

# **U.S. Department of Education**

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**FULL SERVICE COMMUNITY SCHOOLS PROGRAM**

**CFDA # 84.215J**

**PR/Award # U215J080481**

**Grants.gov Tracking#: GRANT00452879**

OMB No. 1890-0009, Expiration Date: 06/30/2008

Closing Date: APR 15, 2008

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## Application for Federal Assistance SF-424

Version 02

\* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

\* 2. Type of Application:

- New
- Continuation
- Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify)

\* 3. Date Received:

04/15/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

\* 5b. Federal Award Identifier:

## State Use Only:

6. Date Received by State:

7. State Application Identifier:

## 8. APPLICANT INFORMATION:

\* a. Legal Name: ORANGEBURG CONSOLIDATED SCHOOL DISTRICT 5

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

(b)(2)

\* c. Organizational DUNS:

100500248

## d. Address:

\* Street1: 578 ELLIS AVENUE

Street2:

\* City: ORANGEBURG

County:

\* State: SC: South Carolina

Province:

\* Country: USA: UNITED STATES

\* Zip / Postal Code: 29115

## e. Organizational Unit:

Department Name:

Division Name:

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

Prefix: Mrs.

\* First Name: ANNA

Middle Name: S

\* Last Name: JACOBS

Suffix:

Title: GRANTS COORDINATOR

Organizational Affiliation:

ORANGEBURG CONSOLIDATED SCHOOL DISTRICT 5

\* Telephone Number: 803-533-7984

Fax Number: 803-533-7984

\* Email: ash36@orangeburg5.k12.sc.us

**Application for Federal Assistance SF-424**

Version 02

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

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:**

84.215

CFDA Title:

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-021508-001

\* Title:

Full-Service Community Schools Program CFDA 84.215J

**13. Competition Identification Number:**

84-215J2008-1

Title:

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

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

1- Stop Full Service Community Project (?1S? FSCP)

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

\* a. Applicant

\* b. Program/Project

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

17. Proposed Project:

\* a. Start Date:

\* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="498,328.00"/>
* b. Applicant	<input type="text" value="837,275.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,335,603.00"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

- 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:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

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Standard Form 424 (Revised 10/2005)  
Prescribed by OMB Circular A-102

**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.

## Attachments

AdditionalCongressionalDistricts

**File Name**

**Mime Type**

AdditionalProjectTitle

**File Name**

**Mime Type**



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 ORANGEBURG CONSOLIDATED SCHOOL D...

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	\$ 186,393	\$ 192,799	\$ 193,012	\$ 195,908	\$ 193,327	\$ 961,439
2. Fringe Benefits	\$ 53,495	\$ 55,333	\$ 55,395	\$ 56,226	\$ 55,485	\$ 275,934
3. Travel	\$ 2,722	\$ 2,722	\$ 2,722	\$ 2,722	\$ 2,722	\$ 13,610
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 17,225	\$ 16,225	\$ 13,725	\$ 13,225	\$ 12,950	\$ 73,350
6. Contractual	\$ 222,200	\$ 216,555	\$ 218,745	\$ 215,372	\$ 219,154	\$ 1,092,026
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 482,035	\$ 483,634	\$ 483,599	\$ 483,453	\$ 483,638	\$ 2,416,359
10. Indirect Costs*	\$ 16,293	\$ 16,347	\$ 16,346	\$ 16,341	\$ 16,347	\$ 81,674
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 498,328	\$ 499,981	\$ 499,945	\$ 499,794	\$ 499,985	\$ 2,498,033

**\*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: 7/1/2007 To: 6/30/2008 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_

(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(e)(2)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 ORANGEBURG CONSOLIDATED SCHOOL D...

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 B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	(b)(4)
1. Personnel	
2. Fringe Benefits	
3. Travel	
4. Equipment	
5. Supplies	
6. Contractual	
7. Construction	
8. Other	
9. Total Direct Costs (lines 1-8)	
10. Indirect Costs	
11. Training Stipends	
12. Total Costs (lines 9-11)	

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007  
Expiration Date 04/30/2008

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 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 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.

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Prescribed by OMB Circular A-102

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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 OFFICIAL ANNA JACOBS	* TITLE SUPERINTENDENT
* APPLICANT ORGANIZATION ORANGEBURG CONSOLIDATED SCHOOL DISTRICT 5	* DATE SUBMITTED 04-15-2008

Standard Form 424B (Rev. 7-97) Back

## DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year                      quarter</p> <p>date of last report</p>		
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime    <input type="checkbox"/> SubAwardee    Tier if known:</p> <p>* Name: ORANGEBURG CONSOLIDATED SCHOOL DISTRICT 5</p> <p>* Address: 578 ELLIS AVENUE  ORANGEBURG  SC: South Carolina  29115</p> <p>Congressional District, if known:</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>			
<p>6. * Federal Department/Agency:</p> <p>US DEPARTMENT OF EDUCATION</p>	<p>7. * Federal Program Name/Description: Fund for the Improvement of Education</p> <p>CFDA Number, if applicable: 84.215</p>			
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>			
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: ORANGEBURG SCHOOL</p> <p>DISTRICT 5 DOES NOT EMPLOY LOBBYIST</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: ORANGEBURG SCHOOL</p> <p>DISTRICT FIVE DOES NOT EMPLOY LOBBYIST</p>			
<p>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 the 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.</p>			<p>* Signature: ANNA JACOBS</p> <p>* Name: MELVIN</p> <p>SMOAK</p> <p>Title: SUPERINTENDENT</p> <p>Telephone No.: 803-533-7984</p> <p>Date: 04-15-2008</p>	

**Public Burden Disclosure Statement**

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

## 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 1890-0007. 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:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

## Attachment Information

File Name

3454-GEPA\_-FSCS.pdf

Mime Type

application/pdf

## **GEPA**

### **Statement 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).

A thorough and careful examination of student demographics, local economic advantages and academic performances of the students and families served at our alternative school program has revealed some serious gaps. The results of several research studies and prescribed best-practices have led us to conclude that the primary reasons for most of our gaps and the high incidences of repeated infractions can be attributed to the insufficiency of the existing program model. Our lack of the three most vital support systems necessary for “at-risk” students to be successful is missing. As a means of addressing the barriers described in Section 427 of the General Education Provisions Act (GEPA), Orangeburg Consolidated School District Five used information gathered from the 2007 school report card, community surveys, and local agencies to target those who would appear to have the least access to a fair and equitable education during their middle/high school years. So, within those parameters, the district will make provisions to provide systemic interventions for students entering middle/high school settings with deficient academic and social skills along with negative family issues that prevent them from achieving sustained academic success that leads to high school graduation. These initiatives will support student’s transition and success into rigorous academic courses while providing students and their parents with the academic advisement, social services, and career counseling necessary to prepare them to successfully participate in post-secondary education and career choices. The model’s design will allow the district to partner with several community organizations to create a “*One-Stop*” Full Service Community School in Orangeburg Consolidated School District Five.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> ORANGEBURG CONSOLIDATED SCHOOL DISTRICT 5	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b> Prefix: MR    * First Name: MELVIN    Middle Name: * Last Name: SMOAK    Suffix:    * Title: SUPERINTENDENT	
<b>* SIGNATURE: ANNA JACOBS</b>	<b>* DATE: 04/15/2008</b>

# SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

## 1. Project Director

\* Name:

Mr.

ROBERT

HEMBY

\* Address:

578 ELLIS AVENUE

Orangeburg

County

ORANGEBURG

SC: South Carolina

29115

USA: UNITED STATES

\* Phone Number:

803-533-7984

Fax Number:

803-533-6445

Email:

## 2. Applicant Experience:

Yes  No  Not applicable to this program

## 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:

FileName

MimeType

# **Project Narrative**

## **Abstract Narrative**

Attachment 1:

Title: Pages: Uploaded File: 241-Abstract.pdf

Abstract

Orangeburg Consolidated School District Five

578 Ellis Ave, Orangeburg, South Carolina, 29115

(803) 533-7984

Contact Person: Anna Jacobs [ash36@orangeburg5.k12.sc.us](mailto:ash36@orangeburg5.k12.sc.us)

**The One Stop Full Service Community School (One Stop FSCS)**

The Orangeburg Consolidated School District Five (OCSD5) will convert the existing alternative education site into a Full Service Community School. The partners include the Department of Mental Health, Tri County Commission on Alcohol and Drug Abuse, A Better Way, and Orangeburg Calhoun Allendale Bamberg Community Agency to bring needed services to the FSCS site. These services will include *remedial education and academic support, mental health counseling, programs that promote parental involvement and family literacy activities, Community service and service learning opportunities, services to expelled students and their families, and job training and career counseling services*. OCSD5 has along history of working collaboratively with several community, public and private agencies This grant will service at-risk youth and at-risk parents. The One Stop FSCS will coordinate a holistic approach to addressing the needs of over **500** participants by providing a comprehensive range of educational and human services on a **daily bases**. A typical profile of students and/families targeted by this grant would reflect a middle/high school student, expelled from the traditional school for disruptive behavior, his mother (a single parent of two) is a recovering drug addict, minimum wage employee, with a high school diploma . This student has a general apathy towards authoritative figures. His mother has fears and suspicion about drugs and gang involvement. The mother feels helpless and desperate for solutions. The programs and services of the “One Stop” FSCS will provide solutions for this family and many others like them.

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **7060-Mandatory\_FSCS\_NARRATIVE-\_final.pdf**

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## **Section 1- Quality of Project Design**

To maximize student learning, 3 types of support systems must be in place- intellectual, social, and psychological/emotional (*Eccles and Grootman, 2002*). Supportive older adults such as teachers, neighbors, extended family members, or volunteers can lead to positive outcomes among youth living in high-risk circumstances (Rhodes, 2002). However, whenever either of these dynamics change or new issues like overcrowded classrooms, peer pressures, bullying, and less cohesive communities enter the mix, causing or dramatically reducing the presence of caring adults in the lives of youth, academic achievement and the student's positive integration into our society is significantly reduced. Several of these research-based "*support systems*" are missing from the existing alternative education program model, resulting in high rates of low attendance, discipline referrals, less than adequate academic success, and high recidivism rates in terms of repeat student expulsions.

There are three major goals associated with the OCSD 5 One Stop Full Service Community Project: 1) Create and sustain an effective, coordinated partnership that provides comprehensive, flexible services to students, their families, and the community at a central site. 2) Provide academic, social, and psychological/emotional support services to students that lead to improved academic success and a timely graduation 3) Provide comprehensive post-secondary and career counseling to students, parents and community members.

### **OBJECTIVES: GOAL 1**

**Objective 1.1** By August 2008, establish an Implementation Council of partners to assess needs, provide oversight, and recruit partners for identified needs.

**Objective 1.2** By December 2008, recruit new partners as justified by student , family and community needs.

**Objective 1.3** By January 2009, begin providing the necessary services to the targeted students, families and community members.

**GOAL 2 -**

**Objective 2.1.** By May 2010, at least 30% of the students will increase their average daily attendance (ADA) by a minimum of 10% with an incremental increase of 10% each remaining year of the grant funding cycle.

**Objective 2.2.** By May 2010, 45% of students will decrease **discipline referrals** by 15% with an incremental increases of 10% each remaining year of the grant funding cycle.

**Objective 2.3.** By May 2010, 40% of high school students will pass End of Course (EOC) test of the assigned classed with at least a 70 or higher, with incremental increases of 10% each remaining year of the grant funding cycle.

**Objective 2.4.** By May 2010, 50% of middle school students will pass all (4)core content courses with a “C” or above with incremental increases of 5% each remaining year of the grant funding cycle.

**Objective 2.5.** Beginning May 2011, the recidivism rate will be reduced incrementally by 10%.

**Objective 2.6.** By May 2010, 100% of enrolled students will have participated in group counseling sessions dealing with the mental health, drug and gang intervention.

**Objective 2.7.** By May 2010, at least 50% of students requiring individual or private counseling sessions that deal with either of the above issues will be receiving the necessary services on site from the appropriate community agency with incremental increases of 10% each remaining year of the grant funding cycle.

**Objective 2.8.** By June 2010, 10% of the enrolled students will completed an assigned service learning project with incremental increases of 15% each remaining year of the grant funding cycle.

**GOAL 3 - Objective 3.1** By June 2010, 30% of the parents of enrolled students will complete workshops on economic empowerment/financial literacy and job-related technology skills.

**Objective 3.2** By June 2011, 40% of students' parent/families will have completed a 4-weeks computer literacy class.

**Objective 3.3** By June 2011, 5% of the unemployed/underemployed parents will have new employment.

**Students, Families, and School Community to be Served**

A predominantly rural school district near the crossroad of I-26 and I-95, Orangeburg Consolidated School District Five (OCSD5) serves approximately 7,500 students in grades PK-12 from three communities (the City of Orangeburg and two rural communities of Bowman and North). The predominantly rural district is comprised of three high schools, a technology center, three middle schools and eight elementary schools. Of the total enrollment, 93% are African-American, 4% Caucasian, 2% Hispanic, and 1% represent other minorities.

Approximately 200 (or 8% of all) middle and high school students were expelled in 2007 from the five target schools: Bethune-Bowman Middle High (grades 6-12), North High (grades 6-12), and Orangeburg-Wilkinson (grades 9-12) Clarke and Howard Middle Schools (grades 6-8). All students expelled from any of the district's Middle or High Schools are assigned to the alternative setting. Student infractions range from antisocial behavior; aggression towards teachers or other school personnel, fighting, and failure to comply with school rules and

regulations. The One Stop FSCS will target approximately 250 middle/high school students assigned to the alternative setting, and their families (Up to 500 participants).

More than 75% of students enrolled in the alternative setting were reported truants with more than 20 days absent from school (attendance data 2006-07). Ten percent of the students were assigned to the alternative setting because of drug-related infractions. School Administrative Student Information (SASI) data indicated that 25% of all students expulsions during the 2006-07 school year were related to gang activities. SASI data for the 2006-07 school reflected no change in student discipline after enrollment in the alternative setting.

