

2016

# Summer Reading Camp Partnerships

## Evaluation Report



**SC EDUCATION  
OVERSIGHT COMMITTEE**



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## Table of Contents

	Page
Acknowledgements.....	1
Introduction.....	3
Approach to the Evaluation.....	9
Overview of Reading Partnerships.....	10
Findings and Recommendations.....	35
Summary.....	45
References.....	47
Appendices	
A. Proviso 1.67.....	49
B. Partnership Survey.....	51
C. 2016 Summer Reading Camp Community Partnership Site Visits.....	56
D. Reading Camp Observation Tool.....	57
E. Site Observations.....	61
F. Request for Proposals Application Package.....	69
G. Data Collection Template.....	133
H. Instructional Grade Level Equivalence Chart.....	134



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In addition, appreciation is expressed to the school districts and community partners who sponsored the summer reading camps to provide extended learning opportunities for the children of South Carolina.



## **Introduction**

Pursuant to Proviso 1.67 Summer Reading Camps (Appendix A), the Education Oversight Committee (EOC) is responsible for evaluating the impact of community partnerships on student success in reading. To provide additional resources to support the S.C. Read to Succeed Act of 2014, the South Carolina Legislature allocated \$700,000 in the form of grants for the 2015-16 school year to school districts for developing and supporting community partnerships with school districts to provide summer reading camps that utilize volunteers, mentors, and tutors to support struggling readers in elementary schools across South Carolina. Schools with a fifty percent or greater poverty index were targeted.

The S.C. Read to Succeed Act requires all South Carolina students completing third grade to be reading on grade level. Beginning with the 2017-2018 School Year, a student is to be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment. This Act further mandates beginning in 2017-18 any student who is not reading on grade level at the end of grade three should enroll in a summer reading camp offered by the district to remedy any deficits in reading.

For the past three years, school districts have offered summer reading camps to third grade students not reading on grade level. In 2013-14, reading camps were optional in school districts as a result of a joint resolution approved by the General Assembly. In 2014-15 and 2015-16, all school districts offered summer reading camps to third grade students who failed to demonstrate reading proficiency. This is the second year school districts have been afforded the opportunity to participate in the community partnership grant program and coordinate services to extend the learning time for readers in their summer reading camp.

### **Reading and Readiness Data**

The SC Ready assessment, administered for the first time in the spring of 2016 to students in grades three through eight, provides summative grade level assessment data in English/language arts (ELA); however, a separate reading score for each grade level is not provided. The ELA summative assessment data reports combined results for reading, writing, and language.

The 2016 third grade ELA scores for South Carolina students indicates 43.7 percent of all third grade students scored at the Met Expectations level or Exceeded Expectations level for ELA as measured by SC Ready. Fourth grade students scoring ready or exceeding in ELA was 32.8 percent and 32.8 percent of fifth grade students were at the ready or exceeding level in ELA as measured by SC Ready (S.C. Department of Education, 2016). (See Figure 1.)

A significant gap between groups of students is evident with 57.6 percent of white students meeting the ELA standards in grade three while 25.3 percent of African American students and 34 percent of Hispanic students meeting the grade three ELA standard. This trend continues in grades four and five.

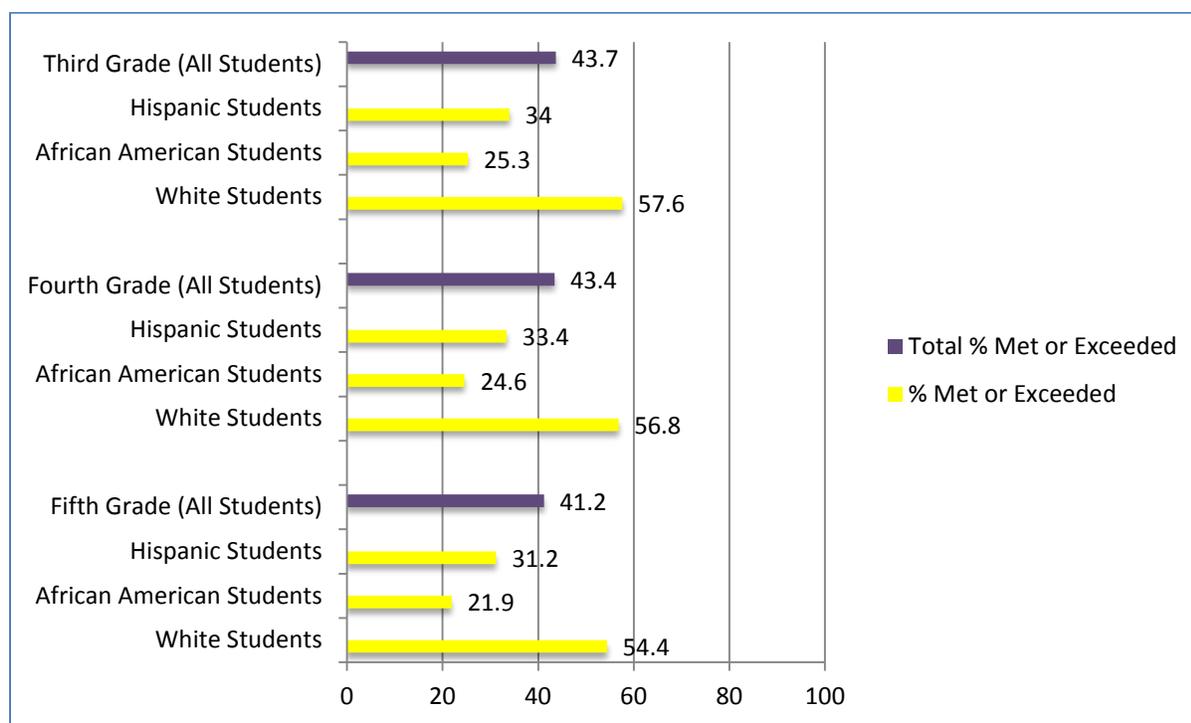


Figure 1. 2016 SC Ready Assessment Results for ELA  
Source: SCDE, 2016

The prior year, 2015, ACT Aspire was administered to students in grades three through eight. A separate reading score was available from this statewide assessment. The results for grade three through five for students and subgroups who met or exceeded grade level reading is shown in Figure 2.

