaboration among the medical school, SRHS and a local college (Wofford). These medical students will be involved with District 7 students and staff through many activities, including: mentoring, volunteering for clinic work, supporting student activities, promoting higher educational opportunities, etc.
 - ii. Access Health Spartanburg:
This SRHS program is newly funded by The Duke Endowment with a grant of \$750,000 over a three-year period. Its focus is to identify unmet medical needs in Spartanburg, especially among low income families who are under or uninsured – and its goal is to find a medical home and preventive health care for each family (including the children). In addition to the positive impact of this three-year project on the students (and families) of School District 7, The Duke Endowment has committed to additional funds over an indefinite period for continued support of the project if successful.
2. Continue our Ongoing relationship with Cleveland Elementary School
 - a. Support of academic programs through grants and technical assistance, with an emphasis on the students' literacy and science needs and interests.
 - b. Support of the mentoring programs through the volunteer work of staff who support students in every facet of their academic and social programs at Cleveland.
 - c. General financial aid for such needs as student uniforms, holiday celebrations and student gifts, special student programs.
 - d. Assistance with partnerships and collaborative efforts that enhance the student's learning (such as the planned partnership with the Via School of Osteopathic Medicine.

SIGNATURES: This memorandum is effective upon signature and is renewable annually on October 1. It may be cancelled by either party with 90 days notice or within 30 days of notification that Federal Funding for this program has been terminated.



Sheila S. Breitweiser, Ed.D.
VP/Executive Director
Spartanburg Regional Foundation



Dr. Russell W. Booker
Superintendent
Spartanburg School District 7

July 23, 2010 – September 30, 2015
Memorandum of Understanding
Between Spartanburg School District 7
And

The School of Education at the University of South Carolina Upstate

PURPOSE: To define the Depth and History of the relationship that exists between our organizations, and identifies the University of South Carolina Upstate's commitment to Full Service Community Schools.

BACKGROUND:

- 1) The University of South Carolina Upstate is pleased to partner with Spartanburg School District 7 in support of this Full Service Community Schools proposal
- 2) We have a long history of commitment to both the Spartanburg community and School District 7 as evidenced by our most recent contributions and activities that complement this proposal:
 - a) Pre-Student Teacher Clinical and Student Teacher Placement Sites.
 - i. The USC Upstate School of Education has collaborative agreements with Spartanburg District 7 Schools for site placements of pre-student teacher clinical and student teachers. During the past 3 years, the USC Upstate School of Education has placed nearly 300 students in Spartanburg District 7 Schools to support the staff and instructional programs. In addition to providing direct support to students and staff, the students have gained early exposure and invaluable experiences working in environments that they will be expected to successfully perform in as teachers. Students in the Pre-Student Clinical component of our program work in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils in the classroom. They assist in attending to the pupils' personal needs, and implement related instructional programs, including teaching lessons and working with individual students as appropriate. They establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
 - ii. Student Teachers work as full-time teachers under the guidance and leadership of the Classroom Cooperating Teacher and the University Supervisor. They assume increasing responsibility for all aspects of classroom teaching, including planning and implementing instruction, classroom organization and assessment of student progress. Student teachers participate in school related activities with the

cooperating teacher, including faculty meetings, professional development opportunities, parent teacher conferences and interdisciplinary team meetings

b) After School Homework Programs

- i) The USC Upstate School of Education serves in After School Homework Centers at Cleveland Elementary School, Z. L. Madden Learning Center and at Whitlock and Carver Junior High Schools in Spartanburg School District 7. Education majors at all levels of preparation work in the Homework Centers. They assist students with homework assignments, establish positive relationships, serve as tutors and mentors for the District 7 students

3) The following activities have had a direct impact upon the primary services supported by this grant

a) AmeriCorps Reading Tutors

During the 2009-2010 academic year, the School of Education assisted by providing over 75 reading tutor volunteers in District 7 Schools. The student participated concurrently while taking a Reading Tutor class taught by the District 7 Reading Specialist. The program emphasized one-on-one tutoring, providing homework help and reading aloud with children. The program supported school aged children in their growth and reading skill development.

b) Early Childhood Education

- i) The School of Education Students have provided in class assistance to Early Head Start pupils attending classes at the Z.L. Madden Center. Student majoring in Early Childhood education work in classrooms as student assistants. They assist the teacher by working with small groups of students

c) Mentoring

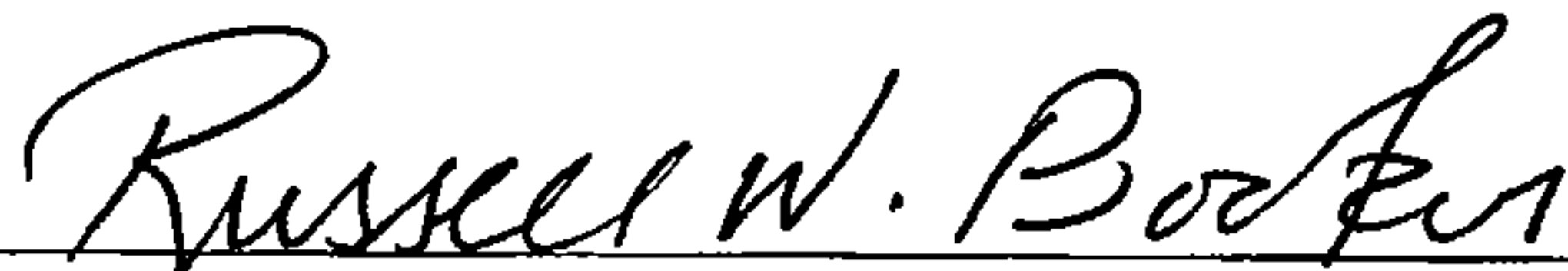
- i) Education majors enrolled in the SEDF 398: Service Learning class serve as mentors and tutors to the At-Risk students in the District 7 Temporary Intervention Program (TIP). They provide students with assistance in acquiring the skills and knowledge necessary to meet the present and future challenges in their lives. Students in the TIP Academy are those with serious and/or persistent discipline issues, poor attendance, immaturity, academic failure, and those students recommended for expulsion. Our pre-service education majors assist in helping those students to make the transitions necessary to achieve their goals.

FULL SERVICE COMMUNITY SCHOOLS COMMITMENT:

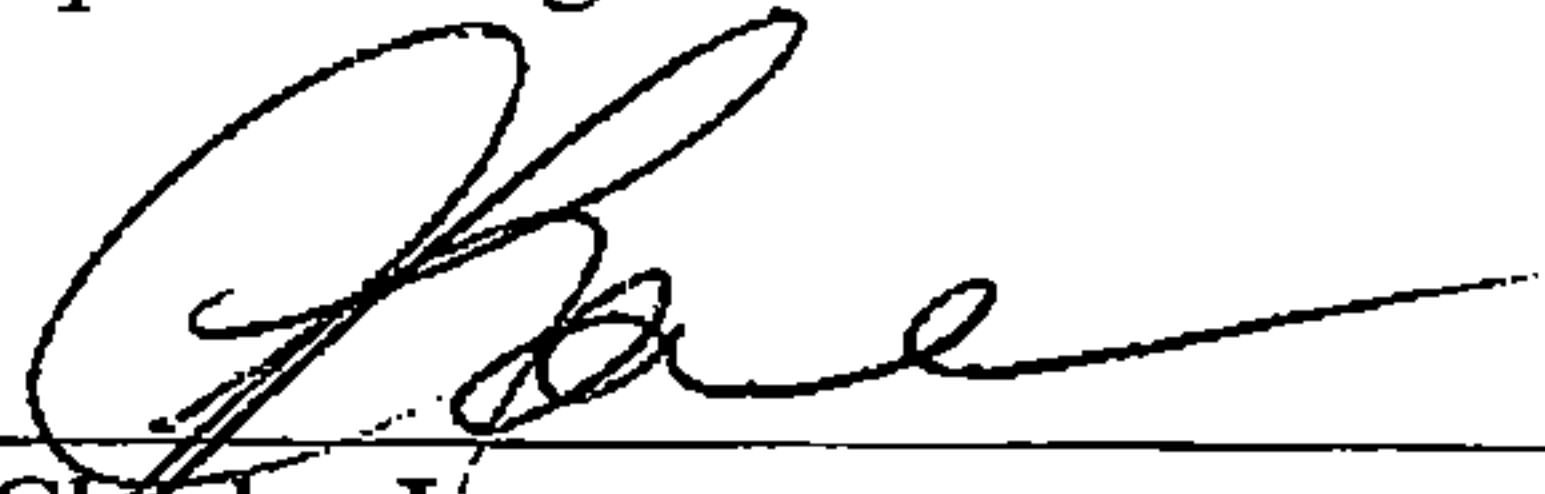
1. Additionally, we plan to support Full Service Community Schools in the following manner

- a. Serve as a member of the Program Management Team
2. Continue our Ongoing relationship with the schools in Spartanburg District 7
- a. Support of academic programs through grants and technical assistance, with an emphasis on the students' literacy, math and science needs and interests.
 - b. Support of the mentoring programs through the volunteer work of our students assisting in support of District 7 students in every facet of their academic and social needs.
 - c. Assistance with partnerships and collaborative efforts that enhance the student's learning.

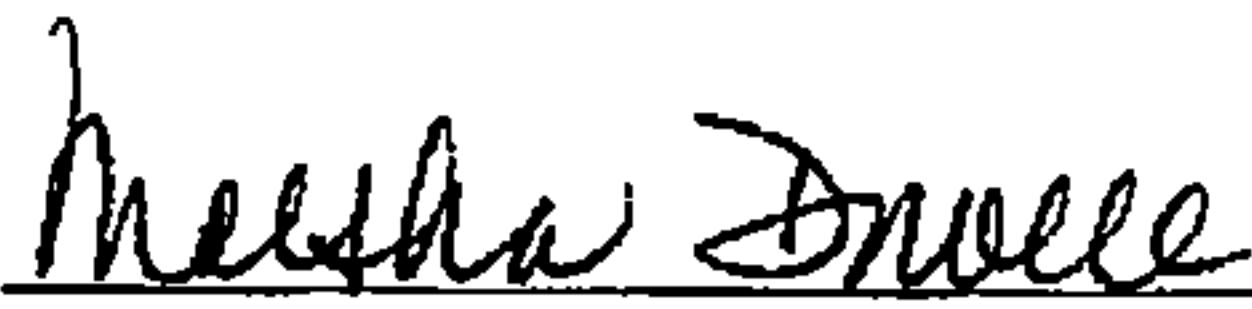
SIGNATURES: This memorandum is effective upon signature and is renewable annually on October 1. It may be cancelled by either party with 90 days notice or within 30 days of notification that Federal Funding for this program has been terminated.



Russell W. Booker
Superintendent
Spartanburg School District 7



Charles Love
Dean, USC Upstate School of Education



Marsha Dowell
USC Upstate Senior Vice Chancellor for Academic Affairs



John Stockwell
Chancellor, USC Upstate

7/21/10

7/21/10

July 23, 2010 – September 30, 2015
Memorandum of Understanding
Between Spartanburg School District 7
And
Metropolitan Studies Institute at USC Upstate

PURPOSE: To define the relationship that will exist between our organizations upon award of the Full Service Community Schools Program grant.

BACKGROUND:

The Metropolitan Studies Institute (MSI) at USC Upstate is pleased to partner with Spartanburg School District 7 and other team members in support of this Full Service Community Schools proposal.

COMMITMENT:

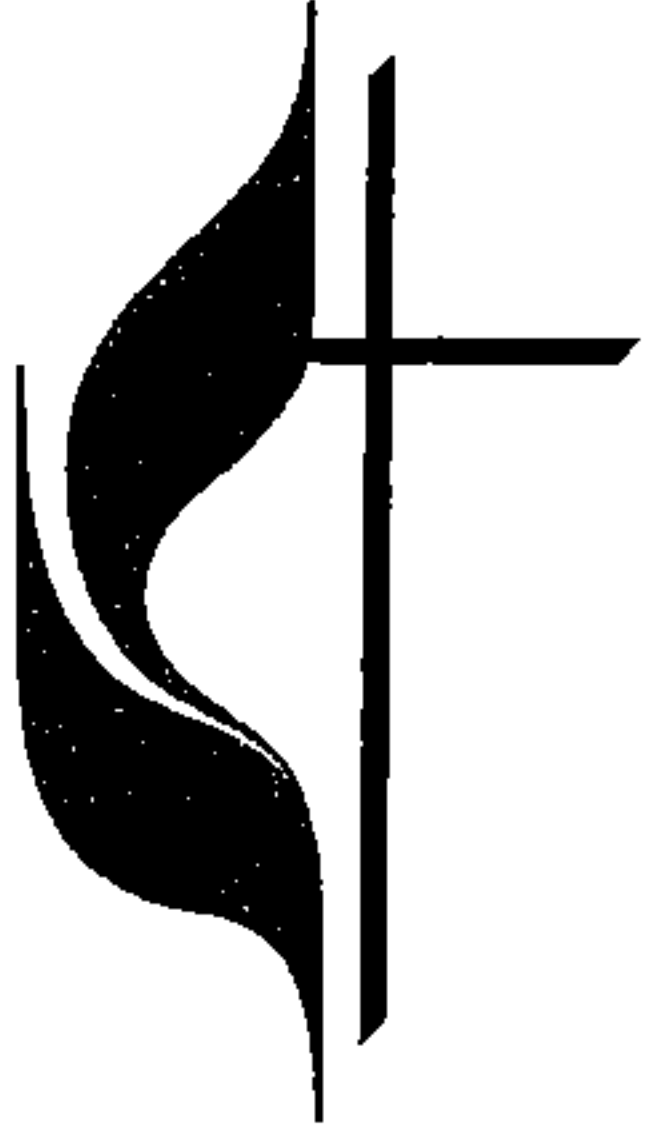
The MSI will support Full Service Community Schools in the following manner:

1. During the planning year, MSI will provide
 - A comprehensive needs assessment of the community
 - Identification of national best practice models
 - Integration of current programs in the project design
 - Construction of data collection process and analysis methods
 - Staff training in data collection procedures
2. During the following program years, MSI will provide:
 - Ongoing data collection and analysis
 - Outcome evaluation and reporting

SIGNATURES: This memorandum is effective upon signature and is renewable annually on October 1. It may be cancelled by either party with 90 days notice or within 30 days of notification that Federal Funding for this program has been terminated.