The alternative middle school students record low academic achievement. Based on the Palmetto Achievement Challenge Test (PACT), the statewide assessment administered to all students in grades 3-8, only 12% of middle school students scored proficient in ELA, 3% proficient in Science, 10% proficient in Math and 8% in Social Studies (2006-07 District Report Cards). This is a far cry from the mandated 100% required by *No Child Left Behind*. Among eighth graders in the district, the percentage scoring below basic on the 2007 statewide assessment is startling: 41% in ELA, 42% in math, 51% in science, and 41% in social studies (School Report Cards).

Clearly, many students are entering high school without the skills to complete high-school level work, which perpetuates academic failure, behavior issues, and ultimately dropout. Records indicate that 75% of alternative school students did not pass all their End-of-Course (EOC) examinations. In 2007, an average of 40% of students at the target schools did not pass all their EOC examinations, with 67% not passing the physical science EOC and 43% not passing the English EOC exam. Only 69% of sophomores passed both subtests of the statewide high school exit examination, the High School Assessment Program (HSAP), in 2007. Over a

third of the alternative school students were deficient in credits required for timely graduation.

The percentages of our students being retained and being suspended or expelled far exceeds the state average (see table below).

<b>SCHOOLS</b>	<b>Dropout</b>	<b>Retention</b>	<b>Suspension Expulsion</b>
Bethune-Bowman MH	0	6	2
North MH	6	4	16
Orangeburg-Wilkinson High	6	10	7
<b>Average among Schools</b>	<b>4</b>	<b>7</b>	<b>8</b>
<b>State Average</b>	<b>3.4</b>	<b>4.2</b>	<b>1.6</b>

Achievement gaps, low graduation rates, increasing dropout rates, and behavioral problems all bespeak problems with what is happening during school hours. These students need immediate interventions and accelerated learning strategies to enable them to succeed in high school, elements included in this grant project.

Orangeburg County is a very poor county in a poor state. Based on US Census 2000 data, the median household income (\$29,567) and median family income (\$36,165) are far below the state average of \$37,082 and \$44,227, ranking the county among the lowest of all 46 counties, and nearly 30% less than the national average for either category. Most importantly, in Orangeburg County, 17% of families and 21% of individuals live below the poverty level, as compared to 11% and 14% in South Carolina, and 9% and 12% for the nation, respectively. The 2006 American Community Survey estimates that this percentage has grown to 22% of families and 29% of individuals living below the poverty level in Orangeburg County. Of families with children under 18, 23% live in poverty. Of families with children under 18 headed by a female single parent, the percentage increases to 43%. This percentage skyrockets for female-single parent households with children under five: 55% live below the poverty level.

The percentage of children living in single-parent families has increased (2000 Census),

and single parent families are the most likely to be poor. School records indicate that 87% of the alternative students are from single-parent households. It is no wonder then that Orangeburg County ranks among the state's top 10 counties for the number of households receiving TANF, food stamps, and Medicare benefits (South Carolina Statistical Abstract, 2007).

Poverty is exacerbated by low educational attainment and high unemployment. While the American Community Survey (2006) estimates that the percentage of those with bachelor's degrees in the nation has increased to 27%, the same survey indicates that Orangeburg's percentage has actually declined to 15%. One of the consequences of low educational attainment is high unemployment, and the county ranks among those with the highest rates of unemployment in the state. The percentage of county residents ages 16 and older who are not working has remained steady at 57% (Census 2000; American Community Survey, 2006).

We can see the effects of all these factors in the risk behaviors of adolescents. Drinking (heavy drinking), illegal drug use, and promiscuity indicate the need for comprehensive services for young people and their families. Among high school students, more than half reported that drinking more than five drinks every weekend was not inappropriate, and drug use is highest among white males (South Carolina DAODAS). Mental and emotional factors also contribute to a child's low achievement and inability to negotiate the behavioral standard. Seventeen percent of white female high school students report having serious considered suicide (DAODAS; Kid's Count, 2007). Childhood mental disorders and psychoses are also among the top 10 reasons for inpatient hospitalization among those under the age of 18 in Orangeburg County (SC Office of Research and Statistics, 2006).

Not surprisingly, poverty, poor physical health, high risk behaviors, and the emotional terrain of adolescence coagulate to undermine academic achievement. The current system of

child-related service delivery is fragmented, often characterized by duplication, waste, and lack of coordination. (Kirst, 1990)

The challenge for OCSD5 lies in providing multifaceted services to meeting the developmental needs of a diverse population including expelled students while making the learning relevant so that students remain authentically engaged in learning and graduating to higher levels of study and skill acquisition.

Prevention services related to behavior intervention, gang awareness, and drug/alcohol abuse along with academic and career counseling are essential if our students are to gain the skills and habits to succeed in the classroom and the community.

### **Qualified Services**

The One Stop Full Service Community School project is a coordinated, holistic approach to addressing the needs of children—particularly the complex, interrelated problems of at-risk children--by providing a comprehensive range of educational and human services. In these programs, schools are the hub of a coordinated network of service providers and the link between these service providers, children and their families. School-linked IS programs focus on prevention, promoting wellness for children and their families, and providing services that overcome barriers to school readiness and academic success (Center for Research, 1992).

The One Stop Full Service Community School (FSCS) will coordinate educational, mental health, and other services through partnerships with the OSCD5, South Carolina Department of Mental Health, Tri County Commission on Alcohol and Drug Abuse (TCCADA), A Better Way (gang awareness CBO), and Orangeburg Calhoun Allendale Bamberg (OCAB, a CBO that provide job and career training). By establishing a new set of services that will be available on site at the FSCS site, students and their families will have easier access to services that address

the student's needs holistically and collaboratively. Because students are only assigned to the FSCS for one school year, the counseling services will follow the student and their family back to the home school. Middle and high school students that return to the home school after their year at the One Stop FSCS will receive the support services at the home school for an additional year.

Because interagency collaborative efforts are highly complex undertakings and, as such require extensive planning and communication among partners and key stakeholders, this applicant will devote funds received during the first six (6) months of the project period to comprehensive program planning. Students that are at risk of school failure demonstrate mental instability in terms of anger management, conflict resolution, aggressive behavior, or antisocial behavior. These are normally defined as a spectrum of disruptive behavior, most often aggressive, that have in common, transgressions against societal norms, negative peer influence such as gang involvement, and often substance or drug abuse and gang behavior. A team of stakeholders will assume responsibility for the success of each student and the support of their respective families. The team will consist of Certified Curriculum Specialist, School-based Mental Health (SBMH), Gang Education Technician (GET), a Drug/Alcohol Counselor, Student, Parent(s), and Case Manager. Students will be assigned to One Stop FSCS by the district's hearing officers as a consequence for inappropriate behavior at their home school. One Stop FSCS will utilize a team (One Stop) of individuals that use researched-based counseling techniques such as Solution Focus Brief Therapy (SFBT) and other counseling techniques that focus on prevention and early intervention with youth at risk for social, emotional, behavioral, and/or academic difficulties. **Targeted services** will include remediation and academic enrichment activities, community service and service learning, mental health counseling for

students and their families that have been expelled from OCSD5 middle and high school, parental involvement and family literacy activities, and job and career training for families of enrolled students and the community. Each member of the One Stop team brings their area expertise to the table. OCSD5 will focus on remediation and academic enrichment and service learning. Students deficient in credits that will hinder them from graduating on time will be enrolled in **credit recovery** programs (i.e. online courses where students work at their own pace to satisfy course requirements). Students can also participate in **virtual academy** courses designed for new courses that are computer-based, again allowing them to self-pace and remain on track for graduation. Upon assignment to One Stop FSCS the team will review all pertinent school performance data and an academic plan (the Curriculum Specialist will serve as the lead in this area) for the student that is data driven becomes part of the Individual Student Plan (ISP). Data driven instructional strategies translate summative achievement test data into formative data that teachers and students can use to improve teaching and learning (Halverson, Grigg, prichett, Thomas, 2005).

DMH will focus on mental health counseling, using a solution focus approach. With its emphasis on client strengths and **short-term treatment**, Solution Focus Brief Therapy (SFBT) is well suited to school contexts, given the wide array of problems and the large caseloads of most school-based practitioners (Franklin, Hopson, 2004). This approach is especially crucial since we will have access to these students and their family for a short period of time. GET will focus on gang awareness and intervention, TCCADA counselors will focus on substance abuse, OCAB will focus on career development and training for students and their families. As part of student orientation, every student will be interviewed by the One Stop Team. The risk factors associated with student success, such as negative peer association, drug abuse, anti-social behavior patterns,

poor school attendance and performance and other predictors of future adult success will be addressed by the team. Every enrolled student will have a prescribed **Individual Service Plan** (ISP) designed by the team along with the student and his/her parent. The enrollment process will take 3 days. As part of the orientation process parents are required to attend a two hour workshop within the first three weeks of the students start date. These workshops are designed to help parents understand some the issues associated with student discipline such as how to handle children with inappropriate behavior patterns. The workshops will be facilitated by the SBMH and scheduled to accommodate the parent's schedule. **Day 1-** parent and student meet with One Stop team to start development of the ISP. All parties will sign the student/parent contract **Day 2-** student given a battery of test- Career aptitude, math, reading level assessment to determine reading grade level, learning style assessment, personality , assessment, and any psychiatric testing approved by parents. Complete ISP. **Day 3** - student to meet with the team to discuss school protocols and answer any questions or concerns of the student . Students will be given 2 sets of school uniforms. **Day 4-** student start classes. The case manager will start working with the student and the classroom teacher to establish a service learning project for students based on the interest expressed in the ISP. This team member will coordinate service learning projects with community partner and appropriate classroom teacher to ensure that the connection between classroom instruction and real world experience is rigorous, relevant, and relational. School will be open from 8 AM 3:15 PM. The regular school day includes 45 minute class blocks for 8 periods a day. All core content subjects (English, Math, Social Studies, Science) will be offered. Keyboarding will be offered as an elective for the high school students. All students will have two free periods per day where they will be involved in either community service projects, individual, family or group counseling sessions with the SBMH, Drug Counselor of the GET,

and career development training such as resume writing, interviewing skills, how to dress on the job, and how to get along with co-workers. Teachers will also be available to help students that may need one-on-one tutoring. Students will have access to computers to complete credit recovery /virtual course they are enrolled in at their convenience during those free periods during the school day. All staff will be available to students from 8:00- 3:15 PM. The case manger will coordinate all One Stop team activities for each student. Each student's plan will be clearly outlined in the ISP with scheduled classes and intervention sessions and based the identified need of the student and their family.

All students attendance, discipline and grades will be monitored by the case manager and information forwarded to the One Stop Team. Students with discipline issues will be directed to the SBMH counselor, while students having academic challenges will be forwarded to the curriculum specialist. Students demonstrating severe attendance or discipline challenges will be required to meet with the CM/SBMH each morning before starting their day. All classroom teachers will be trained and proficient in integrating technology in curriculum. OCAB will provide daily career planning and soft skills training for students ready for this experience. Family and community members that are unemployed or underemployed will be offered job training workshops such as computer literacy, resume writing and career exploration during the school day and on Saturdays.

Due to the high risk behavior demonstrated by many of the students, campus security will be monitored by the School Resource Officer (SRO) that will have a visible presence on the campus. Students that violate code of conduct will be assigned to an in-school suspension (ISS). Students assigned to ISS will be totally excluded from the school population, they will not be allowed to eat their lunch with others, but will be served their lunch separately. Out of school

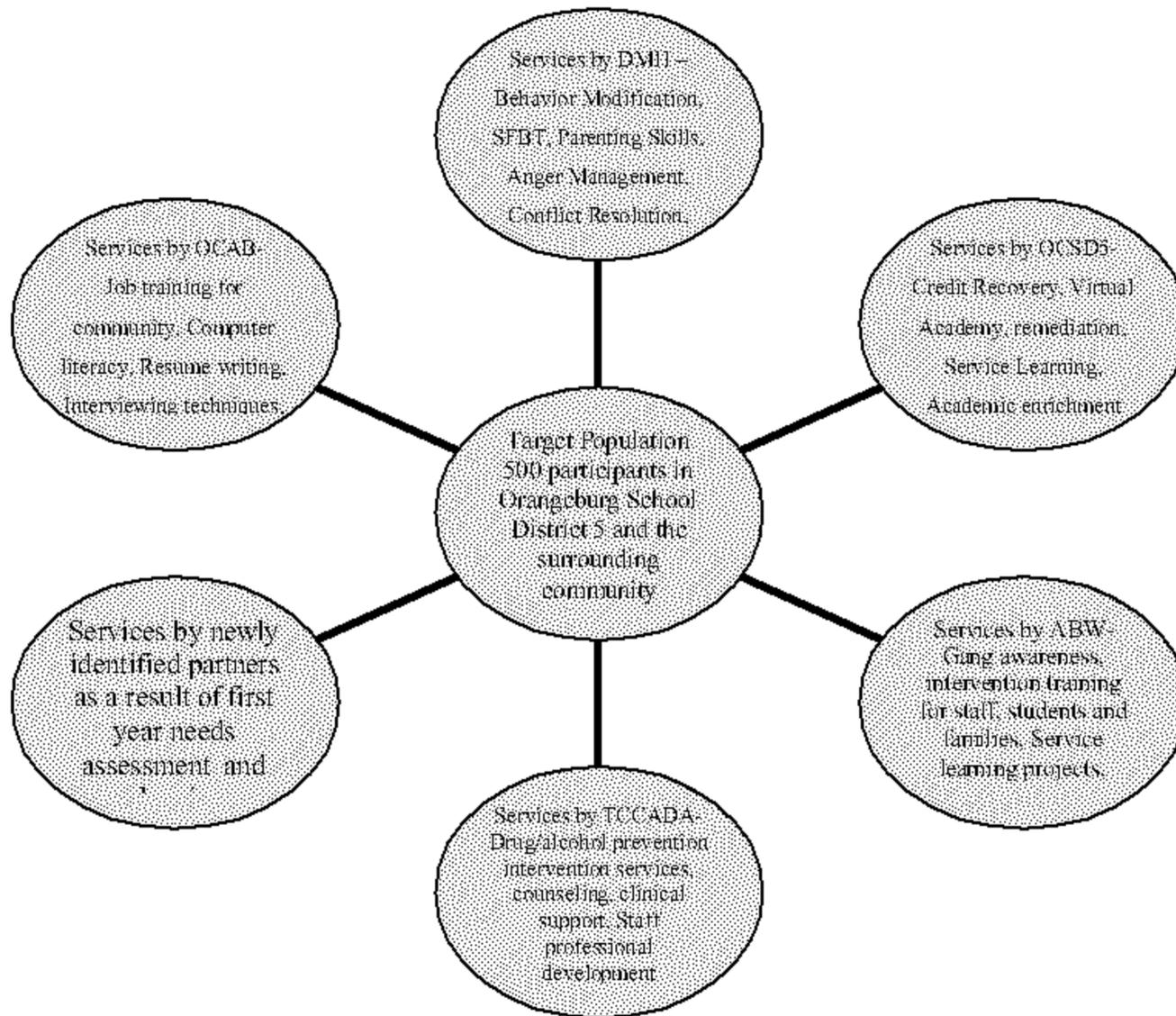
suspensions (OSS) will be the exception rather than the rule. Being out of school is the desire of many of the students assigned to the alternative setting. OSS is what they want. Students should not be allowed to “escape” school via suspension, ISS strategies makes the offence less attractive for the student. Research has found that OSS tends to push away the very students who need the most support from school. Suspension places all the blame on the student, the school rarely evaluates whether it has served all of the student’s emotional or academic needs. (Deridder, 1990). Often OSS is used to provide relief to teachers, and does not address the issues students have that led to misbehavior (Bock, Tapscott, and Savner, 1998).