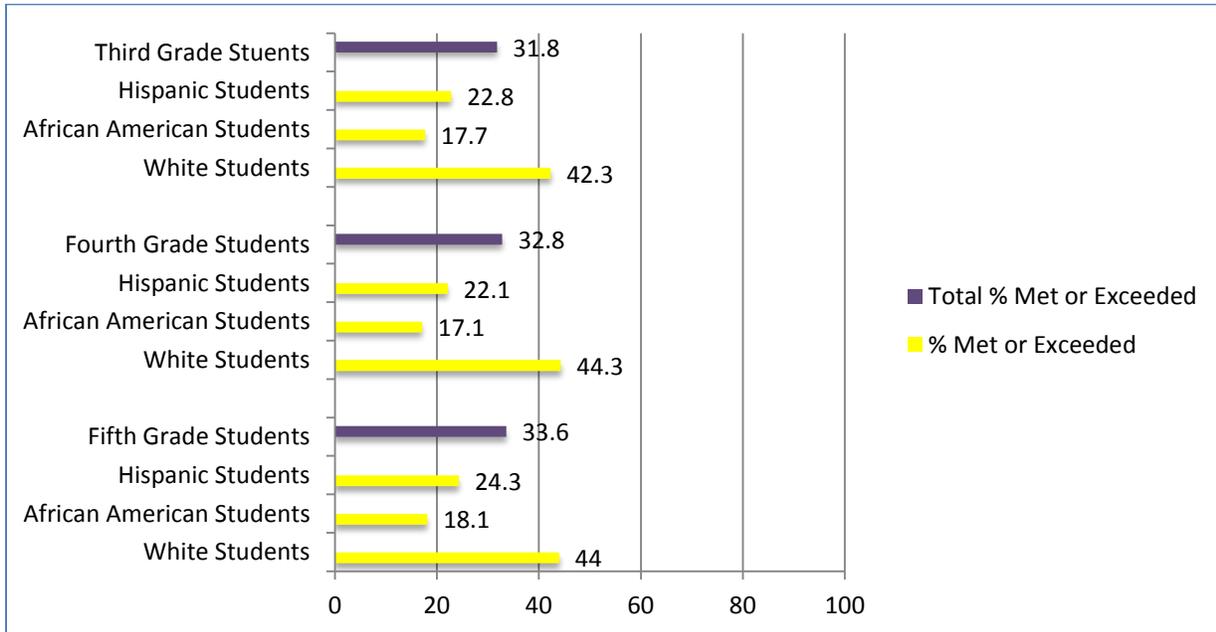


Figure 2. 2015 ACT Aspire Results for Reading  
Source: SCDE, 2015

A child's readiness for school when they enter kindergarten is an important contributor to reading on grade level by third grade. Figure 3 below shows, on a national basis, the percentage of readiness skills children ages 3-6 display by poverty status. Children in poverty show lower readiness skills than children in non-poverty households (O'Donnell, 2007).

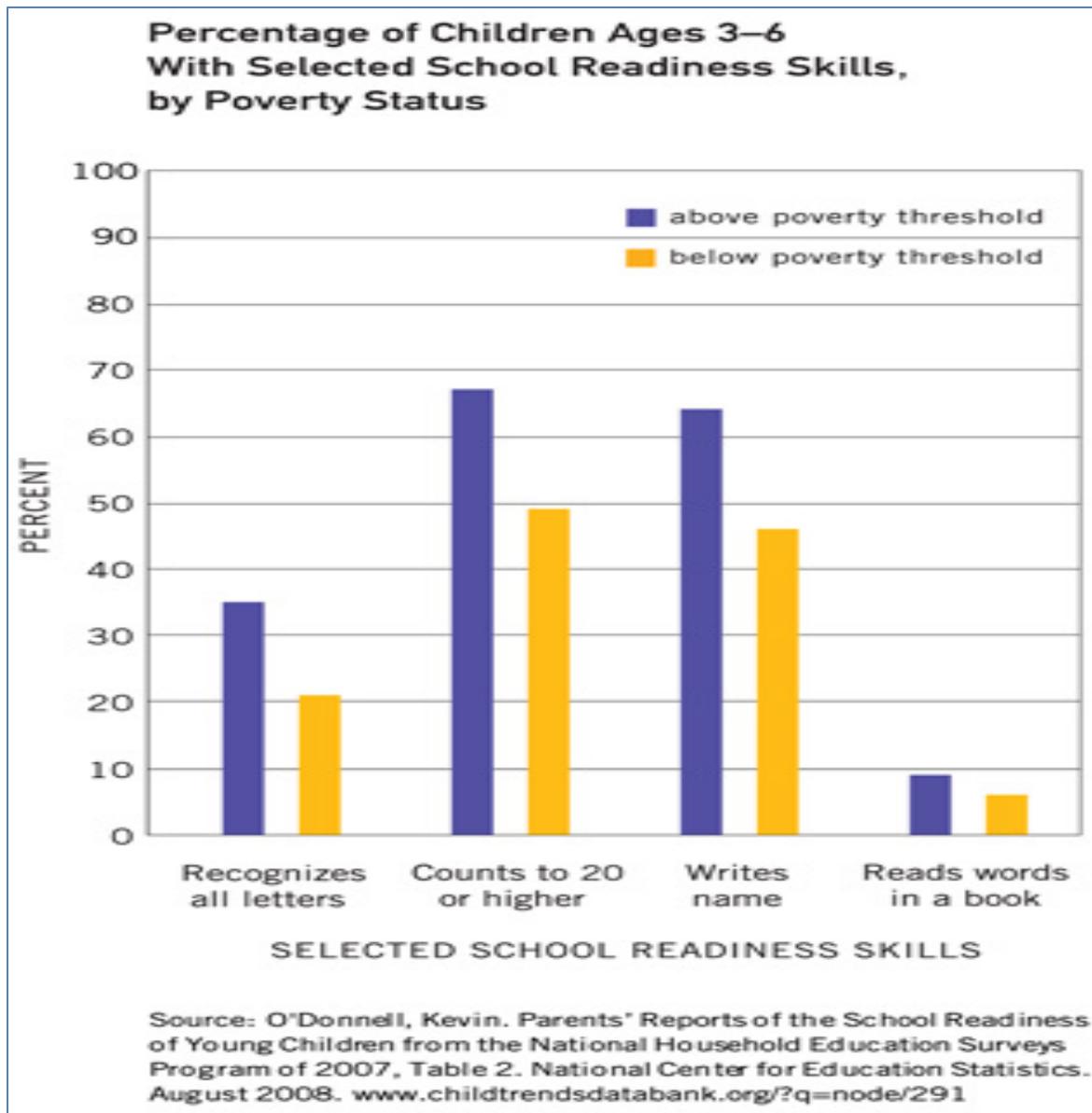


Figure 3. School Readiness Skills by Poverty Status

Despite united efforts nationwide to close the achievement gap in reading between disadvantaged and advantaged students over the past several decades, significant disparities remain. The gap in reading is disconcerting. On the most recent data from the National Assessment of Educational Progress (NAEP) in 2013, 17 percent of South Carolina fourth-grade students eligible for free lunch scored at the “proficient” level in, compared with 46 percent of South Carolina students who were not eligible for the free or reduced-price lunch programs (NCES, 2013). This trend holds in the eighth grade NAEP results as well. Because an inequitable proportion of low-income students are from minority populations, similar

achievement gaps are found between white and African American children, as well as white and Hispanic children.