Dr. John C. Stockwell
Chancellor
University of South Carolina, Upstate



Silver Hill Memorial United Methodist Church

778 John B. White, Sr. Boulevard
Spartanburg, South Carolina 29306
864-587-2018 Fax 864-587-2036
Dr. Edward H. McDowell, Jr. - Pastor

July 23, 2010

To Whom It May Concern:

This letter is intended to offer some highlights on the ministry here at Silver Hill and our relationship with Park Hills Elementary and the surrounding community. Over the years this relationship has strengthened the church, school, and community.

Our relationship with the school, its administration, and staff has been one of discovery for both school and community. These creative and innovative ways has helped us forge a very positive relationship. The character of this community and the needs that are very obvious has actually caused us to be better in our understanding of our relationship with church and community.

As a church we have partnered with Park Hills in various ways:

- * Lunch buddies/ tutorial programs
- * Provided school supplies for Back to school
- * Financial Support when requested
- * Reception for Administrators and Staff
- * Transportational Support M.L. King, Jr celebration and other events
- * The church has help foster the arts at Park Hills

Partnership has been the benchmark for our relationship with the church, school, and community, it's certainly our desire to continue to do what we can to enhance, help, and cultivate this school.

If additional information is needed please be in touch.

Sincerely,


Edward H. McDowell, Jr

Pastor

Vision Centered, People Oriented, Community Focused

July 23, 2010 – September 30, 2015
Memorandum of Understanding
Between Spartanburg School District 7
And
Spartanburg Terrace Tenants Association

PURPOSE: To define the Depth and History of the relationship that exists between our organizations, and identifies Spartanburg Terrace Tenants Association's commitment to Full Service Community Schools.

BACKGROUND:

1. Spartanburg Terrace Tenants Association (STTA) is pleased to partner with Spartanburg School District 7 and our team members in support of this Full Service Community Schools proposal.
2. We have a long history of commitment to both the Spartanburg community and School District 7 as evidenced by our most recent contributions and activities that complement this proposal:
 - a. Raising A Reader: STTA Commitment
 - i. Spartanburg Terrace Tenants Association entered into a collaborative agreement with Spartanburg School District 7 and Park Hills Elementary School to commit to a three-year project with students and staff of Spartanburg District 7 in order to promote early literacy.
 - ii. During this three-year period, Spartanburg Terrace Tenants Association has committed nearly \$75,000 to support the staff and programs of this project.

These funds have been matched by the other Joint Funders to support the staff, materials, programs and evaluation needed to operate the Raising A Reader Program. In addition to direct support to students and staff, this program has been invaluable in identifying similar early childhood projects serving District 7 and providing better coordination among service providers.
 - b. Parent Involvement: STTA Commitment
 - i. Raising A Reader targets children ages 0 to 5 years of age and their families to reading in the home. Exposing children to language while preparing the child for school readiness. There is certainly an opportunity to partner with District 7. The major goals of STTA include: (1) Improve literacy and math (2) Improve quality of life for the families we serve. (3) Improving Parent Involvement

- c. Early Childhood Education
 - i. The STTA has received a grant of \$68,000 to support the purchase of quality reading materials for young children and their families through the Raising A Reader Program.
 - ii. The Spartanburg Terrace Tenants Association has committed both time and talent to the Children in the Spartanburg Community and of District 7 a project dedicated to improving quality education in Spartanburg.
- d. Academics:
 - i. Spartanburg Terrace Tenants Association has provided resources and technical assistance to assist and tutor children in reading, math and social studies suitable for elementary students as a high interest learning area.
 - ii. As part of STTA commitment to literacy, they have sponsored a summer camp for the past 29 years. Camp includes students of varied ages from the Spartanburg Community and has been a successful collaboration with the State of South Carolina and USDA.
- e. After-School Programs:


The Spartanburg Terrace Tenants Association has received over \$75,000 from various foundations to provide after-school programs for the students of Spartanburg District 7.


FULL SERVICE COMMUNITY SCHOOLS COMMITMENT:

1. Additionally, we plan to support Full Service Community Schools in the following manner:
 - a. Serve as a member of the Program Management Team
 - b. Coordinate the relationship between District 7 and:
 - i. Spartanburg Terrace Tenants Association to provide opportunities to put books in the hands of children.
 - ii. Students, parents and residents to ensure awareness of available services that will enable them to provide the best learning opportunities for their children

2. Continue our Ongoing relationship with Park Hills Early Learning Center
 - a. Support of academic programs through grants and technical assistance, with an emphasis on the students' literacy and math needs and interests.
 - b. General financial aid for such needs as student uniforms, holiday celebrations and student gifts, special student programs.
 - c. Assistance with partnerships and collaborative efforts that enhance the student's learning.

SIGNATURES: This memorandum is effective upon signature and is renewable annually on October 1. It may be cancelled by either party with 90 days notice or within 30 days of notification that Federal Funding for this program has been terminated.


Brenda Lyles
President
Spartanburg Terrace Association


Dr. Russell W. Booker
Superintendent
Spartanburg School District 7

July 23, 2010 – September 30, 2015

Memorandum of Understanding between

Spartanburg School District 7

and

United Way of the Piedmont

PURPOSE: To define the Depth and History of the relationship that exists between our organizations and to affirm United Way of the Piedmont's commitment to Full Service Community Schools.

BACKGROUND:

1. United Way of the Piedmont is pleased to partner with Spartanburg School District 7 and our team members in support of this Full Service Community Schools proposal.
2. We have a long history of commitment to both the Spartanburg community and School District 7 as evidenced by our most recent contributions and activities that complement this proposal:
 - a. Teen Pregnancy Prevention
 - i. United Way of the Piedmont entered into a collaborative agreement with three other major community funders (referred to as the Joint Funders) to commit to a three-year project with students and staff of Spartanburg District 7 in order to promote healthy choices and safe lifestyles and to decrease the incidence of teen pregnancy.
 - ii. During this three year period, United Way has committed \$120,000 to support the staff and programs of this project. These funds have been matched by the other Joint Funders to support the staff, materials, programs and evaluation needed to operate the Teen Pregnancy Prevention Program. In addition to direct support to students and staff, this program has been invaluable in identifying similar teen projects serving District 7 and providing better coordination among service providers.

- b. Family Literacy & Childcare
 - i. United Way of the Piedmont has funded the Family Connections program through Spartanburg School District 7 for four consecutive years. This Family Literacy program provides quality childcare and parenting education to teen parents, ESOL students, and GED students. With an average annual grant of \$20,000, United Way is a significant component of this vital program's fiscal stability.
 - ii. United Way provides regular volunteers and coordinates service projects with District 7's family connections program each year.
 - c. Early Learning & Literacy
 - i. Since 2001, United Way of the Piedmont has coordinated an early learning and literacy program throughout Spartanburg County. Imagination Library is a partnership with all seven Spartanburg County Schools, Spartanburg County First Steps and the DollyWood Foundation. We provide a free, age appropriate book every month from the time a child is born until their 5th birthday via the US Postal Service. Since the program's inception, over 9,000 children in School District 7 alone have enrolled in the program.
 - d. AmeriCorps: United Way Association of SC
 - i. United Way Association of SC has provided Spartanburg School District 7 with annual grants totaling \$275,086 to support development and sustenance of an AmeriCorps program.
3. The following activities have had a direct impact upon the primary services supported by this grant
- a. Community Health Services

United Way of the Piedmont annually supports programs that promote community health and specifically meet the needs of District 7 students and their families:

 - i. Children's Advocacy Center of Spartanburg provides forensic assessment, trial support, and counseling services to child victims of physical and sexual abuse. In total, United Way provides ~ \$120,000 annually to the Center to support their vital programming.
 - ii. Healthy Smiles of Spartanburg is a oral health program targeting school-aged children through Spartanburg County. They provide dental screening in District 7 schools and operate a free dental clinic in partnership with Spartanburg Community College. United Way provides ~ \$25,000 each year to support their oral health programs.

- iii. REACH Upstate provides programs aimed at reducing teen use of alcohol/drugs and supports adolescent pregnancy prevention. They have a long-standing history with District 7 and are supported ~ \$45,000 each year by United Way.
- iv. Spartanburg Alcohol and Drug Abuse Commission uses teenagers throughout Spartanburg County to serve as peer educators on the dangers of alcohol, drug and tobacco use. United Way provides ~ \$18,000 each year to support their Youth Prevention Services.
- v. Spartanburg Little Theatre provides a program called Imagine That, a theatrical improve group targeting teenage risk behaviors including teen pregnancy. United Way is a long-time supporter of this effort at ~ \$7,500 each year.
- vi. YMCA of Greater Spartanburg operates afterschool programs through District 7 focused on academics and healthy living. We support their efforts with ~ \$7,500 annually.

b. Early Childhood Education

United Way of the Piedmont annually supports programs that promote early childhood education and specifically meet the needs of District 7 students and their families:

- i. Our support of the Family Connections program through District 7 is outlined above.
- ii. United Way provides the Imagination Library program to children throughout our county. The program cost associated with this efforts runs at ~ \$230,000 each year.

c. Mentoring

United Way of the Piedmont annually supports programs that promote mentoring and specifically meet the needs of District 7 students and their families:

- i. Big Brothers/Big Sisters of the Upstate provides mentor matching, training, and support services throughout District 7. United Way provides ~ \$19,000 annually to sustain their efforts.
- ii. Hope Remains Youth Ranch is a equestrian therapy and mentoring program targeting Spartanburg County teenagers at risk of expulsion due to violence or anger. They serve several District 7 students and receive ~ \$10,000 in support each year from United Way.
- iii. Operation Restoration provides 1:1 mentoring to children whose parent(s) are incarcerated. United Way supports their efforts at ~ \$7,500 annually.

d. Academics & Afterschool Programming

United Way of the Piedmont annually supports programs that promote academics through afterschool programs and specifically meet the needs of District 7 students and their families:

- i. The Bethlehem Center is a community center in the poorest census track within District 7. They serve approximately 30 children each day through their afterschool program which is financially supported by United Way at ~ \$10,000 annually.
- ii. Boys & Girls Clubs of the Upstate operates 8 or 9 clubs through District 7 that focus on academics, creativity, safety and character. United Way funds these programs at ~ \$154,000 each year.
- iii. Salvation Army Community Center provides afterschool programming to over 100 children each day, including several from District 7. United Way provides ~ \$20,000 annually to support their efforts.

FULL SERVICE COMMUNITY SCHOOLS COMMITMENT:

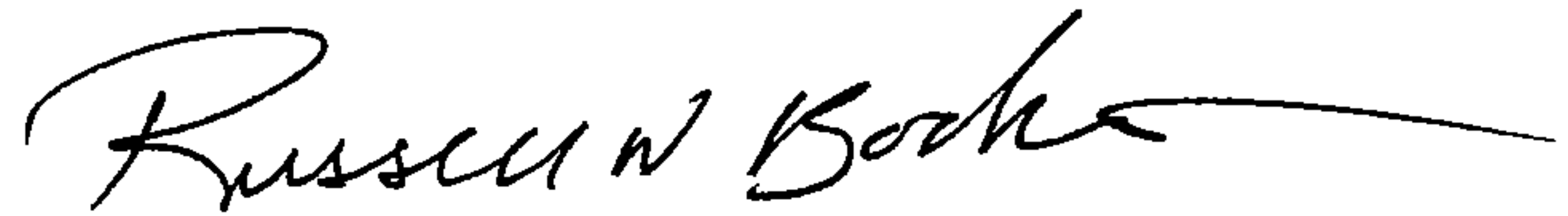
Additionally, we plan to support Full Service Community Schools in the following manner

- a. Serve as a member of the Program Management Team
- b. Coordinate the relationship between District 7 and the nonprofit community throughout Spartanburg County.

SIGNATURES: This memorandum is effective upon signature and is renewable annually on October 1. It may be cancelled by either party with 90 days notice or within 30 days of notification that Federal Funding for this program has been terminated.



Kathy Dunleavy
President & CEO
United Way of the Piedmont



Russell W. Booker
Superintendent
Spartanburg School District 7

Project Narrative

Appendix--Resumes of Key Personnel

Attachment 1:

Title: **Project Lead I. McKissick** Pages: **0** Uploaded File: **C:\Documents and Settings\IVMcKissick\My Documents\FSCS\FSCS Resume\IVM FSCS.doc**

ISAAC V. McKISSICK

(b)(6)

(b)(6)

Business: (864) 594-6188

STRENGTHS:

Results-oriented executive with proven success in public and private sectors in all facets of leadership, program management, and community relations. Key expertise includes:

- Business Planning
- Human Resources Management
- Training Development
- Program Management
- Purchasing/Contracting
- Financial Management
- Community Development
- Volunteer Recruitment
- Education Foundations

HIGHLIGHTS:

- ❖ **Established K-12 Education Foundation**
- ❖ **Managed \$40M + material procurement budget for FCS Embedded Training.**
- ❖ **Founded Career Fair in Union, SC that resulted in 6,000+ hours donated to Schools since 2000.**
- ❖ **Certified Community Economic Developer**

PROFESSIONAL EXPERIENCE:

Spartanburg, SC School District 7

2008 -

Director – School and District Partnerships - Responsible for creating and managing innovative partnerships between District 7, Faith Based and Community Organizations, business and educational institutions to support student educational achievement.