Though there are different ISS models, the type most frequently cited as an effective strategy is not simply the punitive, “temporary controlling technique” that resembles solitary confinement. Rather, an effective program generally holds students accountable for school assignments AND involves some aspect of rehabilitation or functional behavior assessment/replacement (Morris & Howard, 2003). Key elements to consider when implementing a successful in-school suspension program are selectivity, consistency, constructive supervision, student reflection on his/her behavior, behavior modification plans/implementation/follow-up, and parental involvement (2001). Numerous studies have shown that, in order for a school to decrease its number of in-school suspensions, the ISS experience needs to be more constructive than punitive (Morris & Howard, 2003). The One Stop FSCS ISS strategy outlined below support a more constructive approach to changing behavior and works well with SFBT principals. Students that violate One Stop FSCS code of conduct will be assigned to an ISS that will include a 15 student:1 teacher ratio or less, therefore allowing the staff to give students individual attention. Members from the team and the CM will take turns staffing the ISS center. Referring teachers will send students to ISS with current assignments

each day. Time is set aside for individual counseling focused on behavior identification and files will be kept for each student, tracking the behavior modification progress and following up with teachers to ensure that behavior is improving, parents will always be notified via the district automated telephone messaging system of their child's ISS status.

According to the Alliance for Excellence in Education (2007), Approximately **32,100** students did not graduate from South Carolina's high schools in 2007; South Carolina's economy would see a combination of crime-related savings and additional revenue of about **\$151 million** each year if the male high school graduation rate increased by just 5%. In light of the above expenses, the \$1,000 per person cost of this initiative that impact the predictors of future adult success is an economically sound investment.

**Qualified services Diagram**



## **Section 2 -Adequacy of Resources**

### **Adequacy of support**

The One Stop FSCS facility is a separate campus that can accommodate up to 300 students. The program will address the needs of students expelled from the traditional middle (3) and high schools (3) within Orangeburg School District Five. The facility has two wings that could easily be adaptable to separate the middle from the high school. This facility has a two fully equipped internet accessible computer lab with 20 work stations in each and electronic white board. Each classroom is equipped with one internet accessible computer. All Teachers are certified by the South Carolina Department of Education, to ensure academic rigor, relevance. Bus transportation to and from the home school will be provided by the district. OCSD 5 has site licensure for all remediation (PLATO, NovaNet) on-line courses.

The SC Dept. of Mental Health (DMH) have worked collaboratively in the past with OCSD5 to provide School-Based Mental Health (SBMH) counselors to work with middle school students with demonstrated antisocial behavior and inappropriate school behaviors. These services are consistent with the schools' educational goals, and have been found to be efficient, effective means of providing low stigmatizing support to families and children. The school based team will provide a continuum of services at the One Stop FSCS site to address the needs of youth and their families. All clinical services are voluntary and require parental permission. Services include: 1) primary prevention-e.g., helping to increase parental involvement in school, helping to coordinate activities related to violence prevention, 2) early intervention and services to youth dealing with transitions and milestones-e.g., social skills training, school transition programs, and 3) individual and family services-e.g., individual, family, and group counseling, crisis intervention, mentoring and tutoring. DMH's professional development activities will be

available to staff at the FSCS site. School-Based Mental Health (SBMH) counselors are LISW and MSW that are certified to facilitate behavior modification strategies.

The trained DMH SBMH are experienced in all phases of adolescent mental health issues such as coping skills, decision making, ADHD, individual, group and care giver counseling. The SBMH counselors are trained in administering personality and psychological tests. The DMH will take the lead in providing workshops and professional development relative to the mental health component of this project.

A Better Way- Project GO Gang Out, the third partner in this consortium is a 501(c)(3) non-profit organization that specializes in the areas of prevention and intervention and/or treatment reducing “at-risk” behavior among youth and adolescents. A Better Way Gang Education Technicians (GET) work on school campuses to promote healthy living through positive alternatives, engage children in Behavior Modification processes, teach and develop service learning opportunities ,teach, emphasize, and promote higher education, educate and teach citizens methods to develop an awareness of youth gangs' scope and purpose, and identifying potential and existing gang members, associates, and their families interested in leaving a gang, and teach, explore, and promote "A Better Way", the ultimate goal of A Better Way is to assist, develop and implement intervention strategies for children and families. They also offer training and education for those who desire a way out from the Juvenile Justice and/or Criminal Justice systems.

TCCADA will reposition a drug and alcohol abuse counselor to be housed on the One Stop FSCS campus. The drug counselor is trained in substance abuse prevention and intervention and is certified by Center for Substance Abuse and Prevention (CSAP) to do drug counseling. The Center will provide on-going professional development for all site staff related

to substance abuse prevention. The Drug counselor will also provide clinical support for youth and their families that have substance abuse problems.

Prevention services are designed to help tri-county citizens of all ages avoid the dangers of using alcohol, tobacco, and other drugs. Prevention services offered at the FSCS site are based upon principles of sound research and developed according to the ten steps of the planning and evaluation model, Getting to Outcomes. This strategy aims to teach participants critical life and social skills in order to promote health and well-being while at the same time preventing problems that may occur without these skills. Program lengths vary from 11 to 13 sessions approximately 1 hour long. All programs offered are evidence-based and proven effective.

Current programs available include: Life Skills Middle and High School Students

*LifeSkills Training* is widely regarded as one of the most effective and rigorously tested research-validated, prevention programs used in schools and communities today. *LifeSkills Training* is recognized as an **Exemplary Program** by the U.S. Department of Education, and a **Model program** by the Center for Substance Abuse Prevention, and the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention.

The Orangeburg Calhoun Allendale Bamberg Community Action Agency (OCAB) has worked in the tri-county community promoting economic empowerment through employment attainment and security. OCAB is mandated to submit members in the community in job training and career exploration. The agency offers numerous workshops related to job search skills.

### **Partner Commitment**

*OCSD 5*

The Mission of Orangeburg Consolidated School District Five, in partnership with home and a diverse community, is to ensure an excellent education for all students by providing challenging learning opportunities. The district is committed to this project and sees it as a vehicle through which all students, even those at-risk of school failure, will receive an equitable education.

*Department of Mental Health- DMH*

The mission of the school-based mental health programs implemented by the South Carolina Department of Mental Health is to identify and intervene at early points in emotional disturbances and assist parents, teachers, and counselors in developing comprehensive strategies for resolving these disturbances. The strategies employed by this project satisfy the objectives of the school-based mental health program that is an integral part of the DMH's mission.

*TCCADA- Drug and Alcohol Counseling*

The Tri-County Commission on Alcohol and Drug Abuse (TCCADA) is an office of health, information and service for alcohol and drug abuse. They seek to prevent substance abuse through education and community involvement, to intervene in abuse-related problems and to provide treatment and rehabilitation alternatives for abusers. We provide a scope of services from education, prevention to various levels of treatment services, and assistance with referrals to the citizens of Orangeburg, Bamberg, and Calhoun counties.

TCCADA is committed to providing counseling services to Orangeburg County youth and their families. Many of the services available through TCCADA are not used because of a lack of community awareness and access to these services. Placing a trained drug counselor in the One Stop FSCS site will help TCCADA meet their desired outcome of making drug prevention and intervention services available to as many youth and their families as possible.

*A Better Way Inc*

This organization is committed to this project because the focus of activities mirror A Better Way's mission "To promote healthy living by educating and demonstrating positive alternatives and reducing the likelihood of 'at-risk' behavior among youth and adolescents to encourage their maximum potential for success in life".

*OCAB*

The Orangeburg, Calhoun, Allendale, Bamberg Community Action Agency, inc will provide soft skills training for students enrolled at the One Stop FSCS along with families and community members . This program is designed to prepare youth and adults for the workforce. OCAB is committed to working with economically disadvantaged youth and adults to be gainfully employed and successful in the workplace.

**Reasonableness of Cost**

Each partner agency has established salaries for professional personnel, thus all salaries comply with the respective agency salary administration guidelines. All consultants and other expenses have been researched to ensure typical costs are applied. The cost of impacting the predictors of future adult success far outweigh the expense of adult failure. Of **32,100** students did not graduate from South Carolina's high schools ( Alliance for Excellence in Education 2007), South Carolina's economy would see a combination of crime-related savings and additional revenue of about **\$151 million** each year if the male high school graduation rate increased by just 5%. In light of the above expenses, the \$1,000 per person cost of this initiative that impact the predictors of future adult success is an economically sound investment.

### 3. Management Plan

#### Description of Planning, Coordination, Management, and Oversight

The concept for One-Stop FSCS started as a result of the high incidences of the same students returning to the alternative program setting year after year with little or no changes in the student's behavior during their stay at the alternative site. After reviewing the historical data relative to the reasons for school expulsion over the past two years, it was evident that the existing program design lacked the three most vital components that our research identifies as significant to at risk student psychological/emotional and social needs. The initial planning stages of this proposal involved the district's assistant superintendent, alternative program's existing director, curriculum coordinator and coordinator of parents/student services met with the DMH, The Tri County Commission on Alcohol and Drug Abuse (TCCAD), A Better Way (ABW), and classroom teachers to discuss the concepts and proposed services for the One Stop FSCS project. While these community agency have a desire to provide their individual programs to our students and families, state and local budget cuts prevents any of them from absorbing the cost of additional staff members.

During the six month post-award planning phase of this proposal, an *Implementation Council* will be convened. This council of *Orangeburg Consolidated School District Five Administrators, Department of Mental Health professionals, Drug and Alcohol abuse specialist, Career empowerment specialist, gang awareness professionals, Members from the faith-based community as well as teachers, parents, and students representatives* will be coordinated to make sure that the services meet the needs of the targeted students and their families. The Implementation council will meet quarterly for the first 2 years and semi-annually during years three through five. The council will be managed by the Project Director/Principal and the

Parental Service Coordinator. This council will be a collaborative effort of each partnering agency to ensure that the services provided at the FSCS site satisfies the objectives of each respective partner. The DMH will manage and be responsible for the oversight of all the psychological/emotional services. The Tri County Council on Drug and Alcohol Abuse and A Better Way will manage and be responsible for the oversight of all social services, OCAB will be responsible for the oversight and management of all career and job related services, while the OSCD5 will be responsible for the oversight and management of the students' academic achievement and learning success. The district will also serve as fiscal agent for this project.