Decades of research confirm that students lose ground academically when they are out of school during the summer. Students most dramatically affected are those from low income homes that can lose up to three months of reading skills during the summer as compared to students in middle income homes. The effects of this “summer slide” are cumulative over time. Data shows students by grade 5 are often 2.5 to 3 years behind their peers. (Cooper, Borman and Fairchild, 2010). Not only are students behind in elementary school, but these same students struggle in high school and are less likely to graduate. (See Figure 4 below.)

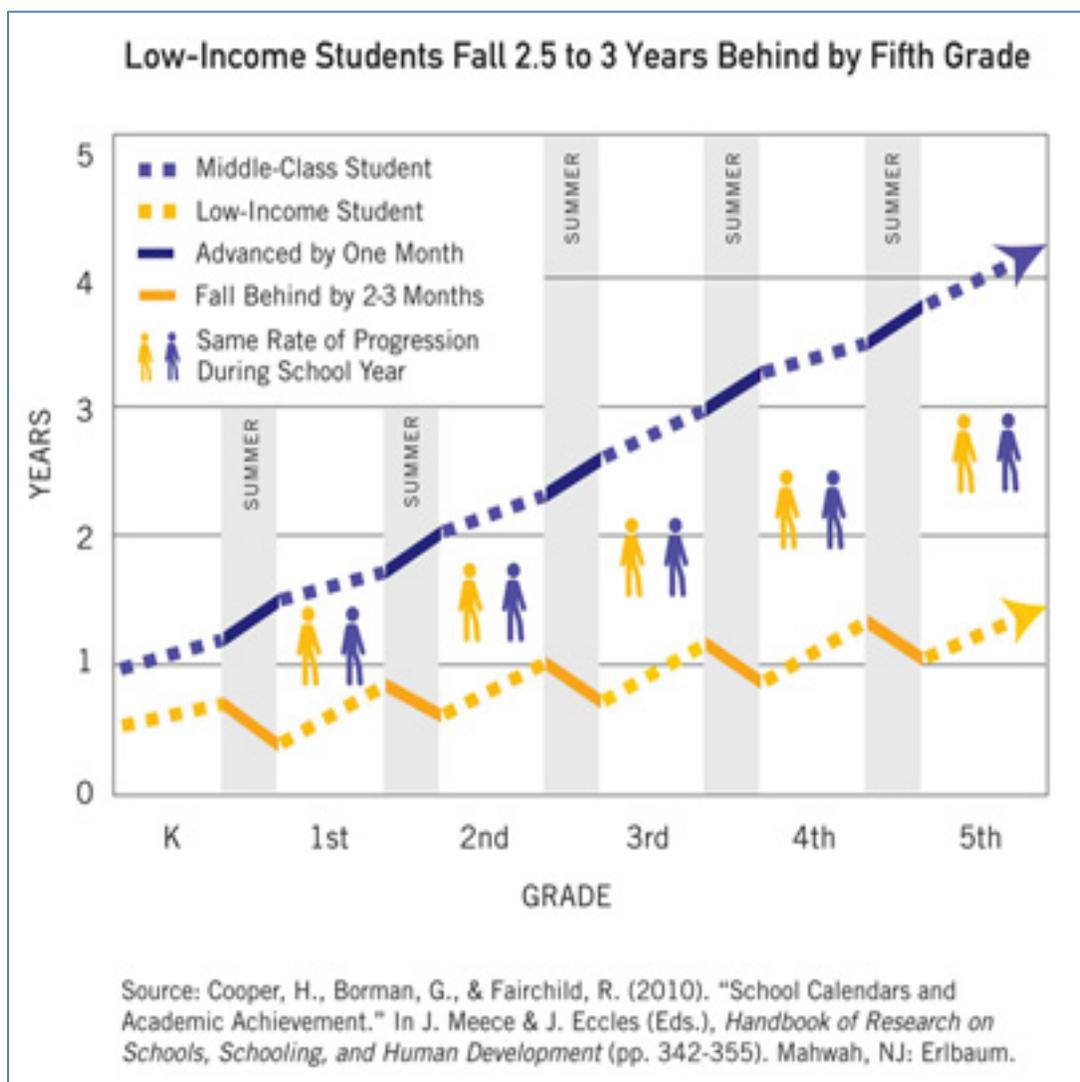


Figure 4. Summer Slide

Any real change focused on moving students toward grade three reading competency levels should maximize the summer time to catch-up children. Summer learning has emerged as a promising way to address the growing achievement gap between children of the poorest families and those of the most affluent. Recognizing the effects of the summer slide as well as stagnant student performance in reading, in 2014 the South Carolina Legislature committed to interventions designed to help high poverty, low achieving students.

This report provides findings and recommendations on the implementation of the summer reading programs implemented by community partnerships pursuant to Proviso 1.67 during the Summer 2016 across South Carolina to support struggling readers.

## Approach to the Evaluation

This evaluation focused on the following aspects of the community partnership reading program:

- planning for the program;
- training of teachers, partnership staff and volunteers;
- student reading progress and attendance; and
- implementation of the program.

To evaluate these program features, four sources of information were utilized:

- **Interviews**

Interviews were conducted with each site director and supporting staff for each site. In addition follow-up telephone interviews were held with the site directors.

- **Surveys**

The directors at each community partner site completed a final survey that captured their perceptions of the implementation of the partnership reading camps. A copy of the final survey form is provided in Appendix B.

- **Observations**

Site visits were conducted at 11 of the 14 sites. A listing of the sites visited and dates is provided in Appendix C. An observer tool for the partnership summer reading program was created by the South Carolina Department of Education (SCDE) and utilized for the site visits by the evaluator and the department staff. A copy of the observer tool is provided in Appendix D. Observers used this observational instrument to identify evidence and track aspects of the after school and summer camp settings associated with improvements in student achievement in reading, such as student/teacher ratio, focused, direct reading instruction and individualized attention. A summary of site visit observations is provided in Appendix E.