- ❖ Established Education Foundation to facilitate Alumni, Business and Community Partnerships
- ❖ Established Mentorship Program to support Student Achievement
- ❖ Awarded \$100,000+ in grants in AY 2008-2009
- ❖ Awarded largest (\$279,267) AmeriCorps State Grant in SC to fund 109 volunteers in 2009-2010

General Dynamics Land Systems Division, Sterling Heights MI

2003-2008

Training Consultant (Elite Technical Services) - Serve as Procurement Assistant to FCS Embedded Training Program Manager. Duties include Staff Development, Training and Coordination, Management of Supplier Interfaces, Integration of Corporate resources in support of \$150 Million Program to enable on-board vehicle maintenance and training of US Army's Future Combat System. Key program components include computer gaming industry, institutions of higher learning, defense contractors and soldiers.

- ❖ Assisted in preparation of program estimates and proposal resulting in \$150M+ contract award.
- ❖ Manage \$40M + goods and services procurement budget.
- ❖ Program Manager for \$8M Switchable Vision Block Program

2003-

Established **One Union**, a 501 (c)(3) Non-Profit Community Development Corporation in Union SC to assist in bridging the gap between existing government, civic, and religious organizations to encourage cooperation, development of vision and unity of purpose in the redevelopment of Union, SC.

- ❖ Annual Opportunity Fair, that integrated volunteer resources of major corporations, universities, and Union, SC Natives in support of School System career development activities, has resulted in 8,000+ hours (valued at \$360,000) and \$90,000 in travel and expenses donated to Union County Schools since 2000, and led to selection as Champion for Public Education by SC School Board Association. Event grew from 25 students and parents to over 1500 per one day session in a seven year period.
- ❖ Established Mentorship Program in 2006.
- ❖ Currently leading capital campaign to assist in increasing teacher diversity in Union County Schools.

ISAAC V. McKISSICK

PROFESSIONAL EXPERIENCE (CONT.):

General Motors Corporation, Warren MI

1989 - 2001

Purchasing Agent

1995-2001

Engineering Advisor and Liaison for GM's Executive Director of Advance Purchasing; supporting multi-billion dollar annual international acquisition of parts for new vehicle programs, engineering and manufacturing services. My responsibilities included: Process Development and Implementation, negotiation strategy development and implementation, Engineering Analysis, and New Supplier Qualification.

- ❖ Implemented Prototype Tooling Analysis process utilizing cross-functional teams that resulted in identification and recovery of \$6 million dollars of cost overruns by one supplier.
- ❖ Managed Common Airbag Specification and Supplier Qualification Strategy with international team support that resulted in a 20% (\$7.2 million dollars) savings on 1998 Airbag/Steering Wheel Sourcing.

Assistant Staff Engineer, General Motors Vehicle Launch Center

1993 - 1995

Responsible for establishment and management of 18-person professional staff section that provided Program Management, coordination of external resources, Systems Engineering, Management Information Systems rollout, and Configuration Management support to new vehicle programs.

Senior Project Engineer in Systems Engineering Methods

1989 - 1993

Established and managed a five person staff responsible for development, training and implementation of Corporate Systems Engineering methodologies to include Specification Development and Configuration Management processes.

General Dynamics Land Systems Division, Sterling Heights MI

1985 - 1989

Recruited as an **Operations Research Analyst**, responsible for developing and analyzing requirements for the M1A1 Abrams Main Battle Tank. Promoted to **Systems Engineer** to manage integration of functional resources in support of program objectives. Selected in 1988 to **manage a 22 person Specification Development Group** responsible for specification release, configuration management, proposal development and engineering support.

United States Army

1979-1985

Infantry Officer in multiple leadership and staff positions including Brigade and Battalion Assistant Operations Officer and Company level assignments. Duties included leadership of units in preparation for combat, maintenance and food service management, staff coordination, strategic and tactical planning, war plans development, force modernization, and new equipment testing.

EDUCATION/CERTIFICATION/AFFILIATIONS:

- Enrolled in Applied Management and Decision Sciences Ph.D. Program at Walden University
- SC Community Economic Development Certificate Program, 2007
- M.A. Applied Economics and Finance, University of Detroit-Mercy, Detroit, MI, 1995
- M.S. Engineering Management, University of Detroit, Detroit, MI, 1992
- B.S. General Engineering, United States Military Academy, West Point, NY, 1979
- Dr. W. Edwards Deming Seminar
- Professional Negotiations Seminar
- Quality Function Deployment (Customer Surveys and Voice of the Customer)
- Supplier Cost and Quality Management
- Adjunct Economics Professor Wayne State University, 1999-2000
- SC Real Estate License
- Certified by NeighborWorks America in: Youth Programs, Financial Literacy and Developing a Winning Business Plan

- Board Member - Big Brothers, Big Sisters of Upstate SC

Project Narrative

Budget Narrative

Attachment 1:

Title: **FSCS Budget Narrative Pages: 0** Uploaded File: **C:\Documents and Settings\IVMcKissick\My Documents\FSCS\FSCS Grant Narrative\FINAL\Budget\FSCS Budget Narrative.pdf**

Family Circle: From Cradle to College
Budget Narrative

Budget Categories	Position	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)
Personnel		\$ 48,000.00	\$ 49,200.00	\$ 50,430.00	\$ 51,691.00	\$ 52,983.00
	Full Service Community School Coordinator					
	Responsible for the identification, acquisition and coordination of program and partnership assets in support of Park Hills Early Learning Center. Member of both School Leadership team and Program Management team. Preferably has experience with community surveys and relationships with parents, students, teachers, administrators, businesses and Faith Based and Community Organizations. Required: Masters in Education or Social Work or equivalent work experience(1.0 FTE)					
		\$ 32,000.00	\$ 32,800.00	\$ 33,620.00	\$ 34,461.00	\$ 35,323.00
	Parent Involvement Facilitator - works to improve home/school communications, plans and implements parent involvement activities, and assists parents with the education of their children. Additional responsibilities include assisting in publicizing resources available at FSCS, tracking community surveys and feedback about FSCS services. Required – Bachelors Degree or equivalent experience. (1.0 FTE)					
		\$ 42,000.00	\$ 43,050.00	\$ 44,126.00	\$ 45,229.00	\$ 46,360.00
	Social Worker – Reports to Family Connections Coordinator; performs casework service with parents as an integral part of the task of helping students, increasing parental awareness and understanding regarding constructive participation in resolving the issues of the child, and their knowledge and use of appropriate resources available. Performs casework service with individual students to correct personal, social, or emotional maladjustments related to their educational and social progress. Consults and collaborates with other school personnel in gathering and exchanging information on cases and in establishing and planning for respective roles in the modification of the student's behavior. Supervises the referral of students to, and serves as liaison with outside agencies such as the Department of Health and Human Services, and other like entities as appropriate. Makes home visits in order to gather relevant information regarding the background of the student. Serves as liaison between home and school when considerable follow-up is necessary, as in welfare cases, foster home placements, and disadvantaged students. Required – Masters in Social Work or Bachelors w/equivalent experience. (1.0 FTE)					
		\$ 42,750.00	\$ 116,850.00	\$ 119,771.00	\$ 122,766.00	\$ 125,835.00
	3yr Old Classroom Teacher (3) - Cooperates in developing a program of continuous progress consistent with district goals and objectives to meet the needs, interests, and abilities of pupils. Keeps abreast of changes and district policies and students' needs and interests. Establishes clear and appropriate objectives for all classroom activities and communicates these objectives to students. Employs instructional methods and materials that are most appropriate for meeting stated objectives. Assesses the accomplishments of students on a regular basis and provides progress reports as required. Analyzes progress of individual students on a regular basis and seeks appropriate assistance as needed. Cooperates with other members of the staff in planning instructional goals, objectives, and methods. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of pupils. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteers and evaluates their performance. Required – B.S. Early Childhood Education (3.0 FTE)					

Family Circle: From Cradle to College
Budget Narrative

Budget Categories	Position	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	
		\$ 20,250.00	\$ 55,350.00	\$ 56,734.00	\$ 58,152.00	\$ 59,606.00	
	3yr Old Classroom Teacher's Assistant (3) - To assist the teacher with instructional and managerial tasks in order to create a positive and caring environment for learning. As guided by Certified Classroom Teacher: Tutor one-to-one; Reinforce small group work. Assist the teacher with instruction. Required - Sixty hours college credit or state examination. (3.0 FTE)						
Total Personnel		\$ 185,000.00	\$ 297,250.00	\$ 304,681.00	\$ 312,299.00	\$ 320,107.00	1419337
Fringe Benefits		0.3	0.3	0.3	0.3	0.3	
PERSONNEL		\$ 55,500.00	\$ 89,175.00	\$ 91,404.30	\$ 93,689.70	\$ 96,032.10	\$ 425,801.10
		\$ 240,500.00	\$ 386,425.00	\$ 396,085.30	\$ 405,988.70	\$ 416,139.10	\$ 1,845,138.10
Travel		\$ 12,500.00	\$ 5,000.00	\$ 3,750.00	\$ 3,750.00	\$ 3,250.00	\$ 28,250.00
			Annual FSCS Mtng -2,500 - Staff and Selected Partners visit to Beacon Bridges and Orangeburg ,SC FSCS-1500, Indistrict travel 1000	Annual FSCS Mtng -2,500 -Indistrict Travel 1250	Annual FSCS Mtng -2,500 -Indistrict Travel 1250	Annual FSCS Mtng -2,500 -Indistrict Travel 750	
Equipment		60000					60000
	Classroom Furnishings for 3-3k classrooms;Additio nal materials for Parents						

Family Circle: From Cradle to College
Budget Narrative

Budget Categories	Position	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	
Supplies		30000	30000	30000	27500	25000	142500
	Classroom Supplies for 3k classrooms		Classroom Supplies for 3k classrooms - 15,000; Medical Supplies -15,000	Classroom Supplies for 3k classrooms - 15,000; Medical Supplies -15,000	Classroom Supplies for 3k classrooms - 12,500; Medical Supplies -15,000	Classroom Supplies for 3k classrooms - 10,000; Medical Supplies -15,000	
Contractual		75000	25000	20000	15000	10000	145000
		\$40,000	\$15,000	\$10,000	\$5,000		
	Regenesis;\$20,000 First Steps;\$15,000 MSI	Regenesis;\$10,000 0 First Steps;\$5,000 MSI	Regenesis;\$7,500 First Steps;\$2,500 MSI	Regenesis;\$5,000 First Steps;\$5,000 MSI	Regenesis;\$5,000 First Steps;\$7,500 MSI		
Other							
Evaluation	Evaluation	30000	18000	18000	18000	18000	102000
	Evaluation Plan Development; Data Management Plan Development		Data Collection, Analysis, & Reporting	Data Collection, Analysis, & Reporting	Data Collection, Analysis, & Reporting	Data Collection, Analysis, & Reporting	
Student/Family Transportation	Student/Family Transportation	25000	18000	17000	13500	12500	86000
Indirect Costs		12203.4	12446.565	12508.75074	12480.45846	12510.13878	62149.31298
Training Stipends	Training Stipends	12500	5000	2500	2500	2500	25000
	Initial Staff Training High Scope; Professional Development		Professional Development	Professional Development	Professional Development	Professional Development	
		\$ 485,500.00	\$ 487,425.00	\$ 487,335.30	\$ 486,238.70	\$ 487,389.10	\$ 2,433,888.10
Program Total		\$ 497,703.40	\$ 499,871.57	\$ 499,844.05	\$ 498,719.16	\$ 499,899.24	\$ 2,496,037.41

Project Narrative

Project Narrative

Attachment 1:

Title: **FSCS Project Narrative** Pages: **0** Uploaded File: **C:\Documents and Settings\IVMcKissick\My Documents\FSCS\FSCS Grant Narrative\FINAL\Full Service Community Schools 2010 Grant Final.doc**

SPARTANBURG DISTRICT 7
FAMILY CIRCLE: FROM CRADLE TO COLLEGE

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Project Objectives

Family Connections and Spartanburg School District Seven in collaboration with Spartanburg County First Steps and other community partners are applying for a Full Service Community Schools Grant to expand the mission of the model Park Hills Early Learning Center being created by District 7 to serve all 4K students in one site to focus on school readiness. **The goal of the grant is to expand the District plan to serve Birth to 4K by involving the entire family and community.** As part of District 7's reorganization plan the focus is being placed on readiness for school, and this full service center's comprehensive services will bring the medical providers, adult education, and others to transform the community from one of poverty and violence to one that houses a nationally certified NAEYC model early learning center. By implementing early learning researched-based intervention strategies in the earliest years, not only with the child but also with the entire family, child readiness to support success in school and life is achieved. This method supports Spartanburg School District Seven in achieving the mission of improving persistently low-achieving schools. This is achieved by implementing comprehensive partnerships focused on delivering services to the child, the parent, and the entire community through Early Childhood Education Birth to 4K, Adult Education including ESOL, Health Care Services, Parenting, Home Visits, Family Literacy and Mentoring. This hub of learning for the youngest in the family will help to reach all family members and deliver needed services on site, in the home, at satellite community centers, and in the receiving elementary schools. The center plans to identify and serve the children of teen mothers while in the high school to reduce drop outs and thus reduce the impact of teen pregnancy, single-parent homes and multi-generational poverty.