Hence, the following **acronyms** will be used in the chart below to denote the person(s) responsible for implementing the specific activities associated with each objective. (i.e. *Project Director-**PD**, Curriculum Specialist-**CS**, Implementation Council- **IC**, Parent Service Coordinator-**PSC**, Program Evaluator **PE**, Certified Teachers-**CT**, Drug/Alcohol Counselor-**DAC**, Case Managers/School-Based Mental Health Counselors- **CM/SBMH**, Gang Education Technician-**GET**, Human Resource-**HR**, Curriculum, Instruction, Assessment **CIA**, , and the Orangeburg Calhoun Allendale Bamberg Community Agency **OCAB** )*

**Timeline of Activities**

<b>Year 1 (2008 – 2009)</b>				
<b>GOAL 1 - Create and sustain an effective, coordinated partnership</b>	<b>SUM</b>	<b>FALL</b>	<b>SPR</b>	
Obj. 1.1 Hire the key project administrators certified teaching faculty and support staff members	HR,CIA			
Obj. 1.1.1. Recruit the members of the <i>Implementation Council</i> , schedule the work sessions to refine services and programs that will be offered through the One-Stop grant project	PD, CS PSC	PD, CS PSC		
Obj. 1.1.1. Conduct faculty and staff program orientation and other necessary professional training workshops	PD, CS, PSC, CIA			
Obj. 1.1.1. Begin monthly Implementation Council Meeting to discuss progress			PD, CS, PSC	
Obj. 1.1.1. Begin collecting data to determine program effectiveness			PD, PSC, PE	
Obj. 1.1.1. Conduct annual program evaluation and submit annual report to USDOA and stakeholders			PE, PSC	
Obj. 1.2. Implementation council designs survey instrument to determine student and family needs	PD, CS PSC			
Obj. 1.2. Analyze the survey results, recruit new partners to provide the additional services, get signed ‘MOU’	PD, PSC	PD,PSC		
Obj. 1.2. Select a personality and psychological testing tool to use in determining student’s mental health needs	CM/ SBMH, DAC			

Obj. 1.2. Design student/parent orientation process, performance contracts, criteria for “red zoning” students	PD, PSC, CS	
Obj. 1.2. Establish protocol for drug and gang intervention, clinical referrals, related family services	PD, PSC	
Obj. 1.3 Stock purchase school uniforms, other instructional and project services supplies and materials	PD, PSC	
Obj. 1.3 Begin student and parent orientation process, assign students to classes, conduct the mandated 2 hour parent orientation workshop	PD, CS, PSC	
Obj. 1.3 Develop and conduct for the parents/family Lunch & Learn and Dinner Workshops	PSC, SBMH	
<b>GOAL 2- Provide academic, social, and psychological/emotional support services to students</b>	<b>SUM</b>	<b>FALL</b>
Obj. 2.1. Review student data/academic records to determine necessary interventions/counseling	PD, PSC, CS	<b>SPR</b>
Obj. 2.1. Establish criteria and related incentives for student who meet academic/ personal successes	PD, PSC	
Obj. 2.2. Establish protocol /schedule for home visits, counseling, in-school-suspension (ISS)	PSC, SMBH	
Obj. 2.2. Develop and implement behavior modification plan for “red zone” students	SBMH, PSC	
Obj. 2.3. Schedule and conduct professional development events for teachers regarding student achievement	PD, CS	

Obj. 2.4. Schedule “red zoned” students for tutorial assistance / counseling			CT, CM	CT, CM
Obj. 2.6. Schedule and conduct students <u>group counseling sessions</u> on gangs, drugs, and mental health interventions			PSC, DAC, GET, SBMH	
Obj. 2.7. Identify, schedule and conduct <u>individual student counseling sessions</u> on gangs, drugs, mental health interventions, and academic tutoring			PSC, DAC, GET, SBMH	
Obj. 2.7. Schedule students visits with career counselor and participations in mock interviews with area businesses			PSC, OCAB	
Obj. 2.8. Design and assign service/interdisciplinary project to students				CS, PSC
<b>GOAL 3- Provide comprehensive post-secondary and career counseling to students, parents and community members.</b>		<b>SUM</b>	<b>FALL</b>	<b>SPR</b>
Obj. 3.1. Schedule and conduct parent workshops on resume writing, interviewing skills, job search and soft skills workshops				<b>OCAB, PSC</b>
Obj. 3.2. Recruit and conduct parents, family and community members for free computer literacy course			<b>OCAB, CM</b>	<b>OCAB, CM</b>
Obj. 3.3. Assist community members in GED preparation				<b>OCAB, CM</b>
Obj. 3.3. Create a Job bank on the One-Stop campus				<b>PSC</b>

<b>Years 2-5 (2009 – 2013)</b>				
<b>GOAL 1 - Create and sustain an effective, coordinated partnership</b>	<b>SUM</b>	<b>FA</b>	<b>SPR</b>	
Obj. 1.1. Conduct faculty and staff professional training workshops	PD, CS, PSC, CIA			
Obj. 1.1.1. Conduct monthly Implementation Council Meeting to discuss progress	PD, CS PSC			
Obj. 1.1.1. Continue collecting data to determine program effectiveness	PD, PSC, PE			
Obj. 1.1.1. Conduct annual program evaluation and submit annual report to USDOA			PE, PSC	
Obj. 1.2. Administer annual needs assessment survey to student and families		PD, CS PSC		
Obj. 1.2. Analyze the survey results, recruit new partners to provide the additional services, get signed "MOU"		PD,PSC		
Obj. 1.2. Begin new student/parent orientation process, performance contracts		PD, PSC, CS		
Obj. 1.3. Stock purchase school uniforms, other instructional and project services supplies and materials	PD, PSC			
Obj. 1.3. Begin student and parent orientation process, assign students to classes, conduct the mandated 2 hour parent orientation workshop		PD, CS, PSC		
Obj. 1.3. Schedule and conduct parents/family Lunch & Learn and Dinner Workshops		PSC, SBMH		

GOAL 2- Provide academic, social, and psychological/emotional support services to students	SUM	FALL	SPR
Obj. 2.1. Review student data/academic records to determine necessary interventions/mentoring		PD, PSC, CS	
Obj. 2.1. Continue student incentive program for student's academic and personal successes		PD, PSC	
Obj. 2.2. Continue home visits, counseling, In School Suspension (ISS) programs		PSC, SMBH	
Obj. 2.2. Continue behavior modification program for "red Zone" students		SBMH, PSC	
Obj. 2.3. Conduct professional development events for teachers regarding student achievement		PD, CS	
Obj. 2.4. Schedule "red zoned" students for tutorial assistance / counseling		CT, CM	CT,CM
Obj. 2.6. Scheduling and conduct students <u>group counseling</u> sessions on gangs, drugs, and mental health interventions		PSC, DAC, GET,SBMH	
Obj. 2.7. Identify, scheduling and conduct <u>individual student counseling</u> sessions on gangs, drugs, and mental health interventions			PSC, DAC, GET,SBMH
Obj. 2.7. Schedule students visits with career counselor and participations in mock interviews with area businesses			PSC, OCAB
Obj. 2.8. Design and assign service/interdisciplinary project to students			CS, PSC

<b>GOAL 3- Provide comprehensive post-secondary and career counseling to students, parents and community members.</b>		
OBJ. 3.1 Schedule and conduct parent workshops on resume writing, interviewing skills, job search and soft skills workshops		OCAB, PSC
Obj. 3.2. Recruit and conduct parents, family and community members for free computer literacy course		OCAB, CM
Obj. 3.3. Assist community members in GED preparation		OCAB, CM PSC
Obj. 3.3. Create a Job bank on the One-Stop campus,		OCAB, CM, PSC

**Section 4. Quality of the Project Evaluation**

**(i) Methods of Evaluation**

The uniqueness of the student population, a changing cycle of students annually, and the single implementation site makes our context ideal for using a recurring institutional evaluation design. In this design, outcomes are collected bi-annually at pretest and at posttest (see Figure 1, where O=pre/post observation, X=program, Y=program year). Comparisons are then made 1) within-groups for each program year (i.e., pre-post in program year one thru five) to test the hypothesis that students in IS make significant gains during the course of the academic year, and 2) between-groups in consecutive program years (ex., pre-post gains in year one compared to year two) to test the hypothesis that gains will increase year by year concomitantly with the year-by-year enhancement of service delivery and quality.

Figure 1: Evaluation Design

Y1	OXO
Y2	OXO
Y3	OXO
Y4	OXO
Y5	OXO

**What methods will be used.** We will use a mixed-method approach that will combine qualitative and quantitative information to triangulate data and maximize the reliability and validity of our results (Tashakkori and Teddlie, 2004). Both methods will be used to collect data using surveys, interviews, structured observational protocols, and focus groups from such stakeholder groups as students, parents, administrators, and teachers. We will also use administrative and archived records including test scores, grades, attendance rates, incident reports, and disciplinary referrals.

**When various types of data will be collected.** Surveys will be administered at the start (pretest) and at the end (posttest) of each academic year. Key informant interviews and focus

groups will be conducted annually (in the fall and spring of each academic year, respectively). Structured observations of service delivery will be conducted twice a year (fall and spring). School administrative data on students will be collected on the previous 12 months prior to admission, continually throughout the year for the purposes of progress monitoring, and at the end of each year as final grades and End-Of-Course test results become available.

**Types of data to be collected.** Both process and outcome data will be collected. Process data will include the tracking of service delivery and quality of the program services. Project staff will track service delivery quantified on individuals according to what program components are being accessed and how often by using structured protocols designed by the evaluator and completed at the end of each service. The evaluation team will assess quality of the services using observational rubrics completed during scheduled fall and spring site visits.

Student outcome data will include: school behavior, school attendance, academic achievement, achievement motivation, alcohol and drug use and awareness, gang involvement and resistance skills, non-gang peer support, adult support, interest and involvement in non-academic activities, career and postsecondary intentions, and recidivism.

Parent outcomes include communication and engagement with the school; involvement in student-support activities; and perceived social, emotional, behavioral, and academic effects on their child.

Teacher outcomes include perceived social, emotional, behavioral, and academic effects on IS students; sense of safety; quality of community partnerships; and perceived ability of the school to address student needs.

**What instruments will be developed and when.** After discussions with the participating partner groups to ensure that the program activities, evaluative questions, and

expected outcomes are aligned, the evaluator will develop survey instruments, key-informant interview protocols, and focus group protocols. Parent, teacher, and student surveys will be modified from existing instruments with proven reliability and validity, including the National Survey on Drug Use and Health (USDHHS, 2006) and the Gang Involvement Questionnaire (Pillen and Hoewing-Roberson, 2002). Instruments will be submitted to program staff in draft format prior to pretesting in year one for input and feedback.

**How the data will be analyzed.** Quantitative data will be analyzed using both descriptive and inferential statistics to determine 1) within-group effects, comparing pre-post outcomes on the same group of students and parents within the same academic year, 2) the between-group effects, comparing changes in outcomes from one academic year to the next, and 3) looking for within-group effects using “dosage” or the extent of participation in the IS program as an independent variable to compare outcomes for high-dosage participants to outcomes for low-dosage participants. Where statistical significance is achieved, effect sizes will be reported as either odds ratios (for frequency-level data) or Cohen’s D (for interval level data).

In addition to the qualitative data from focus groups, interviews, and open-ended survey questions will be transcribed, content analyzed, and grouped according to emergent themes. Qualitative and quantitative results will be reported together when data is collected across common indicators.

**(ii) Timely, Valid Information for Management, Implementation, and Efficiency**

**When reports of results and outcomes will be available.** Dissemination of evaluation results has been shown to improve program functioning, provide accountability to regulatory bodies and key stakeholders, and generate additional support for the implemented project

(Kellogg Foundation, 2004). Stakeholders will receive “formal” reports twice annually with interim reports in December-January and end-of-year reports in June-July. Evaluators will also provide program managers and site-level staff quarterly evaluation reports highlighting current evaluation findings and offering suggestions for needed program improvements as well as immediate and ongoing feedback through various ad-hoc reports as needed.

The need for immediacy will be facilitated by technologies such as web-based surveys and Optical Mark Recognition software for quickly processing hard-copy surveys. Evaluators will use varied reporting formats written in clear, jargon-free language with concrete illustrations of findings. Graphs, tables, and charts will be used to ensure data is understandable and useful to program staff.

**How we will use evaluation to monitor progress and provide accountability information about success and effective strategies for replication.** The evaluation will involve strategies and techniques designed to ensure stakeholders assimilate and use the information provided by evaluation. First, a logic model will be developed, providing a graphic representation of our overall program vision, desired outcomes, and the strategies and activities we will implement. Our program goals and objectives will be embedded in the logic model which we will revisit regularly to guide learning, reflection, monitor progress, and identify areas for program adjustments (Rossi, Freeman, & Lipsey, 2003).

A well-articulated program model enhances understanding of the underlying logic by providing a disciplined way to state and test assumptions about how program activities are expected to lead to program outcomes (Kellogg Foundation, 2004). Once expectations are clearly articulated and agreed upon among stakeholders, the evaluator will employ a

collaborative, utilization-focused approach to emphasize the importance of providing key decision makers with timely, relevant information to answer their most pressing concerns.

**(iii) Guidance or Strategies to Promote Replicability or Further Testing**

To promote successful replication, the evaluation will identify the barriers and solutions to implementing a full-service school with a high-risk population and report the findings in a section entitled “*Lessons Learned*” in each Annual Evaluation Report. The evaluator and OCSD5 will share any program information concerning design and findings to help promote the use of the model in other areas of the state and nation.

A summary of the major evaluation tasks is presented below in Table 2.

Table 2: Major Evaluation Tasks.

<b>MAJOR EVALUATION TASKS (Repeated annually, Years I thru V)</b>
<p><b>KICK-OFF COALITION MEETING, August 2008</b></p> <p>Facilitate a project-wide coalition meeting (all partners) to achieve consensus on the evaluation process and review grant requirements. Among issues to be discussed:</p> <ul style="list-style-type: none"> <li>▪ Roles and Functions</li> <li>▪ Evaluation framework, including logic model</li> <li>▪ Goals and Objectives</li> <li>▪ Preliminary data collection schedule, including instruments, methods, and procedures for obtaining signed informed consent</li> </ul>
<p><b>PRETEST DATA COLLECTION, September '08</b></p> <ul style="list-style-type: none"> <li>▪ Draft, review, and refine survey instruments by project staff; include feedback into final versions</li> <li>▪ Compile administrative records (grades, attendance, etc) on students from previous 12</li> </ul>

**MAJOR EVALUATION TASKS (Repeated annually, Years I thru V)**

months

- Introduce and train project staff on service tracking protocol
- Administrations of parent, teacher and student surveys

**FALL SITE VISIT, October '08**

- Interview all five key informants discover what key informants can tell us about the context, implementation progress, barriers, and suggestions to promote implementation
- Conduct structured review and observations of specific of service delivery components (counseling, alcohol and drug prevention, gang prevention) to assess quality of implementation; monitor fidelity of staff service tracking protocol and adjust as necessary

**MID-YEAR EVALUATION MEETING, December '08**

Facilitate meeting to present mid-year, site-specific report on pretest survey results, structured observations, and interviews from the fall site visit (informal presentation using PowerPoint slides, verbal overview); revisit the logic model to review key activities and their connection to expected outcomes; identify areas needing improvement; discuss the spring data collection activities; explain purpose focus group and identify key questions; discuss administration of teacher, parent and student posttest surveys.