- **Student Data**

Reading assessment data was self-reported and submitted from each site in the form of pre- and post-reading data to indicate reading progress over the course of the summer program. In addition, student attendance was documented for each child during the period of operation of each camp.

## **Overview of Reading Partnerships**

For the second year, the South Carolina Legislature has provided funds for the 2015-16 school year for developing and supporting community partnerships with school districts to provide summer reading camps that utilize volunteers, mentors, and tutors to support struggling readers in elementary schools across South Carolina.

The South Carolina Department of Education was charged with the responsibility of designing and implementing the community partnerships to serve summer reading programs in school districts that have a poverty index of at least 50 percent. The SCDE released a request for proposals on January 19, 2016 with a deadline for grant submission on March 3, 2016 (see Appendix F.) An online application was available for districts to submit their grants and budgets.

For the 2016 partnership grants, a competitive process was implemented that allowed districts to be the lead agency. School districts could then identify and utilize partners that would best facilitate the extension of the reading camps to meet their reading goals. Districts were able to be specific as to: what is expected on the part of the reading partner portion of the camp; how the reading instruction is to be delivered; the assessment of the students; and how training is provided to the partners for assisting students with developing the reading skills.

The grant application stipulated that all community partners be required to conduct a background check on all adults in the reading partnership program to ensure the safety of all students.

The grants were reviewed and selected by the SCDE literacy specialists in a blind review, i.e., they reviewed the grant proposals for the purposes of determining the highest quality without knowing the identity of the district. The literacy specialists were trained on the scoring rubric used to make judgments on the quality of the grant and score each grant application. (See Appendix F for rubric.) Three literacy specialists read each grant independently of one another. The scores from each reader were submitted to the SCDE and averaged to create a final grant score. Grants receiving an average score of 80 or above were fully funded and grants receiving an average score of less than 80 were partially funded.

Sixteen districts submitted grants to the SCDE and fourteen grants were awarded in March, 2016.

The summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day or equivalent minimum hours (i.e.

96 hours) of instruction in the summer. Districts used a variety of schedules to meet the 96 hour minimum which included four, five and six week schedules meeting three, four and five days per week.

Summer partnerships starting dates varied with the majority of districts starting the second week of June. Some sites started with the partnership components and then began the reading camps the following week. The partnership sites concluded at various times in the summer with the earliest completion in mid-June and the latest completion in early August.

The average numbers of weeks for the partnership programs was 5.3 with an average of 4.3 days per week. The average hours per day of the reading camp partnership was 6.4 with an average of 2.0 hours per day allocated to the partnership portion of the day.

The SCDE allocated 100 percent of the funds established by the legislature for the 2016 partnership reading camps to the school districts as shown in Table 1.

**Table 1**  
**Summary of Fund Disbursement, Proviso 1.67**

Funds provided to 14 Summer Reading Camp Community Partnerships	\$700,000
<b>Total Funds Dispersed</b>	<b>\$700,000</b>

*Source: SCDE, 2016*

The SCDE states that funding for the summer reading program and the partnership cannot supplant the district funding. In-direct costs were not permitted. The grant funds were to be used solely to support the grantee's efforts related to the activities as described in the grant application such as books, field trips, stipends for tutors and /or teachers, professional development and materials to provide hands-on activities.

Districts were to document summer reading growth using one of three progress monitoring instruments: *Dominie*, *DRA2* (Developmental Reading Assessment) or *Fountas and Pinnell* Benchmark Assessment. In addition, districts were to document the attendance of students in the reading camps and partnerships. Data collection templates were provided by the SCDE to all school districts to document student demographics, pre- and post-reading growth and attendance (see Appendix G.)

A summary of the grant recipients and the partners are shown in Table 2.

**Table 2.  
Community Partnerships**

School District	Community Partner(s)	Grant Award	Number of Partnership Sites	# of Students Served in Partnership*	Number of Weeks of Partnership	Number of Days Per Week of Partnership	Number of Hours Per Day of Partnership
Aiken County School District	The Salvation Army Nancy Moore-Thurmond Boys and Girls Club	\$42,000	3	378	6	6	2.5
Barnwell School District 45	Barnwell County Family YMCA; Barnwell Public Library	\$16,000	1	14	6	4	2 (Integrated throughout day)
Clarendon County School District 2	Clemson Extension; Harvin Clarendon County Library; MadScience of Myrtle Beach	\$45,000	1	30	4	5	2
Darlington County School District	YMCA of Upper Pee Dee; Coker College	\$70,000	2	84	4	5	2
Florence County School District 3	Lake City Housing Authority; Town of Scranton; Coward Community Center; Olanta Library; St. John United Methodist; Mt. Beulah United Methodist; Nazareth United Methodist; Savannah Grove Freewill Baptist; Wesley United Methodist Church	\$70,000	11	202	6	3	2
Greenville County Schools	Greenville YMCA; LiveWell Greenville; Roper Mountain Science Center; Money Cents for Kids LLC; SC Children's Theatre	\$60,000	3	165	4	4	2.5

School District	Community Partner(s)	Grant Award	Number of Partnership Sites	# of Students Served in Partnership*	Number of Weeks of Partnership	Number of Days Per Week of Partnership	Number of Hours Per Day of Partnership
Greenwood School District 51	Greenwood YMCA	\$29,000	1	22	6	5	3
Kershaw County School District	Boys & Girls Clubs of the Midlands; Kershaw County Department of Parks and Recreation	\$50,000	6	120	6 (recreation department sites); 4 (Boys' and Girls' Club sites)	4	2
Laurens County School District 55	Greater Laurens Family YMCA; Laurens County Public Library; Joe R. Adair Outdoor Education	\$50,000	2	32	6	4	2
McCormick County School District	McCormick County Library; McCormick Arts Council at the Keturah (MACK); McCormick County First Steps	\$60,000	1	71	4	4	Same as reading camp
Saluda County Schools	Clemson Cooperative Extension Office / Saluda County 4H	\$23,000	1	58	4	4	2 (integrated throughout the day)
Pickens County School District	United Way of Pickens County; YMCA of Pickens County; Call Me Mister	\$70,000	3	191	8	5	1.5
Williamsburg County School District	Black River United Way; Low Country Food Bank	\$70,000	5	202	6	4	2.25
York School District 1	Kings Mountain National Military Park; York County Culture and Heritage Museums; Bricks 4 Kidz	\$45,000	1	53	6	4	3

Source: Pre-assessment Reports submitted by 2016 Summer Reading Camp Partnership Grantees

\* Students as listed on the data sheet by the district

The demographic data for each district partnership by grade level is shown in Table 3. Based on the districts that provided data on gender, 45.8 percent of the students served were female and 54.2 percent were male. Based on the districts that provided data on ethnicity, approximately 63.5 percent of the students were African American, 23.0 percent were white, 12.4 percent were Hispanic and 1 percent was coded as other (Asian, mixed race, unknown). Of the ten districts who reported demographic data, 6.9 percent of the students were English language learners.