Objectives:

Early Childhood Education

Reduce female drop-outs by identifying and serving 10 newborns of identified teen-aged high school mothers through Family Connections Expanded Grant Funded program and monitor progress of newborns with OUNCE Scale and High School Diploma Attainment/PALS Parent Assessment Growth of Mothers by the end of the year.

Identify and serve up to 60 three year old developmentally delayed/at-risk students in 3K classrooms with certified teacher/aide with SC Early Learning Standards/High Scope Curriculum/Literacy Games Model and monitor effectiveness with PPVT-IV Pre/Post Test for reading readiness by the end of the year.

Provide high quality staff development to ensure classrooms maintain a high quality rating with a goal of achieving NAEYC status during the grant period as needed for individual or groups over the course of year 1 thru 5.

Coordinate with First Steps and provide classroom space for Early Head Start classrooms to serve children birth to 3.

Continue and Expand the Family Connections Even Start Family Literacy Program Birth to 3 in order to serve Teen mothers and returning drop-outs in the Adult Education program.

Parental Involvement, Home Visits, and Parent Education

Coordinate regular home visits by **Social Workers and Parent Educator/Home Visitors** to all Even Start, Early Head Start, and families of 3-year-olds to demonstrate and engage parents as the child's most important teacher.

Teach regularly and frequently scheduled parent education classes for all parents of children enrolled in the Early Learning Center and invite community members.

Provide Four Component Family Literacy Model of Even Start Program and incorporate the model as indicated in other on-site early childhood 3K and 4K classrooms to promote family literacy.

Adult Education Services

Provide on-site GED and ESOL programs on free and reduced basis to students and community members.

Provide transportation to site for parents and children for adult education/family literacy services and early childhood education.

Provide High School Teen Mothers with flexible services to prevent drop-outs.

Health Care Services-Provide on-site health care services to students, parents and community members to support preventive medicine, early diagnosis and treatment and referrals with the intent of minimizing student attendance impact. Services to be offered include Family Medicine, Pediatrics, Immunizations, Community Based Health Education, Primary Dental Care and Exams and Mental Health referrals.

Needs Assessment/Geographical Area to be Served:

Spartanburg District 7 is home to an urban setting where great affluence abuts abject poverty. The specific geographical area to be served is the most impoverished neighborhood in Spartanburg County. The Park Hills service area encompasses most of the city of Spartanburg which is home to most all public housing neighborhoods in the county. These public housing neighborhoods are home to increased crime rates, child abuse, high levels of teen pregnancy, plus home to drug and gang activity. The three Title 1 schools Park Hills, Cleveland, and Mary

H. Wright have free and reduced lunch rates that average 97% and are 90+% African American. Adults in the community live below the poverty level and most lack a high school diploma. Years 2008 and 2009 crime statistics for the Park Hills Neighborhood show 1,959 arrests with the majority of arrests for felony level crimes.

The need for medical services is tremendous and poor literacy has significant economic implications for the health and wellness of the people and communities of Spartanburg County. Patients/clients with inadequate literacy are more likely to have chronic disease and less likely to get their immediate healthcare needs met. Their poor literacy prevents patients from understanding how to handle or treat the symptoms of their disease thus dramatically increasing costs associated with untreated diseases. Diseases, such as asthma and diabetes, left untreated, lead to advancing symptoms involving other vital organs, as well as the need to provide costly healthcare interventions, including emergency room visits. Emergency room patients with inadequate literacy are two times more likely to be hospitalized as those with adequate literacy. Additionally, patients with poor health literacy skills struggle to understand basic medical forms and instructions (Chcs.org). Due to lack of proper food choices, obesity rates for adults and children and the incidence of diabetes supports the striking need for intervention and education.

Teen Parenthood-- Our **target population** shows **38.6% gave birth as teens** compared to **13.4% of all S.C. mothers.**

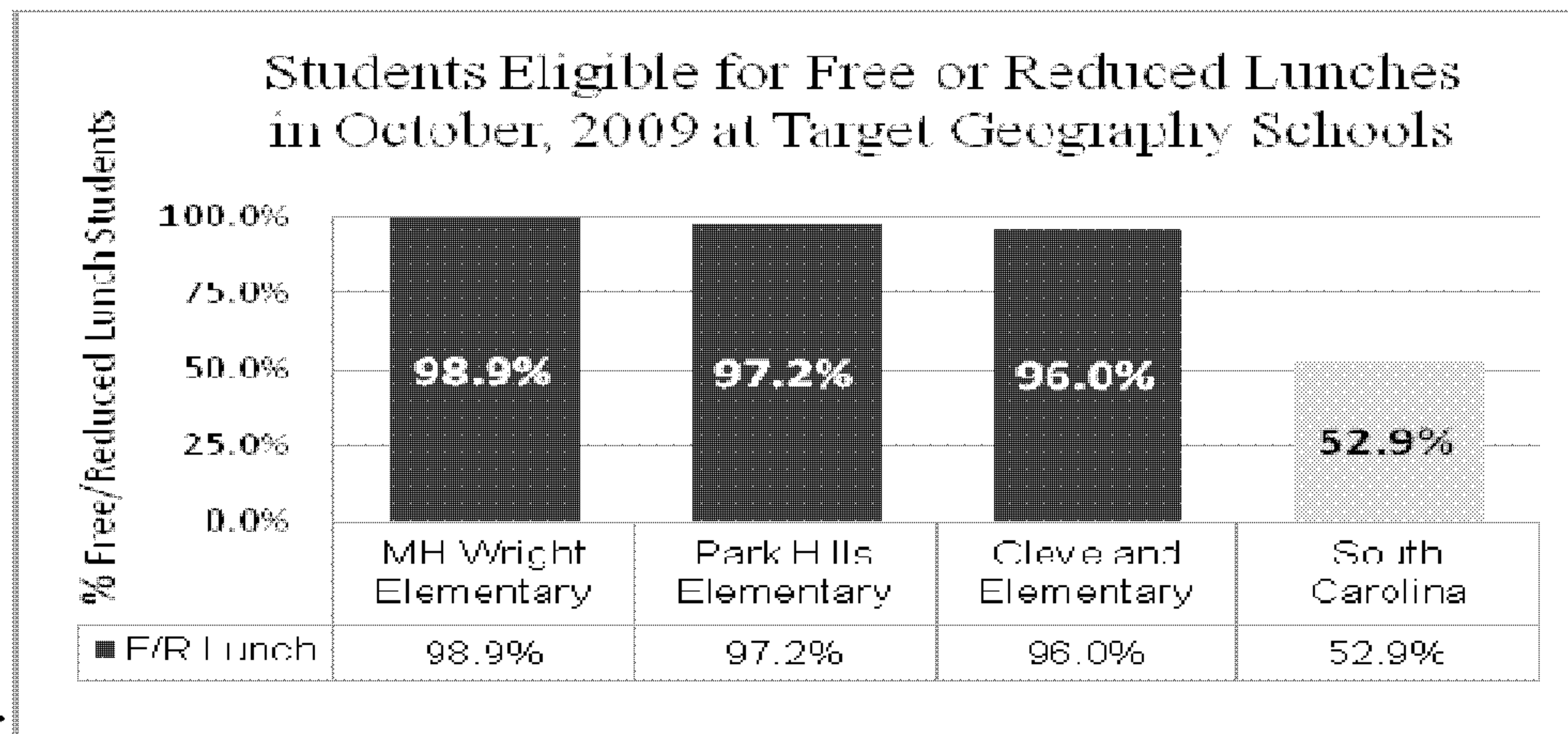
Single Parenthood—Our **target population** shows **69.2% unmarried first time mothers** compared to **45.4% of all S.C. mothers.**

Unemployment--Spartanburg County unemployment for June, 2010 was 10.8%, a rate higher than the national U.S. average of 9.5% for that month according to the Bureau of Labor and Statistics.

24.5% of adults over age of 25 Lack Diplomas-in the City of Spartanburg versus 18.6% for South Carolina.

23.9% - One in Four Families Living in Poverty in the City of Spartanburg compared to one in eight for South Carolina

The chart below illustrates severe poverty of students in target geography/receiving schools.



Although the district is committed to serving 14 classrooms of 20 four-year-olds students each, there is a continued tremendous need to serve the at-risk population in the earliest years when brain and language development is most rapid. The significant lag in language arts and math skills that low-income children have before they enter kindergarten (as much as 1-2 years) is still present in third grade. (Hart & Risley, 2003) Currently in Spartanburg County First Steps Early Head Start serves up to age 3 in two child development settings but discontinues service immediately on the child's third birthday. The Family Connections' Even Start Family Literacy program funds one class of 3 year olds but is capped at 18 students. In 2009-2010, Family Connections documented 70+ previous teen mothers attempting to return to adult education but lacked child care. Due to funding limitations and no other services within our district the need was unanswered. This past year the school district discontinued its two Medicaid funded Therapeutic Behavioral (TBS) classes for three-year-olds due to changes in the regulations. Currently no other programs exist for the 3 year old at-risk populations in the neighborhoods noted above.

Summary of Needs Assessment

Park Hills Elementary, a persistently low achieving school, is identified to close as an elementary school and reopen as an Early Learning Center Birth to Four in order to meet the needs of community schools and the district for early intervention. Also, as a full-service community school, the facility can function to revitalize the neighborhood. This inner-city, urban service area is characterized by severe poverty, low education attainment of adults, low student academic achievement, high unemployment, high rates of single mothers, and a high percentage of adults who do not speak English in the home. While these data clearly underscore the intensity of need, they also underscore the potential for the Full Service Community Schools Grant to have an impact. A conservative estimate of adults, children, and community who would meet eligibility requirements exceeds 5,000.

Qualified Services:

Implementing the Full Service Community Schools Grant with high fidelity will allow us to address these needs with a comprehensive, integrated approach that will enable participants to achieve sustainable gains in family (child and adult) literacy, parenting skills, and improvement of skills which support their child's academic success while improving the community as a whole through meeting healthcare needs, bringing services to the community for revitalization, and raising the educational level of adults.

A review of the Developmental Indicators for the Assessment of Learning-3 (DIAL-3) data indicates that 54% of the scores of four-year-olds tested for the 2009-2010 Child Development classes indicated potential delay. Kindergarten and first grade students' literacy levels were assessed with the Dominic Portfolio for Reading and Writing in the fall of 2009. The results indicated that 46% of the kindergarten students and 47% of the first grade students

needed additional and substantial intervention. These data indicate the **need for early and intensive intervention which can be provided in the Park Hills Early Learning Center.**

The early childhood classes will continue to use the High/Scope approach to high-quality early learning. This approach is based on five principles – active learning, positive adult-child interactions, a child-friendly learning environment, a consistent daily routine, and team-based daily child assessment. A longitudinal study, the Perry Preschool Project, found four major differences favoring age 27 students who had been enrolled in this program: social responsibility, earnings and economic status, educational performance, and commitment to marriage. A study of developmental differences between children in the High/Scope preschool programs and children in comparison preschool programs found children in the High/Scope program significantly outperformed and outscored others in initiative, social relations, motor development, cognitive development, and overall development.

The Even Start Family Literacy Model used in the Family Connections program will be housed in the Center. This will allow the Parent Education Classes delivered as part of Family Connections to be expanded and offered to all parents of the 280 children housed in the Center plus the children in the three 3K classrooms funded by the FSCS grant. The First Steps Early Head Start partnership will coordinate and refer into the programs. A heavy emphasis will be placed on parent participation in adult education and parenting classes.

Programs will operate with the school calendar in the 3K and 4K classrooms and the Birth to 3K classes will operate year round in the Even Start/Early Head Start Model. Adult Education services will be provided year round to support the growth and goal attainment of the community and students' family members.

Adequacy of Resources:

Facilities

Park Hills Elementary School is a Tier III school that will be closed using the SIG school closure model. The Park Hills Elementary School will be transitioned to the Park Hills Early Learning Center during the summer of 2011 and funded from District 7 Capital budgets under District 7's Reorganization Plan. The Park Hills facility will need some modifications to house all of the Pre-K Child Development classes for the District, the Family Connections Even Start program, and some pre-school classes for children with disabilities. The newer early childhood wing meets the building requirements for classes for four-year-old children. However, the areas which will house the Family Connections program and the pre-school classes for children with disabilities will need to be modified to meet the building requirements for classrooms for infants, toddlers, and pre-school children. Adult education classrooms, parent education classrooms, and on-site medical facilities all are incorporated into the plan for housing in the Park Hills Early Learning Center as a Full Service Community School.

The Park Hills Early Learning Center will collaborate with First Steps for a facilities study to assess the most efficient and effective changes to be made in the year one phase of the grant. Continued collaboration is planned for the duration of the grant with First Steps and other preschool centers and programs in the community through shared professional development, professional meetings, and parent education. The Center will serve as a model for exemplary early childhood education, a clearinghouse for best practices, a teacher training site, and a source of shared resources for the community.

Additionally, a 1,500 sq. ft. In-school Community Health Center will open within the Park Hills facility. Requirements for this center will be jointly developed and executed by

Regenesis Community Health Center, Spartanburg District 7 and Spartanburg Regional Healthcare System during the planning year for the Full Service Community School. The closure of a school which continues to decline in enrollment will save the District operational costs which will be redirected to support this model.