**SPRING SITE VISIT, February '09**

- Conduct onsite teacher & student focus groups to gain a full, in-depth description of the Full-Service School; transcribe, conduct a thematic content analysis of responses; provide brief description of emergent themes in an ad-hoc report to project staff
- Conduct structured review and observations of specific of service delivery components (counseling, alcohol and drug prevention, gang prevention) to assess quality of

<b>MAJOR EVALUATION TASKS (Repeated annually, Years I thru V)</b>
implementioan; monitor fidelity of staff service tracking protocol and adjust as necessary
<b>POSTEST DATA COLLECTION, April-May '09</b>
<ul style="list-style-type: none"> <li>• Administrations of parent, teacher and student surveys</li> <li>• Compile all administrative records on students, including service tracking</li> </ul>
<b>YEAR-END COALITION MEETING, June '09</b>
<ul style="list-style-type: none"> <li>• Present key findings to stakeholders and facilitate discussion on the interpretation of the data, taking into consideration school contextual variables and service delivery; Revisit the logic model to review key activities and their connection to the results obtained thus far.</li> </ul>
<b>ANNUAL EVALUATION REPORT , July '09</b>
<ul style="list-style-type: none"> <li>• Write and submit to stakeholders the Annual Evaluation Report.</li> </ul>

**Qualified Independent Evaluator:** Joel Philp, Ph.D., will conduct the third-party evaluation. A trained school psychologist, he is familiar with school systems, school-based measurement, and school reform initiatives, and is currently serving as a field supervisor for the University of South Carolina. Dr. Philp has more than 12 years of experience in evaluating educational programs including Smaller Learning Communities, Early Reading First, 21<sup>st</sup> Century Community Learning Centers, and numerous school-based prevention programs. Currently overseeing evaluations in high schools throughout South Carolina, North Carolina, and Georgia, Dr. Philp's has also participated in several DOE Leadership Institutes and numerous federal technical assistance site visits. Dr. Philp and his team, which includes eight full-time evaluators, onsite assessment staff, a data analyst, and a technology specialist, have developed evaluation tools and instruments specifically for school-based evaluation. These tools include

interview and focus group guides, surveys, observation tools, data collection templates, and data analysis protocols. Dr. Philp is a member of the American Evaluation Association, the Canadian Evaluation Society, and the European Evaluation Association. Dr. Philp's Curriculum Vitae is provided in *Appendix*

Budget Category	YEAR 1 2008-2009	YEAR 2 2009-2010	YEAR 3 2010-2011
<p><b>Project Director - (FTE 240 days per year):</b> chiefly responsible for the daily administration of One-Stop FSCS, including the teaching and support staff of the alternative program for the district, managing the facilities, and overall behavior/discipline of the students, with a 1.5% annual cost-of-living increase (COLI).</p>	\$67,158	\$68,165	\$69,188
<p><b>Certified Curriculum Specialist (FTE 220 days per year)</b> to monitor and ensure that rigorous standards-drive instruction and assessment are provided to students in the One-Stop FSCS; with 1.5% annual COLI. Salary based on similar position in the district.</p>	\$57,435	\$58,297	\$59,171
<p><b>1 Case Manager / School-Based Mental Health Counselor (FTE 200 days per year)</b> to provide personal and group counseling to students and serve as mentor and an adult support system for students while at school. With 1.5% annual COLI. \$30,000 of the first year's salary is being provided by the district (see inkind costs). A 2nd case manager is being provided by Department of Mental Health, see contractual services below.</p>	\$15,000	\$45,225	\$45,903
<p><b>FSCS Parental Services Coordinator (FTE 220 days per year) to oversee</b> the pre-planning and coordination of resources and services provided to parents and students, recruits and facilitates the collaborations between community partners, businesses; \$52,000 with a 1.5% annual COLI. District will cover 10% of salary in Y1, 60% of salary in Y2, 65% in Y3 &amp; Y4, and 75% in Y5. (see inkind costs).</p>	\$46,800	\$21,112	\$18,750
<p style="text-align: right;"><b>Subtotal Personnel</b></p>	<b>\$186,393</b>	<b>\$192,799</b>	<b>\$193,012</b>
<p><b>FRINGE BENEFITS (FICA-7.65%; WC-.81%; Retirement-12.71% = 21.17%) plus(5,100) health/dental = District rate of 28.7%)</b></p>			
<p>Project Director</p>	\$ 19,274	\$ 19,563	\$ 19,857
<p>Certified Curriculum Specialist</p>	\$ 16,484	\$ 16,731	\$ 16,982

Budget Category	YEAR 1 2008-2009	YEAR 2 2009-2010	YEAR 3 2010-2011
Case Manager/SBMH	\$ 4,305	\$ 12,980	\$ 13,174
Project Services Coordinator	\$ 13,432	\$ 6,059	\$ 5,381
<b>Subtotal Fringe Benefits</b>	<b>\$ 53,495</b>	<b>\$ 55,333</b>	<b>\$ 55,395</b>
<b>TRAVEL</b>			
<b>Travel-</b> Beginning year 2 the two case managers/ SBMH Counselors will travel to the 5 feeder schools twice a month to conduct group and/or individual session with former program participants who have returned to their home schools – (.505 district mileage rate )*(2 case managers)*(2 times a month)*(7 months)*(36 miles)*5 schools)– 2545	\$ 2,545	\$ 2,545	\$ 2,545
<b>Project Director's local travel</b> - monthly visits to students, their feeder school, collaborating partners' agencies - (.505 district mileage rate )*(7 months)*(50 miles)– 177	\$ 177	\$ 177	\$ 177
<b>Subtotal Travel</b>	<b>\$ 2,722</b>	<b>\$ 2,722</b>	<b>\$ 2,722</b>
<b>SUPPLIES</b>			
<b>Supplies</b> - 2 sets of school uniforms @ \$15 per child (250) – \$7500; flash drives @ \$10 (250 students) – 2500; purchase 50 surplus uniforms in Y1; 25 surplus uniforms in Y & 5 (\$375)	\$10,750	\$10,000	\$7,500
<b>Mini Parent lunch and learn sessions</b> - 5 per year @ \$75 each – \$1650	\$375	\$375	\$375
<b>Student Personality Assessments</b> - done for each new student annually - 250 @ \$10 each – \$2500 in Y1; 100 students in Y4-Y5 – \$1000	\$2,500	\$1,500	\$1,500
<b>Student service learning interdisciplinary projects</b> - 100 students @ \$10 each – 1,000 per year	\$1,000	\$1,000	\$1,000
(14) 2-hour New student <b>FAMILY/PARENT ORIENTATION Workshops</b> - held twice a month \$75 per workshop. 4/Y1, 14/Y2 -Y5 - \$75 per workshop – \$3,850	\$300	\$1,050	\$1,050

Budget Category	YEAR 1 2008-2009	YEAR 2 2009-2010	YEAR 3 2010-2011
Student performance incentives (i.e. free tickets to sporting events, movies, restaurants, musical CD's, school supplies, etc.) – \$1,500 per year.	\$1,500	\$1,500	\$1,500
Family Night Dinner Workshops - 2 per year at \$400 per workshop – 4000	\$800	\$800	\$800
<b>Subtotal Supplies</b>	<b>\$17,225</b>	<b>\$16,225</b>	<b>\$13,725</b>
<b>EQUIPMENT</b>	\$0	\$0	\$0
<b>CONTRACTUAL</b>			
<b>THE DAWN CENTER -Drug/Alcohol Counselor</b> -(FTE 200 days per year): 2/3 cost charged to grant and remaining 1/3 of salary paid by the Dawn Center; with 1.5% annual cost-of-living increase (COLI).	\$30,000	\$30,450	\$30,907
<b>On-Site Professional Development - Fomby Training Consultants (FTC)</b> - provide prevention workshops two times per year for all staff (2500); <b>Solution Focus Brief Therapy (SFBT)</b> training - \$2,000; On-site training for teachers on differentiated instructional strategies and assessment, research-based brain strategies - 3500. These will be sustained through refresher courses in Years 3-5.	\$8,000		\$7,000
<b>State and regional content-specific professional development</b> conferences for administrators, faculty. Six people per year (each core area) x \$1200 per trip – \$6000 per year.	7,200	7,200	
<b>Project Evaluator</b> - conduct external review of program effectiveness, assist with federal annual reports	\$50,000	\$50,000	\$50,000
<b>The DEPARTMENT OF MENTAL HEALTH</b> - provides the <b>2nd Case Manager / School-Based Mental Health Counselor</b> - Grant funds will cover 100% of salary the first 3 years; with 1.5% annual cost-of-living increase (COLI).	\$47,000	\$47,705	\$48,421

Budget Category	YEAR 1 2008-2009	YEAR 2 2009-2010	YEAR 3 2010-2011
<p><b>A BETTER WAY provides a Gang Education Technician (GET) - used to provide awareness, counseling, and preventive strategies on the dangers of local gang activity to students and their families. Cost includes a 1.5% annual cost of living increase (COLI).</b></p>	\$35,000	\$35,525	\$36,058
<p><b>Orangeburg Office of Public Safety for Public Safety Officer; Grant funds will cover salary the first 3 years; In years 4 and 5 the collaborating partner agencies will begin supplementing the salaries along with the appropriate 1.5% COLI increases.</b></p>	\$45,000	\$45,675	\$46,360
<b>Subtotal Contractual</b>	<b>\$222,200</b>	<b>\$216,555</b>	<b>\$218,745</b>
<b>OTHER</b>	\$0	\$0	\$0
<b>Direct Cost Totals</b>	\$482,035	\$483,634	\$483,599
<b>Indirect Cost (3.38%)</b>	\$16,293	\$16,347	\$16,346
<b>Total Cost Years (1 - 5)</b>	<b>\$498,328</b>	<b>\$499,981</b>	<b>\$499,945</b>

YEAR 4 2011-2012	YEAR 5 2012-2013	TOTALS
\$70,226	\$71,279	\$346,016
\$60,059	\$60,959	\$295,920
\$46,592	\$47,291	\$200,011
\$19,032	\$13,798	\$119,492
<b>\$195,908</b>	<b>\$193,327</b>	<b>\$961,439</b>
\$ 20,155	\$ 20,457	99,307
\$ 17,237	\$ 17,495	84,929

YEAR 4 2011-2012	YEAR 5 2012-2013	TOTALS
\$ 13,372	\$ 13,572	57,403
\$ 5,462	\$ 3,960	34,294
\$ 56,226	\$ 55,485	\$ 275,933
\$ 2,545	\$ 2,545	\$12,725
\$ 177	\$ 177	\$885
\$ 2,722	\$ 2,722	\$ 13,610
\$7,500	\$7,875	\$43,625
\$375	\$375	\$1,875
\$1,000	\$1,000	\$7,500
\$1,000	\$1,000	\$5,000
\$1,050	\$400	\$3,850

YEAR 4 2011-2012	YEAR 5 2012-2013	TOTALS
\$1,500	\$1,500	\$7,500
\$800	\$800	\$4,000
<b>\$13,225</b>	<b>\$12,950</b>	
\$0	\$0	\$0
\$31,370	\$31,841	\$154,568
\$1,200	\$2,520	\$18,720
		14,400
\$50,000	\$50,000	\$250,000
\$49,147	\$49,884	\$242,157

YEAR 4 2011-2012	YEAR 5 2012-2013	TOTALS
\$36,599	\$37,148	\$180,329
\$47,056	\$47,761	\$231,852
\$215,372	\$219,154	\$1,092,026
\$0	\$0	\$0
\$483,452	\$483,638	\$2,343,009
\$16,341	\$16,347	\$81,673
\$499,793	\$499,985	\$2,498,031

# **Project Narrative**

## **Other Narrative**

### Attachment 1:

Title: Pages: Uploaded File: **1975-Mandatory\_RESUMES-\_FSCS.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **9059-Willete\_Wms.pdf**

### Attachment 3:

Title: Pages: Uploaded File: **8038-Bibliography%5B1%5D.pdf**

### Attachment 4:

Title: Pages: Uploaded File: **6020-Community\_Partners.pdf**

### Attachment 5:

Title: Pages: Uploaded File: **9765-MOUs.pdf**

### Attachment 6:

Title: Pages: Uploaded File: **8119-Indirect\_rate.pdf**

**ROBERT M. HEMBY**  
**392 Woodberry Drive**  
**Orangeburg, SC 29115**  
**(803) 531-3825**

**EDUCATION:**

**SOUTH CAROLINA STATE UNIVERSITY, ORANGEBURG, S.C. 1977, M.Ed., Guidance and Counseling**

**SOUTH CAROLINA STATE UNIVERSITY, ORANGEBURG, S.C. 1974, B.S., Business Administration**

**EXPERIENCE:**

**SOUTH CAROLINA STATE UNIVERSITY**  
**Orangeburg, S.C. 1988 - Present**

**Coordinator of Cooperative Education: Work closely with students, faculty and recruiting employers in providing students an opportunity to work in a professional work setting in their major field of study. Assist students in developing skills in theory, principles and concepts of real-life work experiences. Conduct resume writing and interviewing technique seminars. Advisor to the CO-OP Club and Centennial Class.**

**DENMARK TECHNICAL COLLEGE**  
**Denmark, S.C. 1984 - 1988**

**Academic Counselor: Provided counseling services to students having difficulty within their chosen curricula. Conducted group and individual counseling sessions on campus life, career assessment, success motivation and human potentials. Worked closely with teaching faculty on learning problems with their students. Coordinated and supported a sound testing and evaluation program. Instructed classes in Freshman Orientation. Coordinator for**

**Disabled Student Services. Promoted to position of Coordinator of Recruiting/Marketing Office in recruiting new students and counseling prospective students on program objectives of the Technical Institution.**

**GREENVILLE TECHNICAL COLLEGE  
Greenville, S.C. 1982 - 1984**

**Veterans Affairs and Career Counselor: Ensured that veterans and dependents were properly counseled toward their educational benefits. Compiled reports for Greenville Technical College and South Carolina State Approval Agency. Provided career guidance and counseling through interest testing. Operated Digital Decwriter Computer in providing information on other Colleges and Universities, job descriptions, along with their employment outlook. Ensured that students were properly registered in their chosen programs.**

**DANIEL CONSTRUCTION COMPANY  
Greenville, S.C. 1980 - 1982**

**Held many positions with this firm. Began as Personnel Supervisor in the Training Department. Responsible for coordination of recruitment and placement of trainees. Assumed responsibilities for Training Office in absence of Training Manager--promoted to position of Training Manager; supervised and assumed responsibilities for Training Program. Responsible for liaison-coordination with Personnel Department in regards to hiring successful trainees. Advanced to position of Craft Personnel Representative II. Assumed responsibilities of Personnel Office Management for weekend work crew. Reviewed applications and conducted interviews. Assisted Personnel**

**Manager in annual reviews of job performances and made recommendations for salary increases.**

**GREENVILLE TECHNICAL COLLEGE  
Greenville, S.C. 1978 - 1980**

**Health Counselor: Registered and assigned students to specific classes according to their curriculum. Coordinated Study Skills Program. Served on Board for Recruitment of Minorities for the Allied Health Area. Responsible for group and individual counseling.**

**SPECIAL  
TRAINING:**

**Certified Proctor of Craft Certification, Daniel Construction Company. Attended Daniel Supervisor Training Workshop. Certified Alcohol and Drug Counselor for the State of South Carolina. Scheduling Committee Members for South Carolina Education Opportunity Program.**

**ACTIVITIES:**

**Cooperative Education Club; Centennial Class SCSU Advisor; Howard Middle School Mentor Program; Calhoun Orangeburg Vocational Education Center; Future Business Leaders of America and Health Occupations Club, S.C. Success 2000 Committee Member.**

**REFERENCES:**

**AVAILABLE UPON REQUEST.**

RECEIVED

AUG 06 2004

BY \_\_\_\_\_  
OFFICE OF THE \_\_\_\_\_

108 Cotton Street PO Box 483  
Denmark, South Carolina 29042

803-793-4597 (Phone)  
803-793-6347 (Fax)  
wwill@bellsouth.net

# Willette Freda Hamison Williams

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**Objective** For application to instructional and educational administrative positions.