**Table 3.  
Demographic Data of Students Served in Partnerships\***

School District	Grade Level	# Total Students	Gender		Ethnicity			# English Language Learners	
			# Female	# Male	# African-American	# White	# Hispanic		# Other
<b>Aiken County School District</b>	Grade 2	183	71	112	80	57	43	3	47
	Grade 3	195	77	118	101	54	37	3	13
<b>Barnwell School District 45</b>	Grade 3	14	7	7	NR	NR	NR	NR	NR
<b>Clarendon County School District 2</b>	Grade 2	12	7	5	12	0	0	0	0
	Grade 3	18	12	6	15	2	1	0	1
<b>Darlington County School District</b>	Grade K	19	9	10	14	5	0	0	0
	Grade 1	20	9	11	13	7	0	0	0
	Grade 2	22	10	12	15	7	0	0	0
	Grade 3	23	7	16	16	6	0	2	0
<b>Florence County School District 3</b>	Grade K	32	14	18	24	7	1	0	1
	Grade 1	31	13	18	17	12	2	0	2
	Grade 2	31	15	16	22	8	1	0	0
	Grade 3	83	43	40	PR	PR	PR	PR	PR
	Grade 4	13	7	6	7	5	1	0	0
	Grade 5	8	3	5	7	1	0	0	0
	Grade 6-8	4	3	1	4	0	0	0	0
<b>Greenville County Schools</b>	Grade 3	165	NR	NR	NR	NR	NR	NR	NR
<b>Greenwood School District 51</b>	Grade 2	10	7	3	5	5	0	0	0
	Grade 3	12	4	8	3	6	1	2	2
<b>Kershaw County School District</b>	Grade 2	26	12	14	16	7	3	0	3
	Grade 3	84	41	43	54	24	6	0	4
	Grade 4	10	3	7	7	2	1	0	1
<b>Laurens County School District 55</b>	Grade K	16	5	11	8	3	4	1	4
	Grade 1	16	4	12	7	5	4	0	0
<b>McCormick County</b>	Grade K	10	7	3	9	1	0	0	0

School District	Grade Level	# Total Students	Gender		Ethnicity			# English Language Learners	
			# Female	# Male	# African-American	# White	# Hispanic		# Other
School District	Grade 1	12	4	8	12	0	0	0	0
	Grade 2	18	12	6	15	3	0	0	0
	Grade 3	11	5	6	10	1	0	0	0
	Grade 4	5	3	2	5	0	0	0	0
	Grade 5	15	7	8	12	3	0	0	0
<b>Saluda County School District</b>	Grade 3	58	30	28	11	14	33	0	26
<b>Pickens County</b>	Grade 1	62	27	35	NR	NR	NR	NR	NR
School District	Grade 2	58	26	32	NR	NR	NR	NR	NR
	Grade 3	71	36	35	NR	NR	NR	NR	NR
Williamsburg County School District	Grade K	10	7	3	9	1	0	0	0
	Grade 1	47	22	25	40	6	0	1	0
	Grade 2	50	25	25	47	3	0	0	0
	Grade 3	63	33	30	62	1	0	0	0
York School District 1	Grade 4	32	18	14	31	1	0	0	0
	Grade 3	53	21	32	NR	NR	NR	NR	NR
<b>Total Number</b>		<b>1622</b>	<b>666</b>	<b>788</b>	<b>710</b>	<b>257</b>	<b>138</b>	<b>12</b>	<b>78</b>
<b>Percent</b>		Out of 1454	<b>45.8</b>	<b>54.2</b>					
<b>Percent</b>		Out of 1117			<b>63.5</b>	<b>23</b>	<b>12.3</b>	<b>1</b>	<b>6.9</b>

Source: Post-assessment data sheets submitted by districts to SCDE, 2016

\* Students listed on the data sheets by districts

NR = not reported

PR= partially reported

A summary of the number of students served by grade level is shown in the Table 4.

**Table 4.**  
**Number of Students Served in Summer Reading Camp Partnerships by Grade Level**

<b>Grade Level</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>PreK/Kindergarten</b>	<b>87</b>	<b>5.3</b>
<b>One</b>	<b>188</b>	<b>11.6</b>
<b>Two</b>	<b>410</b>	<b>25.3</b>
<b>Three</b>	<b>850</b>	<b>52.4</b>
<b>Four</b>	<b>60</b>	<b>3.7</b>
<b>Five</b>	<b>23</b>	<b>1.4</b>
<b>Six, Seven, Eight</b>	<b>4</b>	<b>&lt;1</b>
	<b>TOTAL STUDENTS 1622</b>	<b>100</b>

*Source: Data sheets submitted by districts to SCDE, 2016*

### **Professional Development and Technical Assistance**

Professional development and technical assistance were provided by the SCDE during the spring 2016 for the summer reading camps and the partnership grantees. Four days of professional development were available to districts offered at multiple sites across the state in March and April. All school districts implementing summer reading camps were invited to attend. The professional development sessions focused on conducting reading workshops, research workshops, and writing workshops and formed the foundation for the reading instruction expected in the reading camps. Other topics covered in the sessions were the creation of mini-lessons and how to conduct guiding reading sessions using running records.

Technical assistance was provided to districts implementing summer reading camps as well as to districts hosting partnerships as an extension of the summer reading camps. Technical assistance was provided via webinars on three occasions: February 19, 2016; April 7, 2016; and May 12, 2016. The technical assistance sessions provided guidance regarding the purpose of the camps and partnerships, camp requirements, data collection, funding requirements and allocations, systems of support, site visits and monitoring.

## Presentation of Data

### Reading Growth

Districts self-reported students' reading scores as a pre-assessment score and a post-assessment score using one of the three reading progress monitoring instruments outlined by the SCDE. The progress monitoring instruments were *Dominie*, *DRA2* (Developmental Reading Assessment) or *Fountas and Pinnell* Benchmark Assessment. Scores for each student were converted to an "equivalent grade " score using the conversion chart in Appendix H. The data was analyzed at each grade level by district.