Partnerships:

Spartanburg School District Seven has been blessed with a diverse array of partners (See Partners and Commitments Chart) whose dedication and commitment to our students have been demonstrated with significant voluntary commitments to both the primary services of this proposal: **Parental involvement and family literacy activities; parenting education and parent leadership programs; Early Childhood Education; Adult Education and Health Care Services as well as complementary services such as Teen Pregnancy Prevention; Mentoring; Remedial Education; and Service Learning and Community Service.** As a team, we have adopted the philosophy of volunteerism, demonstration, and documentation of success that will be conducive to sustainable funding to our collective efforts.

This proposal represents the broadest application of this philosophy, and our partnership represents key service providers, foundations, faith based and community organizations with the intent of creating a sustainable model of in-school and community based services that can be validated, replicated and packaged for broader applications. Our lead partners for FSCS initially will be First Steps of Spartanburg, Regenesis Community Health Center, and Spartanburg Regional Hospital and Foundation. This is due to their longstanding relationships with District 7 as well as their ongoing collaboration with the Middle Tyger Community Center's Program in support of Adolescent Mothers in Spartanburg School District 5. Additionally, SRHS and Regenesis provide a unique combination of the expertise necessary to ensure development and

implementation of the In-School Community Health Clinic and future expansion within District

7. Both SRHS and Regenesi have ongoing healthcare programs within District 7.

PARTNERS and COMMITMENTS

MEMBER	HISTORICAL DATA	FSCS COMMITMENT
Spartanburg School District 7	LEA	All aspects of FSCS
Park Hills Early Learning Center	Proposed FSCS	Implementation and management of all Services provided by this program
First Steps of Spartanburg	Non-Profit Early Childhood Education	Early Head Start Classes; \$130K+ Funding
Regenesi Community Health	Healthcare Provider	On-site Health Clinic; Healthcare Solutions, Funding, Acquisition and Management of External Healthcare resources
City of Spartanburg, SC	Government Agency	Local Infrastructure, programming and acquisition of government resources
Spartanburg County Foundation	Foundation	Community Indicators Data, Funding, Acquisition of external funding
Mary Black Foundation	Foundation	Early Childhood Education, Funding
Spartanburg Regional Healthcare System and Foundation	Champion for Public Education; 15,000+ Volunteer Hours; \$250K+ donations goods & services	Access Health Spartanburg Funding; Coordinate Edward Via College of Osteopathic Medicine Support
University of South Carolina - Upstate & Metropolitan Studies Institute	Institute of Higher Education	Early Childhood Education, Teachers, Interns, Volunteers, Data Acquisition and Management
Riley Institute, Furman University	Proposal Development Support	FSCS Expertise, consultation, resource identification and acquisition
Silver Hill Memorial United Methodist Church	Long-term Park Hills Partner, mentors, tutors, school supplies, parenting	Mentoring, tutoring, parenting, coordination of Faith Based Resources
Spartanburg Terrace Tenants Association	29 year history; \$140K recent commitment for literacy, parenting	Mentoring, tutoring, parenting, coordination of Community Based Resources
Big Brothers, Big Sisters of the Upstate	Community Organization	Mentoring
AmeriCorps 7	80+ Literacy Tutor 2009-2010	2010-2011 Grant Renewal 100 Volunteers
Spartanburg Housing Authority	Early Head Start Facility Onsite, Computer Learning Center Onsite	Community Centers, Volunteers, Residential Housing
Denny's	Champion for Public Education; 5,000+ Volunteer Hours; \$50K+ donations	Funding, mentors, tutors, Corporate interface and recruitment
United Way of the Piedmont	AmeriCorps, Teen Pregnancy Prevention, Family Literacy	Funding, Mentoring, Service Learning, Remedial Education

First Steps of Spartanburg is also a partner in the Middle Tyger Community Center's Adolescent Pregnancy Program. Its mission, programs, and activities focus not only on meeting the needs for the individual development of children 0 to 5 years of age, but also on strengthening adults' parenting skills and the overall health of their families. In support of this mission, First Steps provides programs and services for at-risk children and their families, and through collaborative efforts, continues to strengthen and expand services. First Steps has committed to:

1. Serve as member of the FSCS program management team.
2. During year 1, through Early Head Start (EHS), First Steps will receive and make referrals of eligible children and families. The program will provide:
 - a. Weekly Home visits
 - b. Case Management
 - c. Referral and follow-up on:
 1. Families with children not eligible for EHS
 2. Families with literacy needs
 3. Planning for shared parent education to include male involvement, parent training and socialization
3. Continuing partnership opportunities will include:
 - a. Coordinate and/or provide EHS classes or slots at Family Connections
 - b. Assist in planning and optimization of funding stream
 - c. Assist Family Connections with funding access
 - d. Continue year 1 activities

We have four community foundations as partners for the Park Hills Early Learning Center. This provides the FSCS team with the unique opportunity to both respond to community needs as defined by its funders as well as have input into the funding process. Each of the Foundations - SRHS, United Way of the Piedmont, Mary Black Foundation, and the Spartanburg County Foundation have specific interests and prior award history in Teen Pregnancy Prevention, Early Childhood Education, Literacy, and Parenting.

The Spartanburg County Foundation also partners with USC-Upstate's Metropolitan Services Institute to develop the Community Indicator's Project; the go-to repository for timely data in Spartanburg for education, poverty, literacy, and community progress and concerns. The Foundation has developed a framework that utilizes assets from the public, private, and nonprofit sectors to deal with the issues that impact the community's growth, health, and quality of life.

Each of the Foundations has access to significant pools of external funding to support District 7 FSCS activities. For example, the SRHS Foundation has received \$750,000 from the Duke Foundation for Access Health Spartanburg, and the United Way partners with AmeriCorps to sponsor a 100 volunteer service learning program that focuses on remedial education within District 7. AmeriCorps grants of over \$550,000 have been awarded.

As evident in this section, key services are offered in proximity to District 7. The primary challenge continues to be awareness and access to services. The City of Spartanburg, Spartanburg Housing Authority, Spartanburg Terrace Tenants Association, and Silver Hill Memorial United Methodist Church will play key roles in supporting this program.

The City of Spartanburg and District 7 have aggressively partnered in sharing facilities (Duncan Park, District 7 Athletic Complex), joint event sponsorship (Homecoming) and recently entered into an agreement to provide education content at all City of Spartanburg Community

Centers. This program was piloted this summer with District 7 AmeriCorps volunteers providing reading tutors to support a Summer Reading Program at both CC Woodson and Northwest Community Centers. Our long term plan is to expand Full Service Community School offerings such as Mobile Health Care to Community Centers as well as Remedial Education Services. The City of Spartanburg also provides us with promotional time on the City Cable Channel as well as support within the neighborhoods by city employees to “Get the Word Out.” SRHS is also sponsoring a Women’s Heart Health Program at CC Woodson.

The Spartanburg Housing Authority is home to the majority of the residents that will be impacted by the FSCS offerings at Park Hills Early Learning Center. District 7’s AmeriCorps program manages an on-site Computer Center within Public Housing, and First Steps also supports a pre-school program in partnership with the Spartanburg Housing Authority. The Spartanburg Housing Authority will provide District 7 with on-site resources as well as exposure and information to residents who will be served by this program.

Our most critical partner in this venture with regards to service awareness and delivery is the Spartanburg Terrace Tenants Association. This is a non-profit group of residents within the Park Hills attendance zone with a long and impressive history of education and parental support. They have recently received grants in excess of \$135,000 to support Summer Enrichment and Reading Programs and consistently ensure that their residents participate in school activities. They host an AmeriCorps after-school program and created both the “Mommy and Me” and “Raising a Reader” programs that focus on family literacy.

Denny’s Corporation sets the Corporate Standard for partnerships (over 5,000 volunteer hours and \$50,000 in goods and services donated) within School District 7. They have a long-standing relationship with Park Hills Elementary School and have agreed to continue this

relationship with the Park Hills Early Learning Center. Their most recent gift was made in partnership with the US Marine Corps and consists of a Library that will remain and be supported at the Early Learning Center.

The University of South Carolina Upstate has been a long-term partner with District 7 in a variety of educational programs which include teacher education and practice teaching, providing volunteers for the AmeriCorps 7 program, and providing extensive exposure to student teachers at both Cleveland and Park Hills Elementary Schools (District 7's most impoverished schools). Their support of FSCS will result in additional teachers from their Early Childhood Education Program receiving experience as well as support from USC-Upstate staff and faculty for Park Hills Early Learning Center.

The Riley Institute at Furman University has served as our primary consultant in the development of this proposal. Their in-depth knowledge of Full Service Community Schools and willingness to convene subject-matter experts will ensure that District 7's execution of this Grant will result in data being generated that will continue to validate the FSCS concept as well as enabling District 7 to improve upon and expand Full Service Community Schools District wide with support sources external to federal funding.

Reasonableness of Costs:

District 7 plans to serve approximately 5,000 people with this grant. This total includes 720 students, 1,440 family members, and 2840 community members. This averages less than \$1,000 per person served over the 5 year period. By contrast, "Average expenses for a visit to the Emergency Room were \$1038 in 2007," according to the Medical Expenditure Panel Survey (MEPS).

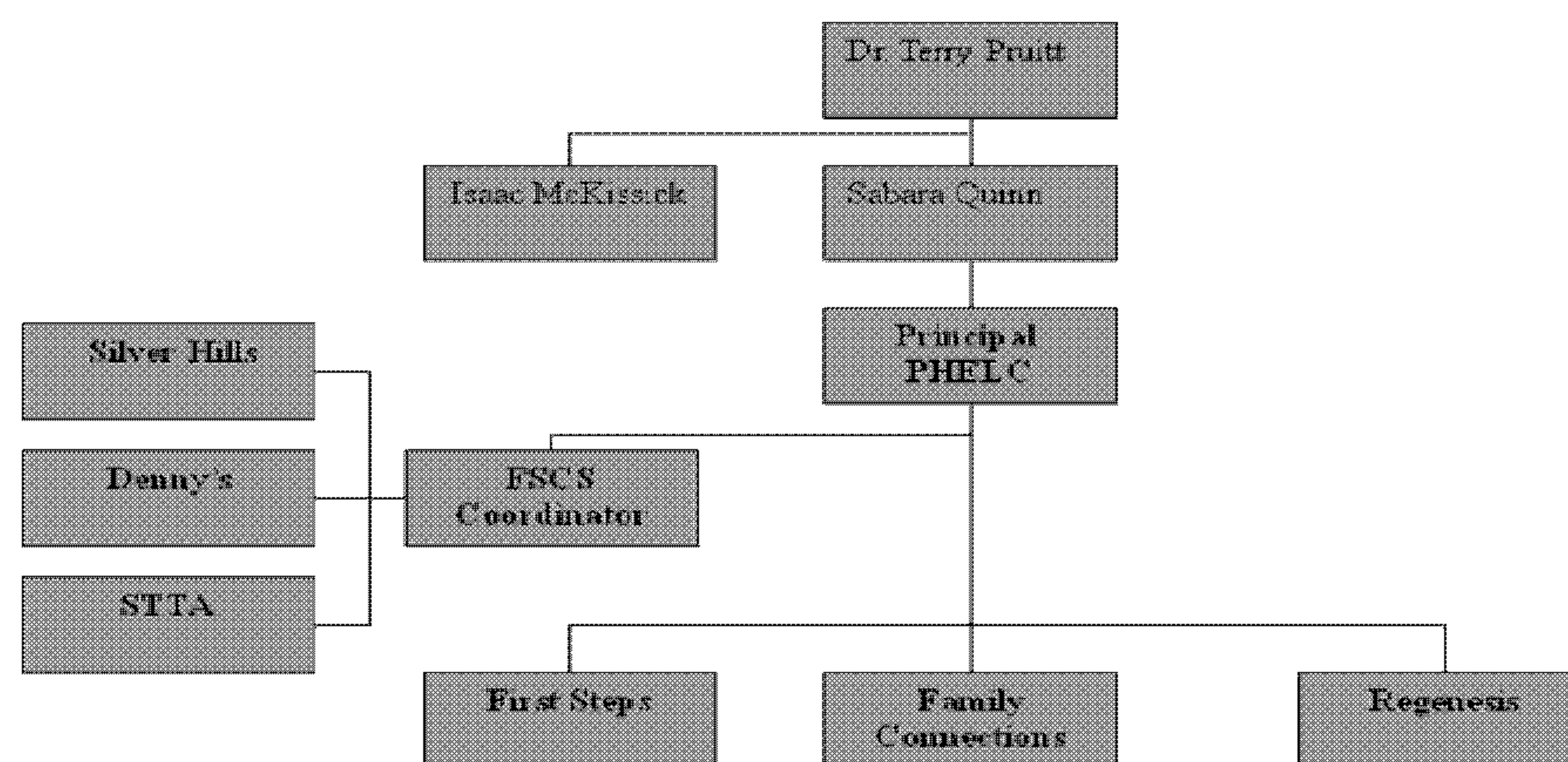
Management Plan:

Key Dates FSCS Planning Year

DATE	ACTION	RESPONSIBILITY
1-Oct-10	Program Management Team Kick-Off/Draft Resource Integration Plan	Program Director, Project Leader
1-Oct-10	Hire FSCS Coordinator	Program Director, Principal
1-Nov-10	School Management Team Kick-Off	Program Director, Principal
1-Dec-10	School Management Team Meeting/Draft Community Survey Review	Program Director, Principal
5-Jan-11	Hire Parent Coordinator & Social Worker	Program Director, Principal
5-Jan-11	Program Management Team Meeting/Review Resource Integration Plan/Survey Approval	Program Director, Project Leader
12-Jan-11	School Management Team Meeting/Community Survey Release/Review Resource Integration Plan	Program Director, Principal
4-Feb-11	School Management Team Meeting/Community Survey Review	Program Director, Principal
4-Mar-11	School Management Team Meeting/Finalize Survey Recommendations	Program Director, Principal
12-Apr-11	Program Management Team Meeting/review Survey Recommendations/Data Management Plan	Program Director, Project Leader
6-May-11	School Management Team Meeting/Review Moving Plans	Program Director, Principal
1-Jun-11	Hire Teachers & Assistants	Program Director, Principal
Jun -Jul 2011	Orientation and Training	Program Director, Principal
12-Jul-11	Program Management Team Meeting/Approve Data Management Plan	Program Director, Project Leader
Aug-11	Opening of Park Hills Early Learning Center	All

The long term success of the Full Service Community School Concept in Spartanburg District 7 is primarily dependent upon effective use of the Year 1 Planning Period, successful execution of the program previously defined in this proposal, the collection of data documenting that success and the ability of our Program Management team to use these data to support replication of our model through the creation of funding opportunities.