**Experience** 1999–present New Vision Orangeburg, SC  
**Assistant Coordinator & Curriculum Coordinator**  
▪ Assists coordinator and manages the curriculum for alternative school students.

1998–1999 Orangeburg Wilkinson High Orangeburg, SC  
**Physical Science & Physics Teacher**  
▪ Taught courses to freshmen and seniors.

1974–1998 Denmark-Olar High Denmark, SC  
**Science Teacher/Science Department Chairperson**  
▪ Taught Chemistry, Physical Science Physical Science, Chemistry, Biology AP.  
▪ Supervised and evaluated teacher instruction as department chairperson.

1972–1974 Denmark-Olar Elementary Denmark, SC  
**Fourth Grade Teacher**  
▪ Taught science to departmentalized fourth graders.

**Education** 1966–1971 NC A&T University Greensboro, SC  
▪ B.S., Professional Biology.  
▪ Chemistry (Minor).

1980-1981 South Carolina State Orangeburg, SC  
▪ M.Ed., Elementary Education  
▪ 18 graduate hours in science through this university, USC, and the Citadel.

1981-present Professional Certifications Columbia, SC  
▪ Science, Biology, Chemistry, Elementary Education, Secondary Principal, Secondary Supervisor  
▪ AP Biology (Endorsement)  
▪ Physics for the Technologies (Endorsement)

(b)(6)

## JOEL D. PHILP

### **CURRENT POSITION**

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Director, The Evaluation Group  
169 Laurelhurst Avenue, Columbia SC 29210  
(803) 454-2006  
joel@evaluationgroup.com

### **EDUCATION**

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1994-1995: Post doctoral student.  
The Center for Child and Family Studies, College of Social Work  
University of South Carolina

1989-1994: Ph.D., University of South Carolina.  
Area of Specialization: School psychology (APA approved).

1987-1988: M.Ed., Indiana State University.  
Area of Specialization: School psychology (APA approved).

1980-1984: BA, University of Western Ontario.  
Major: psychology

### **PROFESSIONAL EXPERIENCE**

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2005-Present: Director  
The Evaluation Group, 169 Laurelhurst Ave., Columbia SC 29210.  
Duties include:

- Supervise and support 15 junior and senior staff to ensure the overall scientific integrity of the company's evaluation process;
- Provide technical expertise to contracted evaluators and project staff;
- Design evaluation plans and develop evaluation tools;
- Oversee writing of Annual Performance Reports and Evaluation Reports; and
- Conduct Certified Grants Evaluator trainings.

Evaluations currently underway include, but are not limited to, the following:

- *Smaller Learning Communities*, a federal initiative of the Department of Education designed to create a more academically rigorous environment in large high schools, preparing students for postsecondary success;
- *Teaching American History*, a professional development program targeted to fourth and fifth grade history teachers;
- *Early Reading First*, a program promoting the development of reading skills in disadvantaged preschool children; and
- *Twenty-First Century After-School Programs*, an initiative providing quality after-school programming to at-risk students.

1995-2004: Research Assistant Professor

The Center for Child and Family Studies, Division of Research, Planning and Evaluation, University of South Carolina.

Duties included:

- Conduct program evaluations and training evaluations;
- Provide program planning and technical assistance to human service agencies;
- Author grants and conduct research; and
- Represent the Center at local, state, and national meetings.

A selected list of projects include:

- *Assessing & Building Evaluation Capacity in SC HIV Prevention Programs*, a study to assess abilities of community-based HIV prevention providers to conduct internal outcome-based evaluations and training to enhance that capacity;
- *Transitions*, a longitudinal study of independent living experiences of youth previously in foster care;
- *Connect Inc.*, an evaluation of a welfare-to-work initiative in rural NC;
- *Teen Companion* (adolescent pregnancy prevention) and *Young Parent* (program for pregnant and parenting teens);
- *Level A*, evaluation of the SC Department of Social Services (DSS) Treatment Foster Care Program;
- *HomeWorks*, an evaluation of the SC DSS Family Preservation Project;
- *It's Ok to Wait*, an evaluation of Pee Dee Health District's abstinence education program for the prevention of teen pregnancy; and
- *First Voice*, an evaluation into the effectiveness of an independent-living training curriculum for youth professionals.

1997-2004: Private Consultant

The Family Development Center, Florence Crittenton Programs, Charleston, SC.

Duties included:

- Design and implement participatory-based outcome evaluations for programs serving pregnant and parenting teens and also youth aging-out of foster care;
- Build evaluation capacity within the agency; and
- Assist staff in building logic models for new programs and initiatives.

1995-1996: Private Consultant

The Epworth Children's Home, Columbia, SC.

Duties included:

- Conduct in-depth study of the Intensive Care Unit serving SED/ADHD boys to identify program strengths/needs, propose recommendations, and help coordinate and implement revised policies and procedures derived from the study; and
- Conduct monthly staff training workshops on the care, management and treatment of troubled youth within the therapeutic milieu.

1993-1994: Predoctoral Psychology Intern

Devereux Foundation Institute of Clinical Training and Research, Villanova PA.

Duties included:

- Provide psychological services to school-based day-treatment facility serving the social/emotional/educational needs of 120 children, teens, and their families;
- Responsibilities balanced between assessment, consultation, individual, group, and family therapy, and research.

1990-1993: Research Assistant

The Family Perspectives Project on Child Neglect, University of South Carolina.

Duties included:

- Conduct in-home clinical interviews with children and parents adjudicated for child neglect to determine characteristics of neglectful mother and specific outcomes of neglect on cognitive, social, and emotional development of children;
- Carry out a variety of statistical analyses; and
- Train fellow researchers in the methods of assessment.

1989-1990: Teaching Assistant

Introductory Psychology 101, University of South Carolina.

Duties included:

- Administer, score, and record examination results; and
- Conduct lectures and study sessions.

1987-1988: Research Assistant

Cognitive Behavior Modification Program for Hyperactive Children, Indiana State University.

Duties included:

- Conduct intakes and assessments of children referred for ADHD;
- Conduct parent training sessions; and
- Perform various statistical analyses.

1984-1987: Special Education Teacher

Kinark Child and Family Services, Toronto, Canada.

Duties included:

- Provide a normalized learning environment in a day-treatment facility for children and adolescents with severe social, emotional and behavioral handicaps;
- Meet their special needs through creative and adaptive programming;
- Implement interventions and documenting child's psycho-educational progress;
- Provide individual and group counseling; and
- Conduct parent-teacher conferences.

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## RESEARCH INTERESTS

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- Evaluation of k-12 school reform initiatives
- Evaluation of training programs and curricula
- Building evaluation capacity in community-based organizations
- Independent living programs for teens in foster care

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## RESEARCH IN PROGRESS

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Philp, J. D., and Henderson, D. H. (2006). Preparing for emancipation: What do youth want in an independent living program? Manuscript submitted for publication.

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## PUBLICATIONS

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Philp, J. D. Cearly, S C., Wright, L., and Burry, C. L. (2001). Writing for Court: An evaluation of training outcomes for child welfare workers. Training and Development in Human Services, 21 (1), pp 24-31.

Paget, K., Wright, L., and Philp, J. (2002). Time for Learning about Foster Care. A

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Handbook for Foster Parents. Prepared for the South Carolina Department of Social Services, Columbia SC.

Paget, K.A., Philp, J. D., & Abramczyk, L. A. (1993). Recent developments in child neglect. In T. Ollendick and R. Prinz (Eds.). Advances in Clinical Child Psychology. New York: Plenum Press.

Philp, J. D. (1993). Childrearing beliefs and social support networks of neglecting mothers: Report of a SCASP funded research project. School Psych Scene: Quarterly Publication of the South Carolina Association of School Psychologists, 26 (4), pg 2.

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## **CERTIFICATIONS**

Nationally Certified School Psychologist, 1994 to present

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## **AWARDS**

- 1992 Social Sciences/Humanities Research Council of Canada Doctoral Fellowship.
- 1993 South Carolina Association of School Psychologists Research Award.
- 1993 Ralph H Tindall Dissertation Fellowship Award, University of South Carolina.
- 1993 Dissertation Research Award, Graduate School Awards Committee, University of South Carolina.

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## **PROFESSIONAL ASSOCIATIONS**

- Member: American Evaluation Association, 1996 to present; Topical Interest Groups: International evaluation, private consultation, K-12.
- Member: Canadian Evaluation Association, 2000 to present.
- Member: National Association of School Psychologists, 1987 to present.
- Member: North American Personal Construct Network, 1992 to present.

---

## **PRESENTATIONS**

Philp, J.D. (2006). Revisiting an old friend: Using goal attainment scaling to evaluate a professional development program for preschool teachers. Presented at American Evaluation Association annual conference, 10/30-11/5, Portland OR.

Philp, J.D., and Dahlke, K. L. (2005). Focusing your focus groups in the high school setting. Presented at American Evaluation Association annual conference, 11/3-8, Toronto, Ontario.

Philp, J.D., and Taylor, D. T. (2004). How can we build evaluation capacity in HIV prevention programs? Presented at American Evaluation Association National Conference, 11/1-7, Atlanta GA.

Philp, J.D., and Taylor, D. T. (2004). Assessing evaluation capacity in AIDS Service Organizations receiving prevention funds. Presented at South Carolina Conference on HIV/AIDS, 9/29-10/1, Columbia, SC.

Philp, J.D., Derrick, C., Han, W., & Flax, D. (2001). The use of perceptual maps to evaluate a teen abstinence program. Presented at American Evaluation Association annual conference, 11/3-8, St. Louis MS.

---

Philp, J.D., and Adams, D. E. (2001). Learning to live: It takes a partnership. Presented at western regional training conference of the Child Welfare League of America, 6/11-13, Denver CO.

Philp, J. D., Dougherty, S., & Cearly, S. (1998). Using the logic model to design, implement and evaluate training. Presented at annual conference of National Staff Development and Training Association, 12/7-10, New Orleans, LA.

Philp, J.D. (1997). Overview of current research in risk factors for teen pregnancy. Presented to SC legislative subcommittee on at-risk youth, 3/3/07. Sen. Michael L. Fair, Chairman.

Philp, J.D. (1996). Evaluation of a small therapeutic foster care program: Results and guidelines. Presented at tenth annual conference of Foster-Family Based Treatment Association, 7/28-31, Little Rock, AK.

Philp, J.D. & Wright, L. A. (1996). What we know about violence prevention curricula. Presented at regional conference of National Dropout Prevention Network, 2/11-14, Myrtle Beach, SC.

Philp, J.D. (1993). Child rearing beliefs and social support networks of neglecting mothers. Presented at annual convention of National Association of School Psychologists, Washington, DC.

Simurdak, J. R., Latta, M. C., & Aaron, P. G. & Philp, J. D. (1989). The Matthew effect: decline of verbal IQ in learning disabled children. Presented at annual convention of National Association of School Psychologists, Boston, MA.

Aaron, P.G. & Philp, J. D. (1988). Diagnosis of reading disabilities in children without using IQ tests. Presented at annual convention of National Association of School Psychologists, Chicago, IL.

Simurdak, J. R, Philp, J.D., & Aaron, P.G. (1988). An alternative to the IQ score in the diagnosis of reading disability. Presented at annual convention of Indiana Association of School Psychologists, Indianapolis, IN.

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AUG 06 2004

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OF EDUCATION

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803-793-4597 (Phone)  
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wwill@bellsouth.net

# Willette Freda Hamison Williams

---

**Objective** For application to instructional and educational administrative positions.

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- Assists coordinator and manages the curriculum for alternative school students.

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**Physical Science & Physics Teacher**

- Taught courses to freshmen and seniors.

1974–1998 Denmark-Olar High Denmark, SC

**Science Teacher/Science Department Chairperson**

- Taught Chemistry, Physical Science Physical Science, Chemistry, Biology AP.
- Supervised and evaluated teacher instruction as department chairperson.

1972–1974 Denmark-Olar Elementary Denmark, SC

**Fourth Grade Teacher**

- Taught science to departmentalized fourth graders.

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- B.S., Professional Biology.
- Chemistry (Minor).

1980-1981 South Carolina State Orangeburg, SC

- M.Ed., Elementary Education
- 18 graduate hours in science through this university, USC, and the Citadel.

1981-present Professional Certifications Columbia, SC

- Science, Biology, Chemistry, Elementary Education, Secondary Principal, Secondary Supervisor
- AP Biology (Endorsement)
- Physics for the Technologies (Endorsement)

## Bibliography

Kellogg Foundation, 2004. "Using Logic Models to Bring Together Planning, Evaluation and Action: Logic Model Development Guide". Updated January 2004. W.K. Kellogg Foundation. Battle Creek, Michigan

Pillen, M.B. & Hoewing,-Roberson, R.,C. (2002). Determining Youth Gang Membership: Development of a Self-Report Instrument. Chestnut Hills Systems.