The data demonstrates average student reading growth as measured at the beginning of the summer reading camp partnership as compared to the end of the program. This growth is placed in relation to on-grade level reading. Average growth gains in reading are reported in months. Pre and post-assessment scores for each student were converted to "equivalent grade" units, which are presented as a whole number and one decimal place (e.g., 2.3), where the whole number (2) represents the grade level and the decimal place (3) represents the number of months in the year. A child with an equivalent grade score of 2.3, then, obtained a score that is typical of a second grade student in the third month of the school year. The overall average growth gains in reading are provided for districts that enrolled students at a particular grade level. Only students with both a pre-assessment and post-assessment score were included in the reading growth analysis.

The figures below show the average reading growth by district by grade level as well as an average growth for that grade level across the districts. The average entry grade level equivalent is the average reading level for students who entered the reading camp. The deficit is the average number of months behind in reading a student entered the reading camp as determined by the pre-assessment administered at the beginning of camp..

The percent of students who completed the reading camp partnership was calculated using the enrollment numbers as provided by the districts. Any student who attended at least one day was calculated in the completer data. Students must have had a pre-assessment score and a post-assessment score to be considered a completer.

Growth data was not reported for students in grade five, six, seven and eight due to the small number of students who enrolled at these grades.

Tables 5, 6, 7, 8, and 9 show a summary of the reading data for kindergarten, grade one, grade two, grade three and grade four. These tables include students enrolled, completers in the partnership reading camp, average entry equivalent grade reading score, the deficit in reading at the beginning of the camp, and the average growth in reading at the end of the camp. Figures 5, 6, 7, 8, and 9 display the expected on-grade level reading data against a district's beginning and ending grade equivalent reading scores for grades kindergarten, one, two, three, and four.

Students showed growth in reading at every grade level in every district. The greatest gains were shown in grade three and four; however, these were also the grades with the greatest deficits. Only in kindergarten did the average reading growth eliminate the reading gap.

The data shows 1595 students were enrolled in the summer reading camp partnership program in grades kindergarten through grade 4. There were 1194 students or 74.9 percent of the students in grades kindergarten through grade 4 students completing the program.

**Table 5.**  
**Kindergarten Reading Growth**  
**Summer Reading Camp 2016**  
**End-of-Program Data Summary**  
**Kindergarten**

<b>District</b>	<b>Number of Students Enrolled</b>	<b>Number of Students Completed</b>	<b>% Enrolled Students Who Completed</b>	<b>Avg. Entry Grade Level Equivalent in Months*</b>	<b>Deficit in Months at point of Entry</b>	<b>Avg. Growth in Months at the end of the camp</b>
Darlington	19	18	94.7	0.4	-0.6	0.37
Florence 3	32	30	93.8	1.0	0.0	0.22
Laurens 55	16	12	75.0	1.28	0.3	0.20
McCormick	10	9	90.0	0.30	-0.7	0.33
Williamsburg	10	6	60.0	0.58	-0.4	0.70
<b>TOTALS</b>	<b>87</b>	<b>75</b>	<b>86.2</b>	<b>0.78</b>	<b>-0.22</b>	<b>0.30</b>

*Source: Data sheets submitted by districts to SCDE, 2016*

*\*determined by assessment given at beginning of camp*

## Student Reading Growth During Summer Camp Kindergarten

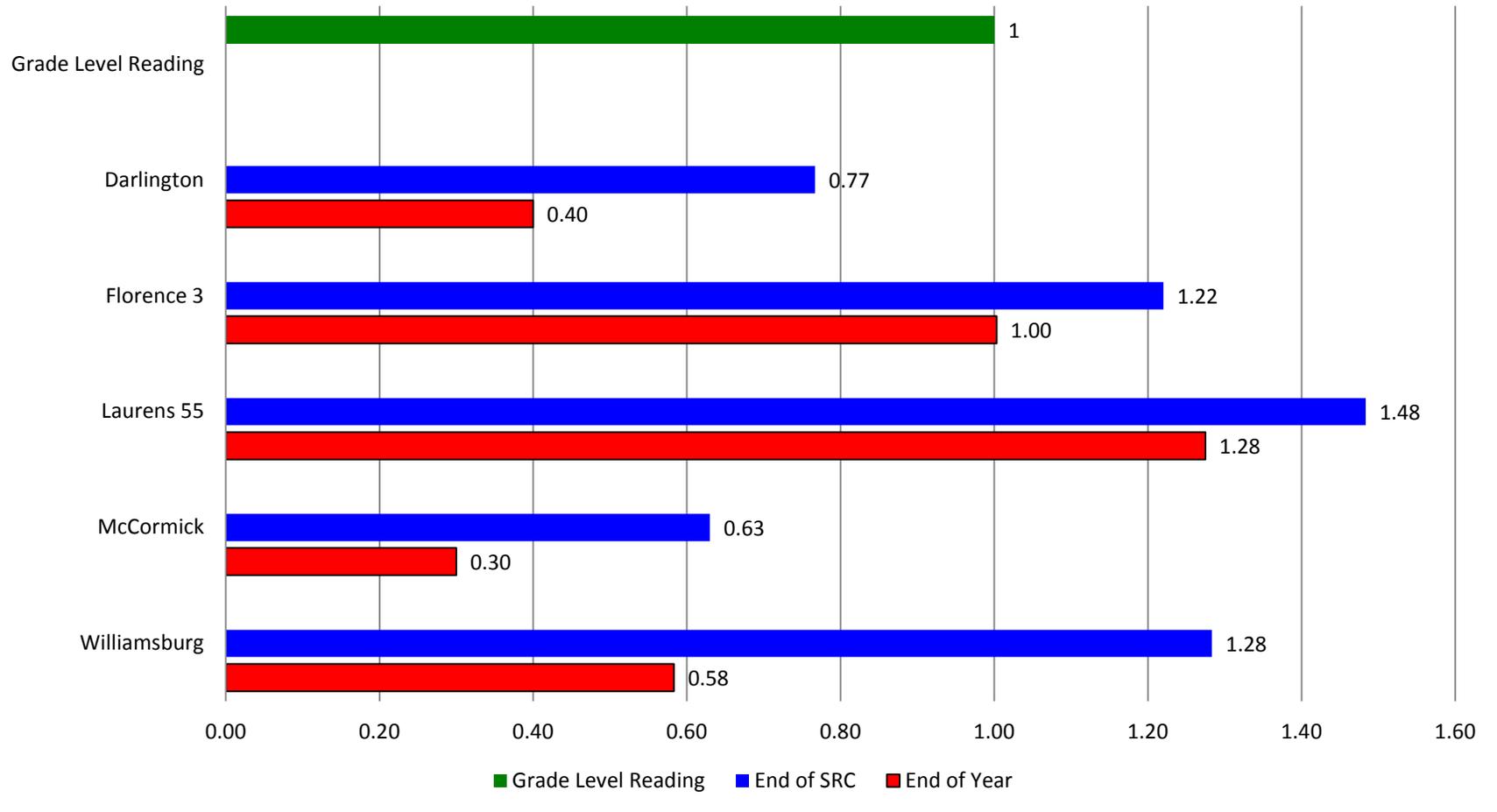


Figure 5. Reading growth from the end of the school year to the end of the summer reading camp in comparison to grade level reading  
Source: Data sheets submitted by districts to SCDE, 2016