There will be two management teams established for the Family Circle Program; the FSCS School Based Management Team and the FSCS Program Management Team. The FSCS School Based Management Team will be responsible for the daily activities of the program under the supervision of District 7's Elementary Education Director, Sabara Quinn. This team will consist of the principal of Park Hills Early Learning Center, the Full Service Community Schools Coordinator, Family Connections Coordinator, Debra Waldron, and representatives from First Steps, Regenesis Community Health Centers, Denny's, Spartanburg Terrace Tenants Association, Silver Hills Memorial United Methodist Church and the Parks Hills Parent Teacher Organization President. This team will meet on an as needed basis and conduct formal monthly meetings.



FSCS School Based Management Team

The FSCS School Based Management Team contains a unique mix of parents, community members and organizations that have a defined interface with service providers that will enable both flexibility and responsiveness. Its initial tool will be the community survey administered by the Parent Coordinator assigned to Park Hills. This will be used to determine needs and optimal times for service offerings. Upon implementation of our program at Park Hills, we will be able to receive feedback from customer surveys that will be provided to users of the medical services as well as parents who participate in the parenting classes.

The Full Service Community Schools Program Management Team will consist of representatives from each of our partners as well as key members of the School Based Management Team. Its primary mission is to provide for program oversight, partnership coordination and the long-term sustainment of the Full Service Community Schools Concept within Spartanburg School District 7 through effective data gathering and management in support of program objectives and the acquisition of resources to support program viability. This includes creating programs and partnerships designed to address ongoing challenges within School District 7 as related to Full Service Community Schools. This team will be led by Isaac V. McKissick, District 7's Director of School and District Partnerships, with direct reporting responsibilities and oversight by District 7's Deputy Superintendent, Dr. Terry O. Pruitt. Meetings will be held quarterly.

The uniqueness of this team is driven by its composition, capacity and dedication to the students of Spartanburg School District 7. This team will have a definitive impact on the long – term viability and impact of the Full Service Community School Concept within School District 7. This is driven by our ability to define program needs as supported by our school district, faith based and community partners, validate those needs through the data gathering capacity of USC-

Upstate’s Metropolitan Services Institute, and develop programs and funding sources driven by the capabilities of our foundations, the City of Spartanburg and Denny’s. Each of our partners will be represented on the program management team:

MEMBER	TYPE ORGANIZATION	FOCUS
Spartanburg School District 7	LEA	All aspects of FSCS
Park Hills Early Learning Center	Proposed FSCS Non-Profit Early Childhood Education	Implementation and management of all Services provided by this program
First Steps of Spartanburg		School Readiness
Regenesys Community Health Center	Healthcare Provider	Healthcare Solutions, Funding, Acquisition and Management of External Healthcare resources
City of Spartanburg, SC	Government Agency	Local Infrastructure, programming and acquisition of government resources
Spartanburg County Foundation	Foundation	Community Indicators Data, Funding, Integration of external foundation funding resources
Mary Black Foundation	Foundation	Early Childhood Education, Funding
Spartanburg Regional Healthcare System and Foundation	Healthcare Provider & Foundation	Healthcare Solutions, Funding, Acquisition and Management of External Healthcare resources
University of South Carolina -Upstate & Metropolitan Studies Institute	Institute of Higher Education	Early Childhood Education, Teachers, Interns, Volunteers, Data Acquisition and Management
Riley Institute, Furman University	Institute of Higher Education	FSCS Expertise, consultation, resource identification and acquisition
Silver Hill Memorial United Methodist Church	Faith Based	Mentoring, tutoring, parenting, coordination of Faith Based Resources
Spartanburg Terrace Tenants Association	Community Organization	Mentoring, tutoring, parenting, coordination of Community Based Resources
Big Brothers, Big Sisters of the Upstate	Community Organization	Mentoring
AmeriCorps 7	Volunteers	Mentoring, Tutoring, Service Learning
Spartanburg Housing Authority	Public Housing	Community Centers, Volunteers, Residential Housing
Denny's	Corporate Partner	Funding, mentors, tutors, Corporate interface

Our Primary service providers for this program, District 7's Family Connections, Spartanburg's First Steps, Regenesis Community Health Centers and USC-Upstate's Metropolitan Services Institute, represent mature leaders, teams and processes.

Isaac V. McKissick (In-Kind) is Spartanburg District 7's Director of School and District Partnerships. He has put together the team of Key Stakeholders responsible for this program. He is a West Point graduate and has over 30 years experience in the US Army, defense and automotive industries as well as a not-for-profit executive director. The critical skill that Isaac brings to this program is the ability to integrate various competing interests into mutually beneficial solutions. This was gained through over 23 years of service as a systems engineer and purchasing manager in the automotive and defense industries. **FSCS Project Leader (.25 FTE)**

Sabara B. Quinn (In-Kind) is Spartanburg District 7's Director of Elementary Education. Her past experience as an elementary school teacher, assistant principal and principal combined with service as a Parent Involvement Coordinator, K-4 Director and Title 1 Director make her ideally suited for her role on District 7's FSCS Program. Her experiences have been complemented by service as a Partnership Coordinator and Public Relations Coordinator. **FSCS Program Director. (.25 FTE)**

Debra Waldron (In-Kind), District 7's **Family Connections Coordinator** has over 24 years experience as an educator. She has been an elementary school teacher, School District Gifted and Talented Coordinator, elementary school Vice-Principal and Principal. Additionally, she has been a School Board Member. She has a B.A. in Interdisciplinary Studies from the University of South Carolina and Masters and Educational Specialist Degrees from Converse College. In her current position, she is responsible for providing Adult Education, Parenting, Family Literacy and managing home visits for 33 parents and 45 children with a budget of \$316,000, and eight

employees. Her efforts have resulted in re-establishing relationships with both the United Way and First Steps. She was previously Principal at Park Hills Elementary School, where in addition to realizing significant improvements in student achievement, she created and fostered relationships with key FSCS partners, Denny's, Silver Hills Memorial United Methodist Church and the Spartanburg Terrace Tenants Association. (.25FTE),

Olive Echols "Ekky" Foss (In-Kind) is Director of First Steps of Spartanburg's Early Head Start Program, a direct federal program for infants and toddlers up to age 3. She is responsible for seven employees and six community child care centers with an annual budget of \$1.4M. She has a B.A. in Art History from Vanderbilt University. She has earned a M.Ed. in Humanities from Converse College and a M.Ed. Educational Leadership-Secondary Education from the University of South Carolina. She has been a History teacher in School District 7 and an International Primary and Secondary School Director in France. (.10 FTE),

George Newby (In-Kind) is Chief Executive Officer of Regenes Health Care. He has over thirty years experience as a health care consultant, community health care system manager and Hospital System Vice President. He has earned a B.A. from the University of North Carolina and a Masters in Public Health and Hospital Administration from Yale University.

Kathleen Brady, PhD – is Director, of the Metropolitan Studies Institute / Faculty at USC-Upstate. She manages community-based research and assessment projects including community health studies, disparities assessments, economic impact studies, program performance evaluations, needs assessments, feasibility studies and data management projects. Kathleen's presence on the FSCS program is absolutely essential to its long-term success and sustainability. Effective data collection and management and enables programs to be documented providing timely visibility to key program indices, thereby guiding

corrective action and establishment of best practices and are essential to replication and attracting subsequent funding. Kathleen is also editor of the Spartanburg Community Indicators Project whose data drive significant foundation funding in Spartanburg. **(.10 FTE)**,

FSCS Program Coordinator (TBD) – Reports to Principal, Park Hills Early Learning Center.

Responsible for the identification, acquisition and coordination of program and partnership assets

In support of Park Hills Early Learning Center. Member of both School Leadership team and

Program Management team. Preferably has experience with community surveys and

relationships with parents, students, teachers, administrators, businesses and Faith Based and

Community Organizations. Required: Masters in Education or Social Work or equivalent work

experience. **(1.0 FTE)**

Social Worker (TBD) – Reports to Family Connections Coordinator; performs casework service

with parents as an integral part of the task of helping students, increasing parental awareness and

understanding regarding constructive participation in resolving the issues of the child, and their

knowledge and use of appropriate resources available. Performs casework service with

individual students to correct personal, social, or emotional maladjustments related to their

educational and social progress. Consults and collaborates with other school personnel in

gathering and exchanging information on cases and in establishing and planning for respective

roles in the modification of the student's behavior. Supervises the referral of students to, and

serves as liaison with outside agencies, such as the Department of Health and Human Services,

and other like entities as appropriate. Makes home visits in order to gather relevant information

regarding the background of the student. Serves as liaison between home and school when

considerable follow-up is necessary, as in welfare cases, foster home placements, and

disadvantaged students. Required – Masters in Social Work or Bachelors w/equivalent experience. **(1.0 FTE)**

Parent Involvement Facilitator (TBD), - works to improve home/school communications, plans and implements parent involvement activities, and assists parents with the education of their children. Additional responsibilities include assisting in publicizing resources available at FSCS, tracking community surveys and feedback about FSCS services. Required – Bachelors Degree or equivalent experience. **(1.0 FTE)**

3yr Old Classroom Teacher (3) (TBD), - Cooperates in developing a program of continuous progress consistent with district goals and objectives to meet the needs, interests, and abilities of pupils. Keeps abreast of changes and district policies and students' needs and interests.

Establishes clear and appropriate objectives for all classroom activities and communicates these objectives to students. Employs instructional methods and materials that are most appropriate for meeting stated objectives. Assesses the accomplishments of students on a regular basis and provides progress reports as required. Analyzes progress of individual students on a regular basis and seeks appropriate assistance as needed. Cooperates with other members of the staff in planning instructional goals, objectives, and methods. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of pupils. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteers and evaluates their performance. Required – B.S. Early Childhood Education **(3.0 FTE)**

3yr Old Classroom Teacher's Assistant (3) (TBD) - To assist the teacher with instructional and managerial tasks in order to create a positive and caring environment for learning. As guided by Certified Classroom Teacher: Tutor one-to-one; Reinforce small group work. Assist the teacher with instruction. Required - Sixty hours college credit or state examination. **(3.0 FTE)**

PROJECT SERVICES: High-Quality, Intensive, Integrated Instructional Programs:

The long-term benefits of providing a Full Service Community School in the Park Hills Early Learning Center will impact all students in District 7 and create changes, progress, and support turnaround at the schools identified as persistently low achieving. The purpose of a family literacy program is to break the intergenerational cycle of low literacy. “High quality [family literacy] programs produce extraordinary economic returns for the community.” (Arthur Rolnick, Federal Reserve Bank) In South Carolina, the cost of one year of schooling is \$7555.

- If family literacy prevents ten children from repeating a grade, the cost savings will be over \$75,000.
- Nationally, the cost of educating a special education student is \$17,000 or more.
- If family literacy prevents two students from entering special education, it will save \$34,000.
- Cost of Dropping Out of High School--The cost to the community for a high school dropout is \$250,000 over his/her lifetime.

If family literacy **prevents ten children from dropping out**, then the **cost savings** to the community is more than **two million dollars**.

<p><u>Family Literacy Savings Due to Readiness</u> Repeat a Grade----10 x \$7555 = \$75,555 Special Education--2 x \$17,000 = \$34,000 <u>Drop Out</u> 10 x \$250,000 = \$2,500,000 (Bob Popp, Ph. D. 2009)</p>

Through interventions at the earliest years, birth through 4K, with research based effective practices, children begin K5 ready to enter school and never begin the downward spiral children of poverty suffer. Research shows that when students enter up to two years behind most never “catch up.” This program focused on early intervention will not only deliver early

childhood education but will focus on strengthening the entire family, by equipping them to parent effectively, assisting with literacy instruction, using available health services, and helping them become knowledgeable, more involved citizens to build a positive community.

EARLY CHILDHOOD EDUCATION

Family Literacy Services 0-3- For 15 years Family Connections has provided early literacy education to the most at-risk families of Spartanburg, and during those years the facility has lacked the resources to meet the great need that is in the community due to a lack of resources. Family Connections has maintained operations with Even Start Grants, partnerships with District 7, First Steps, Mary Black Foundation, United Way and various other private grant sources.

Within the Early Learning Center children as young as 12 weeks may enter child development classes with a parent returning to adult education. Family Connections will create two new classrooms from the grant to provide **child development to 10 infants and 12 toddlers in order to return teen mothers to high school and provide parent education support. This allows the FSCS model to attack the drop-out rate and support a stronger community by raising the educational and nurturing level of these mothers immediately.** Currently 33 families and up to 45 child participants of Even Start Family Connections Family Literacy are served in three settings: 12 weeks to 18 months; 18 months to 35 months; 36 months to 4 years. The current service model is the four components of family literacy: early childhood education, parent and child interactive literacy time each day, adult education, and parenting education that includes home visits and family activities. These parents, most still teens or in their early 20's, return to adult education and enter Family Connections with as many as three to four children. Some had their first child at the age of 15. The focus is on intensity and duration of high quality

research based services delivered by highly qualified trained personnel. The curriculum used is SBRR, Literacy Games/Learning Games by Barbara Wasik and the implementation of the new South Carolina “Early Learning Standards” in the High Scope Model.