Rossi, P., Freeman, H., and Lipsey, M. (2003). *Evaluation: A Systematic Approach*. Thousand Oaks, CA: Sage Publications.

Tashakkori, A., & Teddlie, C. (2004). *Mixed Methodology: Combining Qualitative and Quantitative Approaches*. Thousand Oaks, CA. Sage.

U.S. Department of Health and Human Services. (2006). *National Survey of Drug Use and Health*. Office of Substance Abuse and Mental Health Services, Rockville MD.  
<http://oas.samhsa.gov/nsduhLatest.htm>

## Partners

### Partners

The South Carolina Department of Mental Health (DMH), The Tri-County Commission on Alcohol and Drug Abuse(TCCADA), A Better Way (ABW), and the Orangeburg Calhoun Allendale Bamberg Community Action Agency (OCAB) has partnered with the Orangeburg Consolidated School district Five (OCSD5) to submit this application for the establishment of a full service community school in Orangeburg South Carolina. MOUs included.

### Lead Agency Capacity

OCSD 5 Orangeburg Consolidated School District Five (OCSD5) is located within the city of Orangeburg and serves approximately 7,000 students, and have several programs and initiatives that require the collaborative efforts of many public and private community agencies, such as the Department of Mental Health, Department of Juvenile Justice, Department of Social Services. The previous success of these collaborative efforts demonstrate this district capacity to coordinate and facilitate the FSCS initiative.



# **A Better Way**, INC

Dr. A.V. Strong, Executive Director

## **Memorandum of Agreement (MOA)**

### **Between**

**A Better Way, Inc. Project GO (Gang Out)**

### **AND**

**Orangeburg Consolidated School District 5**

#### **1.0 Parties**

A Better Way, Inc, Project GO (Gang Out)  
1445 Shop Road  
Columbia, SC 29201

Orangeburg Consolidated School District 5 (OCSD5)  
3720 Magnolia St NE  
Orangeburg, SC 29118

#### **2.0 Term of Agreement**

August 1, 2008 – July 30, 2013

#### **3.0 Purpose**

3.1 The purpose of this MOA is to provide coordination between A Better Way, Inc., a non-profit with tax-exempt status, as a 501 (c) (3) entity, and Orangeburg Consolidated School District 5.

3.2 This agreement will allow both agencies to combine resources to better serve youth and their families in Orangeburg County.

#### **4.0 Partnership Areas of Cooperation:**

##### **4.1 A Better Way, Headquarters will provide assistance in the following areas:**

- Will be viewed as the headquarters of A Better Way.
- Will provide a Gang Educational Technician (GET) staff member to OCSD5.
- Will provide training to the GET Staff member.
- Will provide gang educational training to OCSD5 staff.
- Accept referrals from OCSD5
- Gang Educational Technician will work with a designated team to: monitor attendance, discipline, grades, engage children in Behavior Modification, help identify youth in gangs, provide support to OCSD5 staff in issues relating to gang activity, attend school functions; provide support to parents/guardians in relation to gang issues.

##### **4.2 Orangeburg Consolidated School District 5's Partnership agreement:**

- Will provide the salary and fringe benefits for the Gang Educational Technician.
- Will provide office space for the GET Staff member.
- Will provide whatever training is required by the school district in regards to policies and procedures.
- Will provide limited secretarial support for taking phone messages and receiving mail
- Will provide a school administrator to serve as a liaison

**5.0 Signature of agreement:**

5.1 This agreement shall be effective on August 2008 and shall continue through the life of the grant, estimated at June 2013. Representatives from each agency shall meet yearly to determine if there are any changes or updated information to include in this agreement.

*Dr. AV Strong*

Dr. AV Strong, Executive Director  
A Better Way, Project GO (Gang Out)

Date

Mr. Melvin Smoak, Superintendent  
Orangeburg Consolidated School District 5  
UNIVERSITY PARKWAY (A Better Way – Irmo)

Date

e2

**Dawn Center  
Adult Services**

910 Cook Road  
Orangeburg, S.C. 29118  
Telephone: (803) 536-4900  
Fax: (803) 536-4980

**William J. McCord  
Adolescent Treatment Facility**

910 Cook Road  
Orangeburg, S.C. 29118  
Telephone: (803) 534-2328  
Fax: (803) 531-8419  
www.mccordcenter.com

**Michael C. Watson  
Treatment Facility**

P.O. Box 907  
2549 Main Highway  
Bamberg, S.C. 29003  
Telephone/Fax: (803) 245-4360

**J.T. Blanton  
Treatment Facility**

P.O. Box 322  
2827 Old Belleville Road  
St. Matthews, S.C. 29135  
Telephone/Fax: (803) 655-7963

**Services:**

- Education and Prevention Services
- Alcohol and Drug Safety Action Program
- Employee Assistance Program
- Offender Based Intervention Program
- Outpatient Treatment
- Incentive Outpatient Treatment
- Adolescent Inpatient Treatment

**Accreditation/Licensing:**

- Accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF)
- Licensed by the SC Department of Health & Environmental Control (DHEC)

**Memorandum of Understanding**

between

**Tri-County Commission on Alcohol and Drug Abuse/William J. McCord  
Adolescent Treatment Facility  
and  
Orangeburg Consolidated School District Five**

The purpose of this MOU is to provide a framework for the Orangeburg Consolidated School District 5 grant that will help provide a full service community school.

To that extent, the Tri-County Commission on Alcohol and Drug Abuse/William J. McCord Adolescent Treatment Facility will provide to Orangeburg Consolidated School District Five the following:

- 1) Serve on the planning and implementation team to provide oversight as it relates to services needed for individuals with alcohol, tobacco and other drug problems and/or emotional/behavioral problems;
- 2) Provide a Drug Intervention Counselor on site at the school to provide assessment, counseling and case management services to identified students;
- 3) Provide 1/3 salary and fringe for the Drug Intervention Counselor;
- 4) Provide training and expertise to identified staff and other partners on the identification of and effects of substance use among students and parents.

The Orangeburg Consolidated School District Five will provide to the Tri-County Commission on Alcohol & Drug Abuse/William J. McCord Adolescent Treatment Facility the following:

- 1) Steer the planning and implementation team to provide a full service community school;
- 2) A secure and private office space in which to provide confidential counseling services;
- 3) 2/3 salary and fringe for a Drug Intervention Counselor;
- 4) Opportunities for training and community growth.



Mike Dennis, Director  
William J. McCord  
Adolescent Facility

4/11/08  
Date



Melvin Smoak, Superintendent  
Orangeburg Consolidated  
School District 5

4/11/08  
Date

**CONTRACT BETWEEN**

**ORANGEBURG AREA MENTAL HEALTH CENTER (CENTER)**

**AND**

**ORANGEBURG CONSOLIDATED SCHOOL DISTRICT FIVE (DISTRICT)**

This agreement is entered into \_\_\_\_\_ between the Orangeburg Area Mental Health Center (Center), an outpatient facility of the South Carolina Department of Mental Health (SCDMH) and Orangeburg Consolidated School District Five (District).

**1.0 Center Responsibilities**

- 1.1 Center will provide services to individuals and families evaluated by the Center as being in need of mental health treatment or intervention. The Center will receive referrals for mental health services from the District, human service agencies, DJJ, other treatment providers, and families. The Center will prioritize the order of selection of individuals for care based upon Center policies and procedures. The Center agrees to provide 100% of the mental health professional's time to the District with the understanding that the mental health professional is responsible to the Center for time for staffing, trainings, and mandatory meetings required by the Department of Mental Health and/or the Community Mental Health Center. Mental health services for clients include assessment and crisis services, psychiatric services, individual/family/group counseling, in-home services when appropriate, and targeted case management and case consultation with various professional staff (i.e., mental health, school, human service agencies, nonprofit, etc.).
- 1.2. The Center will provide additional services to the District which may include faculty and staff in-service training, consultation to faculty and staff, classroom presentations, Parent-Teacher Organization presentations and parent education training, critical incident debriefing and/or adverse incident response, program development consultation, miscellaneous administrative services, and an annual report to the District regarding services provided.

**2.0 District Responsibilities:**

In order to assist Center in the provision of services, District will provide:

- 2.1 Adequate office space, furniture and equipment for the use of Center staff
- 2.2 A school administrator to serve as a liaison to Center staff
- 2.3 Limited secretarial support for taking phone messages and receiving mail
- 2.4 Assistance in obtaining required signature(s) on Center's Parental Authorization for Release and Use of Information form so information can be shared between Center and District in compliance with the Family Education Rights and Privacy Act and other applicable law.

- 2.5 Access to District staff for the purposes of sharing information, observing students, planning programs and other collaborative activities.
- 2.6 The District will be responsible for complying with Health Care Financing Administration (HCFA) guidelines, including as applicable, the "Medicaid School-Based Administrative Claiming Guide."

**3.0 Insurance:**

- 3.1 Center will maintain during the term of the contract workers' compensation as well as general and professional liability insurance for acts or omissions of its employees acting in an official capacity sufficient to cover liability claims under the South Carolina Tort Claims Act, Sec. 15-78-10 et seq. of the Code of Laws of South Carolina, as amended.
- 3.2 Liability insurance will be "occurrence coverage" not requiring "tail coverage" secured through the Insurance Reserve Fund, State of South Carolina Office of Insurance Services as follows: General Tort Liability: \$300,000 per claimant and \$600,000 per occurrence with an unlimited aggregate. Medical Professional Liability: \$1,200,000 per occurrence with an unlimited aggregate for claims involving physicians with the same coverage amounts as general tort liability for claims not involving a physician. Nothing in this Contract requires that the Center indemnify, insure or hold harmless anyone else against any claims or disputes that may arise in the performance of this agreement or to waive any defenses, claims or immunities available to the Center, SCDMH or the State of South Carolina.

**4.0 Payment/Billing:**

- 4.1 The Center will bill all payor sources for (a) initial medical evaluations and assessments conducted to determine a child's health-related, not educational needs, and (b) "Direct Medical Costs." For purposes of this contract, "Direct Medical Costs" are defined as "medically necessary" services which are not listed on a student's Individual Education Plan and often referred to as Supplemental, not Related, services. Billing by the Center will comply with the policies and procedures of the SCDMH Division of Financial Services. "Direct Medical Costs" and initial medical evaluations and assessments will not be billed to payor sources when these costs are paid for by a grant or other funding resource unless the resource is a federally approved "seed" grant which anticipates that billing revenue will be sought and fund these services.
- 4.2 Optional payment provisions: (Designate option by initialing)

\_\_\_\_ Payment will be made in quarterly installments upon submission of an invoice by Center listing services rendered and based upon the attached list of charges, but not to annually exceed \$47,000.00.]

\_\_\_\_ An annual lump sum payment will be in the amount of \$47,000.00 (\$47,000.00 per counselor), paid in advance at beginning<sup>85</sup> of school year.

Under either option, the District's payment to the Center is for (a) "Direct Medical Costs" provided to children who do not have coverage/benefits, (b) for activities that are specified on a child's Individual Education Plan and often referred to as Related services, and (c) for all other activities except those listed in paragraph 4.1

**5.0 Contract Term:**

5.1 This contract will be for a term beginning \_\_\_\_\_ and ending \_\_\_\_\_ . Either party may terminate the contract by giving thirty (30) days written notice to the other party.

CENTER

DISTRICT

\_\_\_\_\_ 

e6

ORANGEBURG

CALHOUN

ALLENDALE

BAMBERG

Brenda L. Williams  
Chairperson, Board of Directors  
Calvin Wright  
Executive Director

COMMUNITY ACTION AGENCY, INC.



P.O. Drawer 710  
1822 Joe S. Jeffords Highway  
Orangeburg, S.C. 29116-0710  
www.ocabcaa.org  
A member of  
Community Action Partnership  
Helping People, Changing Lives.

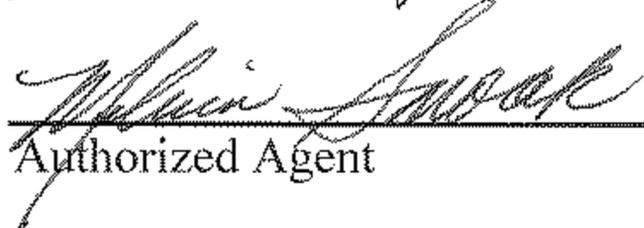
## MEMORANDUM OF UNDERSTANDING

Orangeburg-Calhoun-Allendale-Bamberg Community Action Agency, Inc., OCAB, has developed a Soft Skills Training Program to assist in preparing youth for the workforce. Obtaining job readiness to ensure job success is a one year project to prepare economically disadvantaged youth to be gainfully employed and successful in the workplace. OCAB will work with underserved economically disadvantaged youth and workers to enhance personal development, particularly in areas that enhance employability; operate a soft skills training program to ensure that the participants have the necessary tools to successfully apply for a job and obtain work; and plan activities to assist workers in maintaining employment after getting a position.

We are asking you to work with us as a strategic partner. Your purpose would be to serve as a facilities provider and recruitment partner. Facilities providers allow the Soft Skills Training Program to use one of its buildings for training, classroom, or one-on-one sessions. The recruitment partner is one who helps with locating and identifying prospective participants.

By signing below the undersigned agrees to allow the Soft Skills Training Program use of their technology center, classroom, and meeting room.

  
Executive Director, OCAB CAA Inc. 4/11/08  
Date

  
Authorized Agent Superintendent  
Title

Mr. Melvin Smoak, Superintendent April 11, 2008  
Printed Name Date



Together, we can.

August 9, 2007

## INDIRECT COST NEGOTIATION AGREEMENT

The indirect cost rates contained herein are for use on grants and contracts with the Federal Government to which the Office of Management and Budget Circular A-87 applies subject to the limitations contained in the circular and in Section II A below. The rates were negotiated by **Orangeburg County School District Five** and the South Carolina Department of Education in accordance with the authority granted to the South Carolina Superintendent of Education by the Office of Management and Budget and the United States Department of Education.