**Table 6.**  
**Grade One Reading Growth**  
**Summer Reading Camp 2016**  
**End-of-Program Data Summary**  
**First Grade**

District	Number of Students Enrolled	Number of Students Completed	% Enrolled Students Who Completed	Avg. Entry Grade Level Equivalent in Months*	Deficit in Months at point of Entry	Avg. Growth in Months at the end of the camp
Darlington	20	20	100	1.52	-0.5	0.09
Florence 3	31	29	93.5	1.60	-0.4	0.19
Laurens 55	16	13	81.3	1.83	-0.2	0.23
McCormick	12	9	75.0	0.77	-1.23	0.20
Pickens	62	34	54.8	1.42	-0.6	0.29
Williamsburg	47	34	72.3	1.72	-0.3	0.48
<b>TOTALS</b>	<b>188</b>	<b>139</b>	<b>73.9</b>	<b>1.47</b>	<b>-0.46</b>	<b>0.28</b>

Source: Data sheets submitted by districts to SCDE, 2016

\*determined by assessment given at beginning of camp

## Student Reading Growth During Summer Camp First Grade

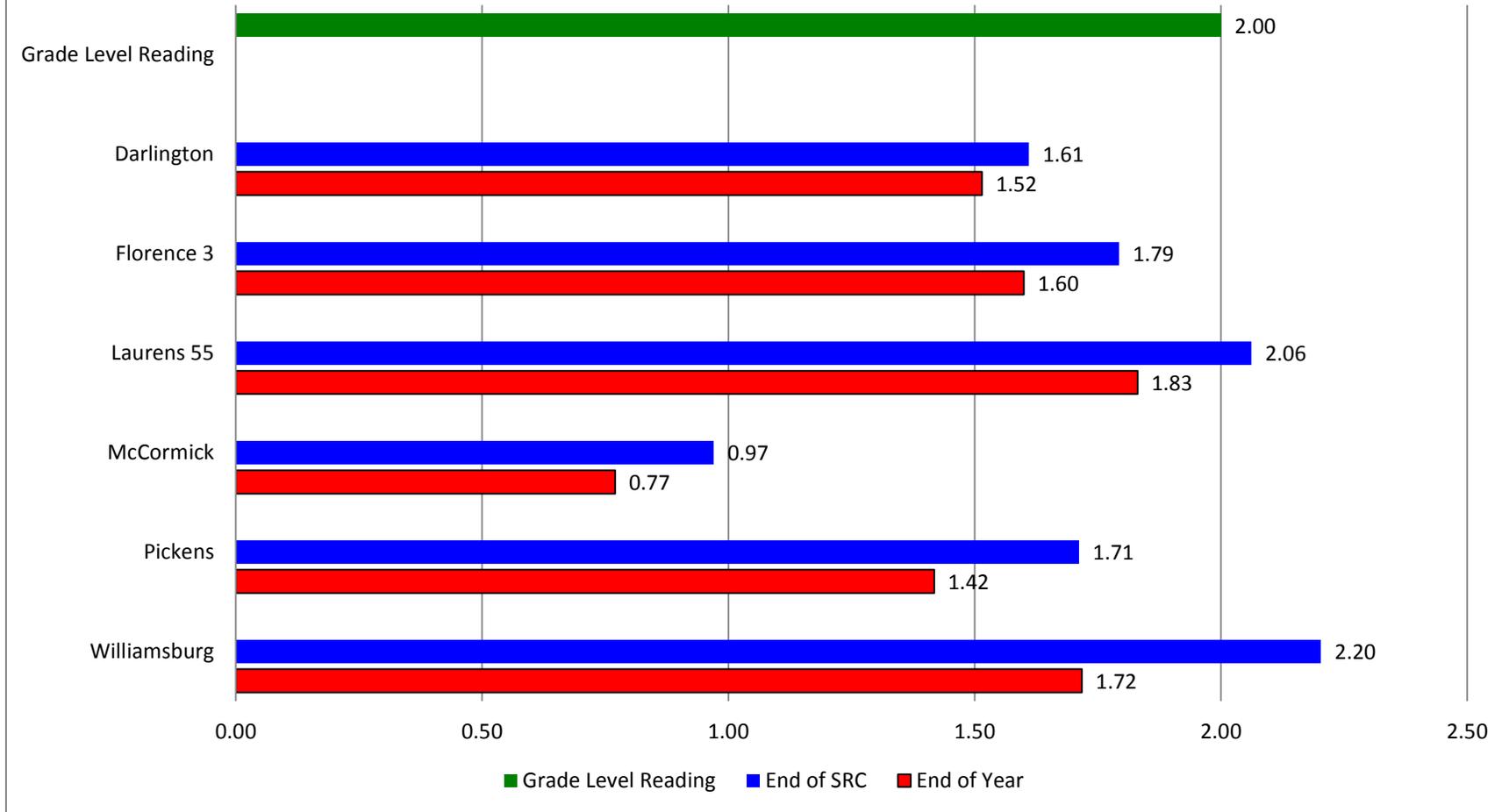


Figure 6. Reading growth from the end of the school year to the end of the summer reading camp in comparison to grade level reading  
Source: Data sheets submitted by districts to SCDE, 2016

**Table 7.**  
**Grade Two Reading Growth**  
**Summer Reading Camp 2016**  
**End-of-Program Data Summary**  
**Second Grade**