Early Childhood Education

Four K-The Park Hills facility will reopen in 2011-2012 as the Park Hills Early Learning Center with 14 classrooms for four-year-old children from all district attendance areas. A review of the Developmental Indicators for the Assessment of Learning-3 (DIAL-3) data indicates that 54% of the scores of four-year-olds tested for the 2009-2010 Child Development classes indicated potential delay. The data reveals much higher percentages in the children who live in the neighborhoods surrounding Park Hills and who will attend the Title 1 schools in District 7. Kindergarten and first grade students’ literacy levels were assessed with the Dominic Portfolio for Reading and Writing in the fall of 2009. The results indicated that 46% of the kindergarten students and 47% of the first grade students needed additional and substantial intervention. These data indicate the **need for early and intensive intervention which can be provided in the Park Hills Early Learning Center.**

Three-K-The goal of the FSCS grant is to provide three new kindergarten classrooms for the most at-risk three-year-old children in the surrounding neighborhoods. The classrooms will be staffed with certified teachers and assistants and provide the most developmentally appropriate curriculum to the students in the High Scope Model and Partners for Literacy Preschool Model (Learning Games, Wasik). Also, the program model will focus on the major domains to support the growth and development of the whole child in order to support school readiness and build background experiences for development. The physical, social, emotional, cognitive, and language development of young children are major factors influencing their early

literacy development (Strickland & Schickedanz, 2004). The parent involvement and home visit component of Family Connections Family Literacy Model will be utilized within the program for three-year-olds. Referral services from First Steps will assist with identifying the most at-risk from previously being served in the First Steps program. Currently, there is a tremendous gap in services for a high number of at-risk children in need of services within our district.

Parental Involvement and Parenting Education:

The **grant will provide for full time social workers and trained parent educators to** be a part of the Early Learning Center. There will be a schedule of regular home visits for parent participants in the Family Connections Program as a part of Even Start, Early Head Start-First Steps, 3K and 4K programs. Home visits will focus on School Readiness, Parenting Skills, Referrals to Community Resources, Family Economy/Self-Sufficiency, and Newborn Health. Teachers will participate in home visits at least two times yearly and hold parent conferences regularly. The social workers will ensure families are directed to needed services at FSCS for medical, dental or other on-site services in the clinic and offices.

The Family Connections Program will broaden its role of weekly parenting classes to invite all parents to be involved in goal oriented sessions lead by a local psychologist. The classes will meet weekly and focus on a series of topics such as positive parenting, communication skills, problem solving, and goal setting in your personal life. Also, the Even Start Literacy based parenting Interactive Literacy Classes will be held on a repeating schedule throughout the week so that all parents and community members can participate and learn to work with their child to support school readiness. Monthly evening activities for the entire family will be held where family style meals will be served and topics such as nutrition, health,

safety, and play as a family will be taught and modeled. Breakfast and lunch will be provided to child and adult participants on the free and reduced scale.

Highly Quality, Integrated of Instructional Program Components

Integration of Even Start Family Literacy Components Into All Grade Levels of Learning Center				
Components:	Home Visits	Family Nights	High Fidelity Implementation	Continuous Improvement
Interactive Literacy	Home visits provide one-on-one literacy coaching, skill building and goal setting.	Family nights reinforce concepts; nurture peer learning and celebrate goal achievements.	Strong adherence to RMC <i>Guide to Quality</i> and embedded coaching will ensure quality implementation and integration.	The Evaluator will lead sessions to explore data + observations to support continuous improvements.

Transportation services:

The grant will provide bus transportation for the parents and early learners from the at-risk neighborhoods to the school. The state does not provide bus transportation for adults or children below age 3. Therefore, finding a source of funding to remove this barrier to participation in adult education is a high priority need in the community of poverty. We offer the *only program* in our service area to address the two major barriers - transportation and child care.

Adult Literacy Spartanburg County Adult Education provides GED, ESL, HS Diploma courses. The program has been recognized for excellence due to high numbers of GEDs and High School Diplomas awarded. Adult education classes are offered in day and evenings sessions to accommodate parent needs.

Instructional Programs Based on Scientifically Based Reading Research (SBRR)

Evidence that Instructional Programs, Practices and Activities are Based on SBRR		
Component	Practice	Research Basis

Curricula	<i>High Scope (K4)</i> - <i>Partners for Literacy</i> (ages 3K) <i>Learning Games</i> (ages 0 mos.- 35 months)	Curricula recognized as SBRR
Home Visits	Parents as Teachers Home visits (1 to 3 visits monthly based on intensity of need) implemented with high fidelity and oversight	Pfannenstiel, J., & Seltzer, D. (1985).
Professional Development	District 7- coach provides professional development supported by practice and curricula fidelity oversight, modeling and coaching.	Joyce & Showers, 2002,p.10)
Early Intervention	Using age appropriate baseline, Dominic,DIAL-3, PPVT IV, Ages &Stages analysis (led by evaluator) we provide individual and group refined instructional focus to improve efficacy of our early literacy work	Kame'enui Simmons (2001)
Literacy Rich Environment	<ul style="list-style-type: none"> ■ Wide array of developmentally appropriate books and a writing center ■ Alphabet (child's eye level), child's name (3+ locations), item labels ■ Systematic and explicit support for emergent literacy 	Copple, C. & S. Bredekamp, (2006)
Parent Involvement	<ul style="list-style-type: none"> ■ PACT activities linked explicitly to <i>Partners for Literacy</i> and <i>Learning Games</i> ■ Provide Parents with numerous opportunities for parent education classes/activities ■ Provide Parent/Child Interactive activities to utilize class activities ■ Providing Parents with Books and the Learning Games book ■ Embedded practice of Teacher-Parent Conferences 	(Dickinson & Tabor, 2001; Hart & Risley, 1995; 1999).
Transition to Kindergarten	Utilize a research-based approach to ensure smooth transition to kindergarten and continued strong parent involvement based on skills modeled on Family Literacy (Even Start Model)	Pianta & Kraft-Sayre (2003)
Assessments	<ul style="list-style-type: none"> ■ We will use assessments with high validity and reliability statistics ■ We will use assessments for summative and formative purposes ■ Assessments include PEP; PPVTIV, Parent-Teacher Questionnaire, etc 	Burns (2008)
Evaluation	<ul style="list-style-type: none"> ■ We will hold quarterly Quality Improvement Meetings led by our evaluator ■ We will examine data, observations and explicitly seek ways to improve 	Evaluation Exchange (2002)

Model Fidelity	Embedded professional development (coaching) and quarterly Quality Improvement meetings will help support fidelity of implementation.	Stein, Behrends, Fuchs (2008)
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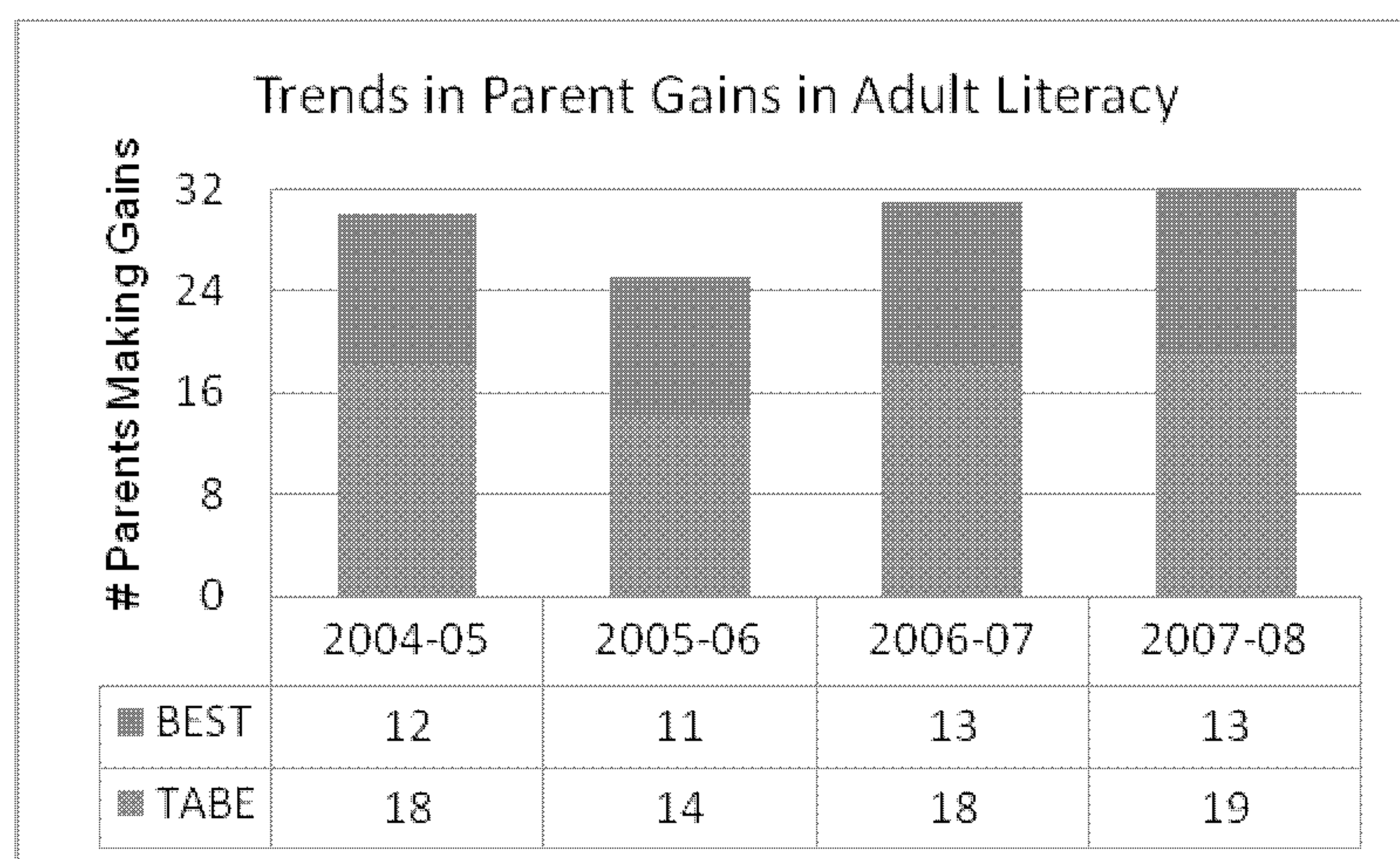
Evidence of program success in operating a literacy program, adult education and early childhood education and parenting education:

- District 7 has operated a family literacy program for 15 years; has been a leader in designating Title 1 funds for full day 4K classrooms in At-Risk neighborhoods; has sought Medicaid funding to support 3K classrooms for identification of children suffering from mal-parenting; houses the central location of adult education and is the fiscal agent for the adult education director.
- Selected to participate in CLIO, national Even Start Evaluation Project.

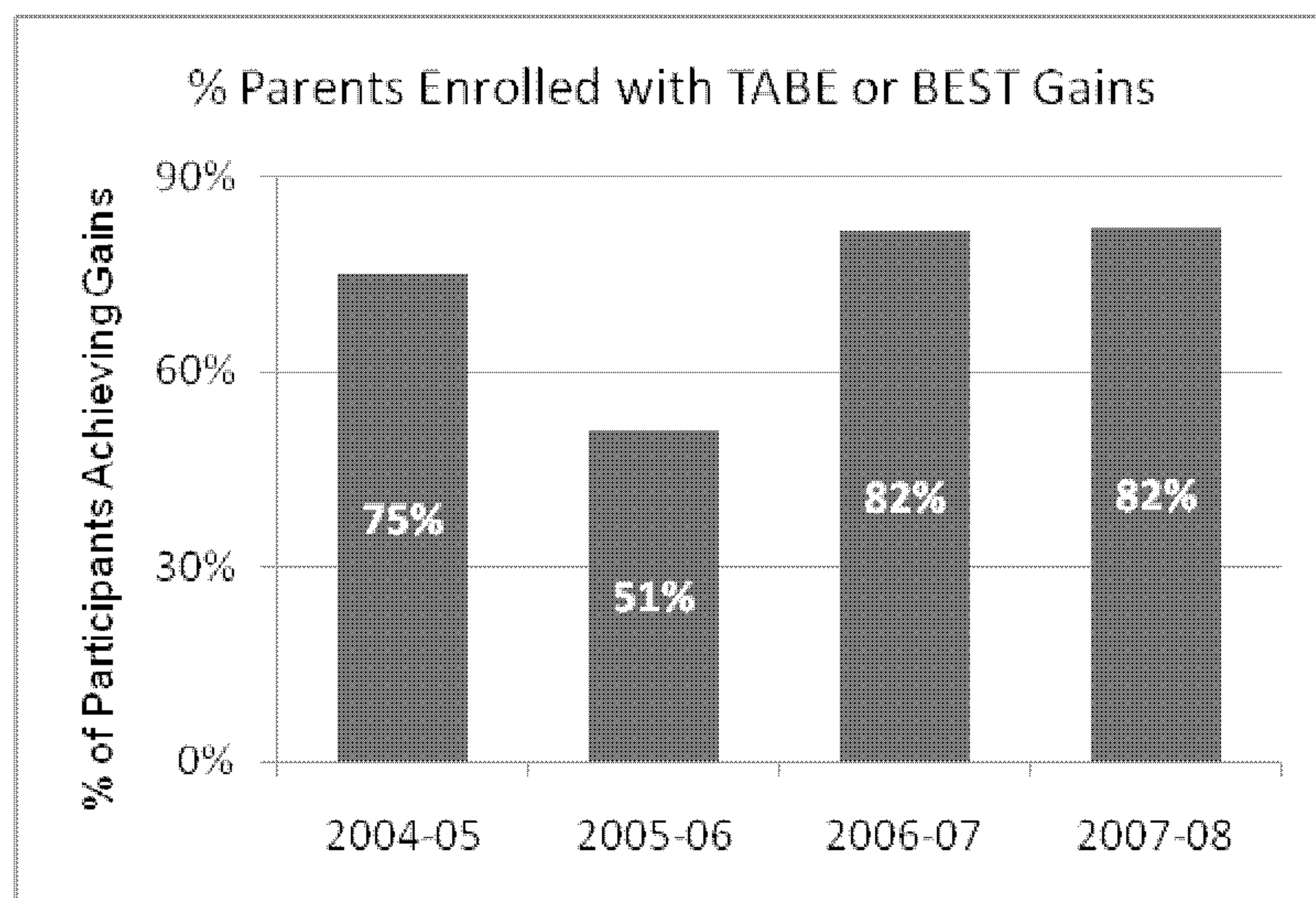
Quantitative data evidence of Family Connections Family Literacy Model program success.