### Section I: Rates

#### Effective Period

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Unrestricted</u>	<u>Food Service</u>	<u>Restricted</u>
Fixed	07-01-07	06-30-08	14.02	11.73	3.38

### Section II: General

#### A: Limitations

Use of rates contained in this agreement are subject to any applicable statutory limitation. Acceptance of the rates agreed to herein are predicated upon the condition: (1) that no costs other than those incurred by the local education agency were included in its indirect cost rate proposal and that such costs are legal obligations of the local education agency, (2) that the same costs that have been treated as indirect costs have not been claimed as direct costs, and (3) that similar types of costs have been accorded consistent treatment. Full responsibility is assumed by the LEA for settlement of any audit questions arising as a result of the data contained in its indirect cost rate proposal.

By the Authorized Representative for the  
South Carolina Department of Education

Melissa A. Austin, Audits Manager  
Office of Finance  
District Auditing and Field Services Section  
South Carolina Department of Education

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **7923-Mandatory\_FSCS\_\_BUDGET.pdf**

Budget Category	YEAR 1 2008-2009	YEAR 2 2009-2010	YEAR 3 2010-2011	YEAR 4 2011-2012	YEAR 5 2012-2013	TOTALS
<b>Project Director</b> - (FTE 240 days per year): chiefly responsible for the daily administration of One-Stop FSCS, including the teaching and support staff of the alternative program for the district, managing the facilities, and overall behavior/discipline of the students, with a 1.5% annual cost-of-living increase (COLI).	\$67,158	\$68,165	\$69,188	\$70,226	\$71,279	\$346,016
<b>Certified Curriculum Specialist</b> (FTE 220 days per year) to monitor and ensure that rigorous standards-drive instruction and assessment are provided to students in the One-Stop FSCS; with 1.5% annual COLI. Salary based on similar position in the district.	\$57,435	\$58,297	\$59,171	\$60,059	\$60,959	\$295,920
<b>1 Case Manager / School-Based Mental Health Counselor</b> (FTE 200 days per year) to provide personal and group counseling to students and serve as mentor and an adult support system for students while at school. With 1.5% annual COLI. \$30,000 of the first year's salary is being provided by the district (see inkind costs). A 2nd case manager is being provided by Department of Mental Health, see contractual services below.	\$15,000	\$45,225	\$45,903	\$46,592	\$47,291	\$200,011
<b>FSCS Parental Services Coordinator</b> (FTE 220 days per year) to oversee the pre-planning and coordination of resources and services provided to parents and students, recruits and facilitates the collaborations between community partners, businesses; \$52,000 with a 1.5% annual COLI. District will cover 10% of salary in Y1, 60% of salary in Y2, 65% in Y3 & Y4, and 75% in Y5. (see inkind costs).	\$46,800	\$21,112	\$18,750	\$19,032	\$13,798	\$119,492
<b>Subtotal Personnel</b>	<b>\$186,393</b>	<b>\$192,799</b>	<b>\$193,012</b>	<b>\$195,908</b>	<b>\$193,327</b>	<b>\$961,439</b>
<b>FRINGE BENEFITS (FICA-7.65%; WC-.81%; Retirement-12.71% = 21.17%) plus(5,100) health/dental = District rate of 28.7%)</b>						
Project Director	\$ 19,274	\$ 19,563	\$ 19,857	\$ 20,155	\$ 20,457	99,307
Certified Curriculum Specialist	\$ 16,484	\$ 16,731	\$ 16,982	\$ 17,237	\$ 17,495	84,929

Budget Category	YEAR 1 2008-2009	YEAR 2 2009-2010	YEAR 3 2010-2011	YEAR 4 2011-2012	YEAR 5 2012-2013	TOTALS
Case Manager/SBMH	\$ 4,305	\$ 12,980	\$ 13,174	\$ 13,372	\$ 13,572	\$ 57,403
Project Services Coordinator	\$ 13,432	\$ 6,059	\$ 5,381	\$ 5,462	\$ 3,960	\$ 34,294
<b>Subtotal Fringe Benefits</b>	<b>\$ 53,495</b>	<b>\$ 55,333</b>	<b>\$ 55,395</b>	<b>\$ 56,226</b>	<b>\$ 55,485</b>	<b>\$ 275,933</b>
<b>TRAVEL</b>						
Travel- Beginning year 2 the two case managers/ SBMH Counselors will travel to the 5 feeder schools twice a month to conduct group and/or individual session with former program participants who have returned to their home schools = (.505 district mileage rate)*(2 case managers)*(2 times a month)*(7 months)*(36 miles)*5 schools)= 2545	\$ 2,545	\$ 2,545	\$ 2,545	\$ 2,545	\$ 2,545	\$ 12,725
Project Director's local travel - monthly visits to students, their feeder school, collaborating partners' agencies - (.505 district mileage rate)*(7 months)*(50 miles)= 177	\$ 177	\$ 177	\$ 177	\$ 177	\$ 177	\$ 885
<b>Subtotal Travel</b>	<b>\$ 2,722</b>	<b>\$ 13,610</b>				
<b>SUPPLIES</b>						
Supplies - 2 sets of school uniforms @ \$15 per child (250) = \$7500; flash drives @ \$10 (250 students) = 2500; purchase 50 surplus uniforms in Y1; 25 surplus uniforms in Y & 5 (\$375)	\$10,750	\$10,000	\$7,500	\$7,500	\$7,875	\$43,625
Mini Parent lunch and learn sessions - 5 per year @ \$75 each = \$1650	\$375	\$375	\$375	\$375	\$375	\$1,875
Student Personality Assessments - done for each new student annually - 250 @ \$10 each = \$2500 in Y1; 100 students in Y4-Y5 = \$1000	\$2,500	\$1,500	\$1,500	\$1,000	\$1,000	\$7,500
Student service learning interdisciplinary projects - 100 students @ \$10 each = 1,000 per year	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
(14) 2-hour New student Family/Parent ORIENTATION Workshops - held twice a month \$75 per workshop. 4/Y1, 14/Y2 - Y5 - \$75 per workshop = \$3,850	\$300	\$1,050	\$1,050	\$1,050	\$400	\$3,850

Budget Category	YEAR 1 2008-2009	YEAR 2 2009-2010	YEAR 3 2010-2011	YEAR 4 2011-2012	YEAR 5 2012-2013	TOTALS
Student performance incentives (i.e. free tickets to sporting events, movies, restaurants, musical CD's, school supplies, etc.) = \$1,500 per year.	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
Family Night Dinner Workshops - 2 per year at \$400 per workshop = 4000	\$800	\$800	\$800	\$800	\$800	\$4,000
<b>Subtotal Supplies</b>	<b>\$17,225</b>	<b>\$16,225</b>	<b>\$13,725</b>	<b>\$13,225</b>	<b>\$12,950</b>	
<b>EQUIPMENT</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>CONTRACTUAL</b>						
<b>THE DAWN CENTER -Drug/Alcohol Counselor</b> -(FTE 200 days per year): 2/3 cost charged to grant and remaining 1/3 of salary paid by the Dawn Center, with 1.5% annual cost-of-living increase (COLI).	\$30,000	\$30,450	\$30,907	\$31,370	\$31,841	\$154,568
<b>On-Site Professional Development - Fomby Training Consultants (FTC)</b> - provide prevention workshops two times per year for all staff (2500); <b>Solution Focus Brief Therapy (SFBT)</b> training - \$2,000; On-site training for teachers on differentiated instructional strategies and assessment, research-based brain strategies - 3500. These will be sustained through refresher courses in Years 3-5.	\$8,000		\$7,000	\$1,200	\$2,520	\$18,720
<b>State and regional content-specific professional development</b> conferences for administrators, faculty. Six people per year (each core area) x \$1200 per trip = \$6000 per year.	7,200	7,200				14,400
<b>Project Evaluator</b> - conduct external review of program effectiveness, assist with federal annual reports	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$250,000
<b>The DEPARTMENT OF MENTAL HEALTH</b> - provides the <b>2nd Case Manager / School-Based Mental Health Counselor</b> - Grant funds will cover 100% of salary the first 3 years, with 1.5% annual cost-of-living increase (COLI).	\$47,000	\$47,705	\$48,421	\$49,147	\$49,884	\$242,157

Budget Category	YEAR 1 2008-2009	YEAR 2 2009-2010	YEAR 3 2010-2011	YEAR 4 2011-2012	YEAR 5 2012-2013	TOTALS
A BETTER WAY provides a Gang Education Technician (GET) - used to provide awareness, counseling, and preventive strategies on the dangers of local gang activity to students and their families. Cost includes a 1.5% annual cost of living increase (COLI).	\$35,000	\$35,525	\$36,058	\$36,599	\$37,148	\$180,329
Orangeburg Office of Public Safety for Public Safety Officer; Grant funds will cover salary the first 3 years; In years 4 and 5 the collaborating partner agencies will begin supplementing the salaries along with the appropriate 1.5% COLI increases.	\$45,000	\$45,675	\$46,360	\$47,056	\$47,761	\$231,852
<b>Subtotal Contractual</b>	\$222,200	\$216,555	\$218,745	\$215,372	\$219,154	\$1,092,026
OTHER	\$0	\$0	\$0	\$0	\$0	\$0
<b>Direct Cost Totals</b>	\$482,035	\$483,634	\$483,599	\$483,452	\$483,638	\$2,343,009
<b>Indirect Cost (3.38%)</b>	\$16,293	\$16,347	\$16,346	\$16,341	\$16,347	\$81,673
<b>Total Cost Years (1 - 5)</b>	\$498,328	\$499,981	\$499,945	\$499,793	\$499,985	\$2,498,031

Budget Category	Year 1 (Inkind)	Year 2 (Inkind)	Year 3 (Inkind)	Year 4 (Inkind)	Year 5 (Inkind)	Total Inkind
<b>PERSONNEL</b>						
<b>9 Content-Certified Teachers</b> - provide content specific standards-driven instruction and assessment	\$436,500	\$436,500	\$436,500	\$436,500	\$436,500	<b>\$2,182,500</b>
<b>Case Manager / SBMH</b> -(FTE 200 days per year):	\$30,000					<b>\$30,000</b>
<b>Project Services Coordinator - (FTE 220 days per year)</b> :oversee the pre-planning and coordination of resources, and recruit future community business partners. \$52,000 with a 1.5% annual COLI. District will cover 10% of salary in Y1, 60% of salary in Y2, 65% in Y3 & Y4, and 75% in Y5. (see inkind costs).	\$5,200	\$31,668	\$34,822	\$35,344	\$41,394	<b>\$148,428</b>
<b>2 Custodial Staff</b> - maintain and clean program facilities	\$40,000	\$40,600	\$41,209	\$41,827	\$42,455	<b>\$206,091</b>
<b>Administrative Assistant</b> - perform clerical / administrative duties required for daily operations	\$27,000	\$27,405	\$27,816	\$28,233	\$28,657	<b>\$139,111</b>
<b>3 Food Service Staff</b> - prepare daily lunches	\$52,000	\$52,780	\$53,572	\$54,375	\$55,191	<b>\$267,918</b>
<b>3 Bus Driver</b> - student daily transportation back to home school	\$45,000	\$45,675	\$46,360	\$47,056	\$47,761	<b>\$231,852</b>
<b>FRINGES</b>						
Drug/Alcohol Counselor -	\$4,305	\$4,370	\$4,435	\$4,502	\$4,569	<b>\$22,181</b>
Case Manager / SBMH -	\$8,610	\$0	\$0	\$0	\$0	<b>\$8,610</b>
Project Services Coordinator	\$1,492	\$9,089	\$9,994	\$10,144	\$11,880	<b>\$42,599</b>
2 Custodial Staff -	\$11,480	\$11,652	\$11,827	\$12,004	\$12,184	<b>\$59,148</b>
Administrative Assistant	\$7,749	\$7,865	\$7,983	\$8,103	\$8,225	<b>\$39,925</b>
3 Food Service Staff	\$14,924	\$15,148	\$15,375	\$15,606	\$15,840	<b>\$76,892</b>
3 Bus Driver -	\$12,915	\$13,109	\$13,305	\$13,505	\$13,708	<b>\$66,542</b>
<b>TRAVEL</b>						
<b>Transportation Mileage Cost</b> -necessary for student daily transportation from alternative school back to home school for transportation home / (180 days)*(\$3.50)*(3 buses)*(36 miles)= 37,800	\$37,800	\$37,800	\$37,800	\$37,800	\$37,800	<b>\$189,000</b>
<b>SUPPLIES</b>						

<p><b>General Instructional Supplies</b> - instructional software site liscence -\$34,300; instructional resource materials for 9 teachers @ \$1500 (videos, DVDs, books, manipulatives, assessment materials, math/science laboratory kits etc.) = 13,500, copier paper, computer ink, general office supplies - 10,000</p>	\$57,800	\$57,800	\$57,800	\$57,800	\$57,800	\$57,800	\$57,800	\$289,000
<p><b>EQUIPMENT</b> - Two 25 station wireless computer lab, interactive whiteboard, 2 network printers = 75,000</p>	\$155,000	\$155,000	\$155,000	\$155,000	\$155,000	\$155,000	\$155,000	\$775,000
<p><b>CONTRACTUAL</b></p>								
<p><b>Drug/Alcohol Counselor</b> -(FTE 200 days per year): 2/3 cost charged to grant and remaining 1/3 of salary paid by Dawn Center</p>	\$15,000	\$15,225	\$15,453	\$15,685	\$15,920	\$15,920	\$15,920	\$77,284
<p><b>Content-Specific Professional Development</b> conferences for administrators, faculty/staff - 12,000; grant training 2000; YEARS 2-4 / Grant training 1000 and faculty professional development training = 6500</p>	\$14,000	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$44,000
<p><b>Total Inkind Totals</b></p>	\$976,775	\$969,185	\$976,752	\$980,984	\$992,384	\$992,384	\$992,384	\$4,896,080