We have an outstanding track record of high achievement in individual progress in adult literacy.

This model can be expanded and replicated for the entire community with a focus on parents of the children enrolled in the Early Learning Center.



Individual Literacy Gains.
 We have consistently high numbers of parents making individual gains in literacy as measured by TABE or BEST.



Literacy Gains as a % of Enrollment. > 80% of participants achieved gains in adult literacy in 2006-07 and 2007-08.

Evaluation of the Effectiveness of the Park Hills Early Learning Center.

The first year of the grant award the grant evaluator will work closely with the team and LEA to insure that all components of the grant and MOA's are defined between the entities for full implementation. The components of facility study will be reported to the team upon completion in a cumulative monthly report for action plan meetings.

The **overall effectiveness** of the Park Hills Early Learning Center will be measured by the **longitudinal success of the students** as they enter kindergarten and each succeeding grade. The DIAL-3 will be used to measure the growth of four-year-olds. Dominic will be used to measure the reading and writing growth of K-2 students. MAP will be used to measure reading and math growth in grades 2-6, and PASS ELA, writing, and math scores will be used to measure growth in grades 3-8. Longitudinal records will be kept for each child who attends the Early Learning Center. These records will include, but not be limited to, observational, progress, formative and summative assessment data. The first year of full implementation of the grant will allow 4K students in home schools to be followed as a comparison group for successive years of students at the Early Learning Center. 2010-2011 4K baseline students will test on state PASS

tests in Year Five of the FSCS grant. The district will follow the success of the younger students for comparison data for the interventions.

Documentation of Program Model and Its Implementation

Early Childhood Classes 0 through 3 program elements are documented, reviewed and secured in project records and files. Examples of ongoing and cumulative documentation include:

Participant documentation includes participant demographics; attendance logs; child, parent and family assessments; participant focus group findings.

- Early Education program documentation includes: lesson plans, professional development plans, classroom observation data, meeting schedules and agendas.
- Adult Education documentation includes: Adult education curricula, minutes from joint meeting sessions with Even Start.
- Home Visit documentation includes: home visit logs; family visit plans and records; referral logs; participant goals and journals; and child, parent, and family assessments plus all reports submitted to and received from First Steps.
- PACT and Parent Time documentation includes: lesson plans, logs of materials distributed to parents.

Measurement of Program Outcomes

All South Carolina Family Literacy Performance Indicators (PI) and assessment instruments will be used to measure whether program outcomes are achieved.

SC Family Literacy Indicator Area:	Measurement
Adult Literacy Growth	T.A.B.E.
	B.E.S.T.
	H.S. Diploma
	G.E.D.

Child Literacy Growth	Ages and Stages PPVT IV
Growth in Parenting Skills	P.E.P. Scales II and I or III

In addition to the above measurements, the Parent Involvement Questionnaire as well as the Denver II will be used. The Parent Involvement Questionnaire will be administered by the Parent Educator. The Denver II will be administered by USC Upstate Nursing Students. Outcomes will be included in the evaluation report and used in Quality Improvement Meetings.

Resources staff will use as a guide for self-evaluation and milestones of success among others are: the RMC Research entitled *Guide to Quality: Even Start Family Literacy Program Implementation and Continuous Improvement, Volume I Revised, NAEYC Standards, South Carolina Early Learning Standards, Department of Social Services Guidelines for Childcare and Licensure, ECERS and ITERS Scales*. These findings will be shared with the Evaluator to explore quality improvement ideas.

The Evaluation Work Plan

The evaluation plan focuses on five central components:

- 1) *On-site monitoring and support to assure quality implementation of objectives*— Each year the evaluator will make at least five monitoring visits. One visit will be devoted to involving staff, parents and community in a focus group and survey.
- 2) *On-site monitoring and data analysis for longitudinal data study for student achievement and* of numbers of participants, contacts in medical, dental, health referrals as well as oversight of all educational aspects by Metropolitan Studies Institute’s (MSI) to support research efforts and reach goals of the grant: Use the data to define ongoing refinements, support community outreach, enhance relationships, promote the reciprocal flow of information and ideas, assist community and economic development, and increase the

strategic use of the University's scholarship and outreach capabilities. Dr. Kathleen Brady, Director of the MSI manages selected community-based research and assessment projects, most notably the Spartanburg Community Indicators Project.

- 3) *Survey community for feedback yearly on services provided* and compare to data on joblessness data, educational attainment, and crime statistics to assess positive/negative indicators within the community.
- 4) *Facilitating the quarterly Quality Improvement Meetings* – The Evaluator will lead the staff in reviewing data and observations to reinforce high fidelity to the model implementation, to explore solutions to issues and to nurture staff team work.
- 5) *Implementation of ongoing and annual assessments of program achievements in relation to local and state family literacy objectives,*— This involves examining assessments conducted by staff and the project director. Program work is reviewed at staff meetings. With support from the evaluator, progress toward objectives is assessed and documented twice a year. Pre and post-assessments on all parent, child, family and adult education variables will be documented and reviewed annually, particularly as related to the Performance Indicators.

The evaluation work will be conducted in three phases, described below:

START-UP:

- Evaluator will meet with staff to review evaluation plan
- Pre-assessments will be conducted using required and desired instruments such as PEP, PPVT, DIAL-3, DOMINIE, etc.
- Base-line data for indicators will be collected.
- Data will continually be entered into child and parent files as

	interrelated with progress made on goals and reports prepared by the coordinator, with assistance from evaluator.
QUALITY IMPROVEMENT	<ul style="list-style-type: none"> ▪ Evaluator will review trended data (attendance, baseline assessments) and/or Coach observations in a team-led discussion so data are applied to program improvements.
MEETINGS:	<ul style="list-style-type: none"> ▪ Key findings shared at Partnership Committee meeting so collaborating partners can discuss results and plan accordingly. ▪ Evaluator and FSCS coordinator and partners review end-of-year data with staff, parents and community. Discuss applications of data to Year Two program work and develop new action plan. ▪ Post-assessment data collected and analyzed.
END OF YEAR:	<ul style="list-style-type: none"> ▪ Annual evaluation report written and submitted to the FSCS Coordinator by June 30 of each year. This report will be used by the Principal and Coordinator in partnerships with FSCS, First Steps, District 7, Community Partners and Even Start programs to develop continuous improvement to the action plan.

As indicated in the above work plan, evaluation data will be used in several ways:

1. Feedback will be provided to all staff and program participants in order to celebrate success and to plan needed program changes.
2. Evaluation data will also be used to ensure that the program is implemented in accordance to the FSCS program elements and family literacy model.
3. Findings will also be shared with the FSCS Partnership Committee.

4. The evaluator, program staff, collaborating partners, and participants together use evaluation data to plan improvements so that parents and families achieve family literacy goals.
5. Feedback will be provided to LEA District Staff for sharing with other schools and community, county, and state organizations and open the facility for visits as a model.

References

“Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies,” Working Paper No. 98-10, National Center for Education Statistics, U.S.

Department of Education, August 1998.

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Dwyer, C. & Sweeney, T. (2001). *Guide to Quality: Even Start Family Literacy Program Implementation and Continuous Improvement*; Vol. 1. Revised. Department of Education

Ezell, H.K. & Justice, L. M. (Ph.D.).2005. *Shared Storybook Reading, Building Young Children’s Language & Emergent Literacy Skills*. Baltimore, MD. Paul Brooks Publishing.

Hart, B. & Risley, T. (2003). *Meaningful Differences in the Everyday Experiences of Young Children*. Baltimore, MD. Paul Brooks Publishing.

Lasting Benefits of Preschool Programs, Schweinhart Lawrence J., Ph.D., ERIC EECE Publications — Digests, EDO-PS-94-2, January 1994, ERIC Clearinghouse on Elementary and Early Childhood Education. <http://www.ericdigests.org/1994/lasting.htm>

Parent-Teacher Questionnaire, Duke University, 1991, Fast Track ProjectReferences

Schweinhart, L. J., Montie, J., Xiang, Z., Barnett, W. S., Belfield, C. R., & Nores, M. (2005). **Lifetime effects: The HighScope Perry Preschool study through age 40.** (Monographs of the HighScope Educational Research Foundation, 14). Ypsilanti, MI: HighScope Press.

The Partners for Literacy Curriculum (Pfl), a research-based early childhood and parenting curriculum developed by Barbara H. Wasik and Joseph Sparling, University of North Carolina, Chapel Hill, North Carolina

Project Narrative

Abstract Narrative

Attachment 1:

Title: **FSCS Abstract** Pages: **0** Uploaded File: **C:\Documents and Settings\IVMcKissick\My Documents\FSCS\FSCS Grant Narrative\FINAL\FSCS Abstract Narrative_Final.doc**

Applicant: Spartanburg, SC School District 7
610 Dupre Drive, Spartanburg, SC 29307

Project Leader: Isaac V. McKissick, Director of School and District Partnerships
(864) 594-6188, email: ivmckissick@spart7.org

Title: Family Circle; From Cradle to College

Objective: To implement a comprehensive program at an Early Learning Center focusing on Early Childhood Education, Remedial Education, Health Care Services, and Parenting, that will reduce the impact of teen pregnancy, single-parent homes and multi-generational poverty on student achievement.

Partner Entities: City of Spartanburg, Spartanburg County Foundation, Spartanburg Regional Foundation, Regenesi Community Health Center, First Steps of Spartanburg, University of South Carolina-Upstate, USC-Upstate Metropolitan Studies Institute, The Riley Institute at Furman University, Mary Black Foundation, Big Brothers, Big Sisters of the Upstate,

Qualified Services: Early childhood education; Parental involvement and family literacy activities; Parenting education and parent leadership programs; Primary health and dental care; Adult education.

Summary: Spartanburg SC School District 7 has approximately 7,200 students with 64% receiving free and reduced lunch. In 2006 26.5% of births in Spartanburg, SC were born to mothers with less than a high school education and 37.2% were births to single mothers. Review of the Developmental Indicators for the Assessment of Learning-3 (DIAL-3) data indicates that 54% of the scores of four-year-olds tested for the 2009-2010 Child Development classes indicated potential delay. Kindergarten and first grade students' literacy levels were assessed with the Dominic Portfolio for Reading and Writing in the fall of 2009. The results indicated that 46% of the kindergarten students and 47% of the first grade students needed additional and substantial intervention. Our annual dropout rate is 6.6%, close to double the SC median district rate of 3.4%. Given our current double-digit unemployment rate and the previous data; this may lead to extended cycles of poverty. Spartanburg County has the fourth highest number of teen pregnancies in S.C. with the highest rates of estimated pregnancies, repeat pregnancies, live births and repeat births are within District 7 attendance boundaries. Only 1 in 4 teen mothers will ever graduate from high school. There were approximately 40 District 7 students who were pregnant in 2009-2010.

Each of our partners provides services to limited subgroups of our students, family and community. This team has the objective of leveraging our resources to deliver timely services to convenient locations. Our year 1 focus will be upon planning and validating current services and delivery models; 2d year focus will be on providing services onsite at Parks Hills Early Learning Center (0-K4). Park Hills Elementary School is a persistently low-achieving school that will be closed in June 2011 and reopen in August 2011 as an Early Learning Center. Our intent is to validate our service model during years 1 and 2 to enable us to achieve external funding for expansion in years 3-5. Our intent is to serve 5,000 during this program to include 600 students, 1,200 family members and 3,200 community members.

Abstract Narrative (use the ED Abstract Form)

The abstract is to be attached to the "ED Abstract Attachment Form" in the application package in e-Application.

The abstract narrative must include the name and address of your organization and the name, phone number, and e-mail address of the contact person for this project and the project title (if applicable). We also strongly encourage you to include the following information in your abstract:

- A list of partner entities that will assist you in coordinating or providing services;
- A description of the target population to be served, including the estimated number of individuals to be served;
- A description of the FSCS school or schools, including grades and Title I status;
- A list of the qualified services to be provided or coordinated by you and partner entities at each participating full-service elementary or secondary school;
- A brief summary of the comprehensive plan that would be implemented.

The abstract narrative should not exceed one page (single-spaced and using Times New Roman, Courier, Courier New, or Arial font) and should use language that will be understood by a range of audiences.