District	Number of Students Enrolled	Number of Students Completed	% Enrolled Students Who Completed	Avg. Entry Grade Level Equivalent in Months*	Deficit in Months at point of Entry	Avg. Growth in Months at the end of the camp
Aiken	183	115	62.8	2.0	-1.0	0.29
Clarendon 2	12	12	100.0	2.0	-1.0	0.58
Darlington	22	21	95.5	2.29	-0.7	0.31
Florence 3	31	29	93.5	2.21	-0.8	0.30
Greenwood 51	10	10	100.0	2.2	-0.8	0.44
Kershaw	26	21	80.8	1.9	-1.1	0.37
McCormick	18	16	88.9	1.58	-1.4	0.13
Pickens	58	41	70.7	1.98	-1.0	0.62
Williamsburg	50	40	80.0	2.18	-0.8	0.32
<b>TOTALS</b>	<b>410</b>	<b>305</b>	<b>74.4</b>	<b>2.04</b>	<b>-0.96</b>	<b>0.35</b>

Source: Data sheets submitted by districts to SCDE, 2016

\*determined by assessment given at beginning of camp

## Student Reading Growth During Summer Camp Second Grade

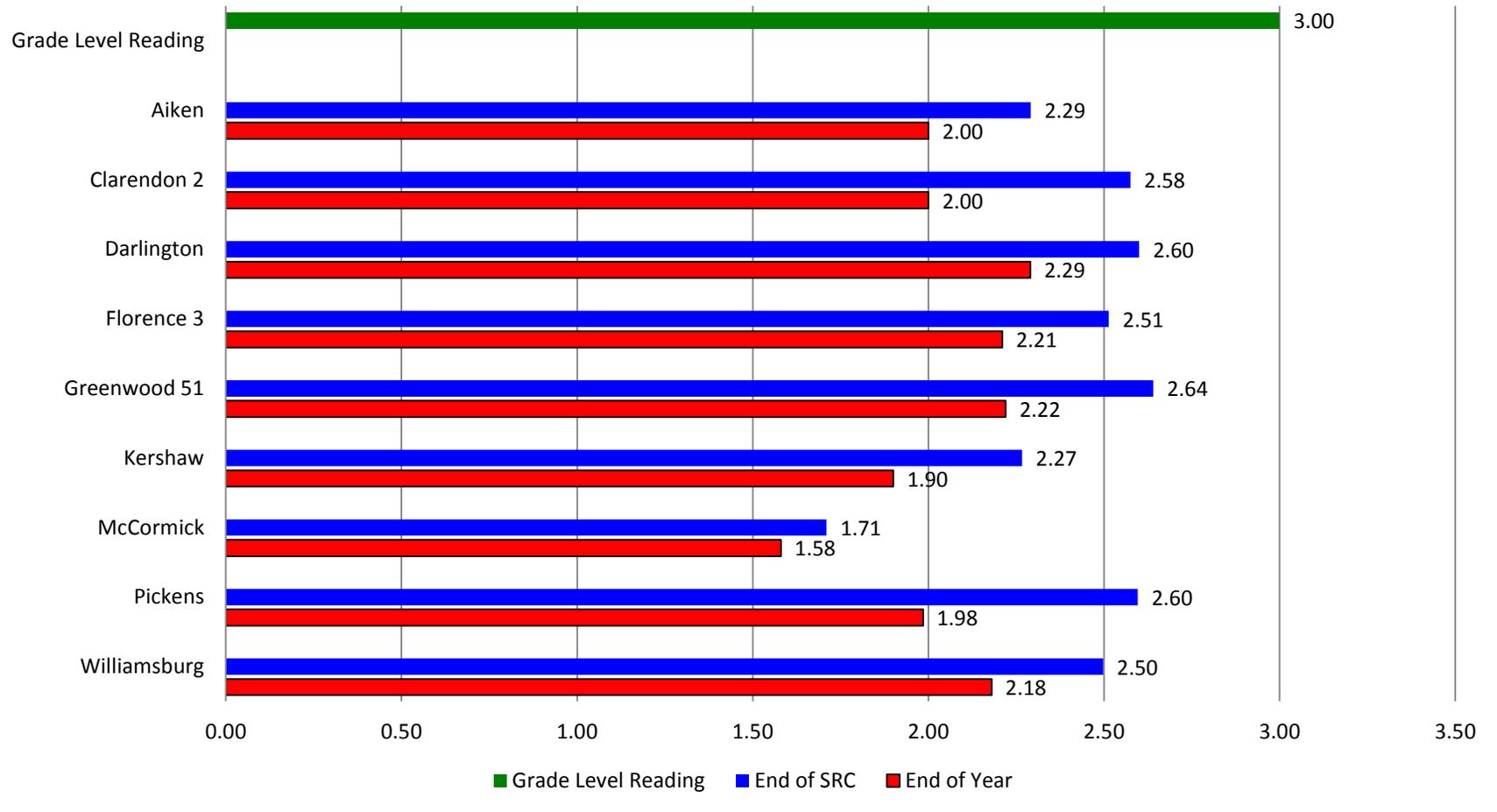


Figure 7. Reading growth from the end of the school year to the end of the summer reading camp in comparison to grade level reading  
Source: Data sheets submitted by districts to SCDE, 2016

**Table 8**  
**Grade Three Reading Growth**  
**Summer Reading Camp 2016**  
**End-of-Program Data Summary**  
**Third Grade**

District	Number of Students Enrolled	Number of Students Completed	% Enrolled Students Who Completed	Avg. Entry Grade Level Equivalent in Months*	Deficit in Months at point of Entry	Avg. Growth in Months at the end of the camp
Aiken	195	121	62.1	2.20	-1.8	0.44
Barnwell 45	14	13	92.9	2.26	-1.7	0.38
Clarendon 2	18	18	100.0	2.76	-1.2	0.77
Darlington	23	22	95.6	2.90	-1.1	0.76
Florence 3	83	76	92.5	3.01	-1.0	0.30
Greenville	165	115	69.7	2.73	-1.27	0.26
Greenwood 51	12	11	91.2	2.26	-1.7	0.58
Kershaw	84	50	59.5	2.37	-1.6	0.58
McCormick	11	8	72.3	3.00	-1.0	0.38
Pickens	71	52	73.3	2.97	-1.0	0.79
Saluda	58	45	77.6	2.41	-1.6	0.11
Williamsburg	63	54	85.7	3.17	-0.8	0.49
York	53	33	62.3	2.61	-1.4	0.64
<b>TOTALS</b>	<b>850</b>	<b>618</b>	<b>72.7</b>	<b>2.65</b>	<b>-1.35</b>	<b>0.44</b>

Source: Data sheets submitted by districts to SCDE, 2016

\*determined by assessment given at beginning of camp

## Student Reading Growth During Summer Camp Third Grade

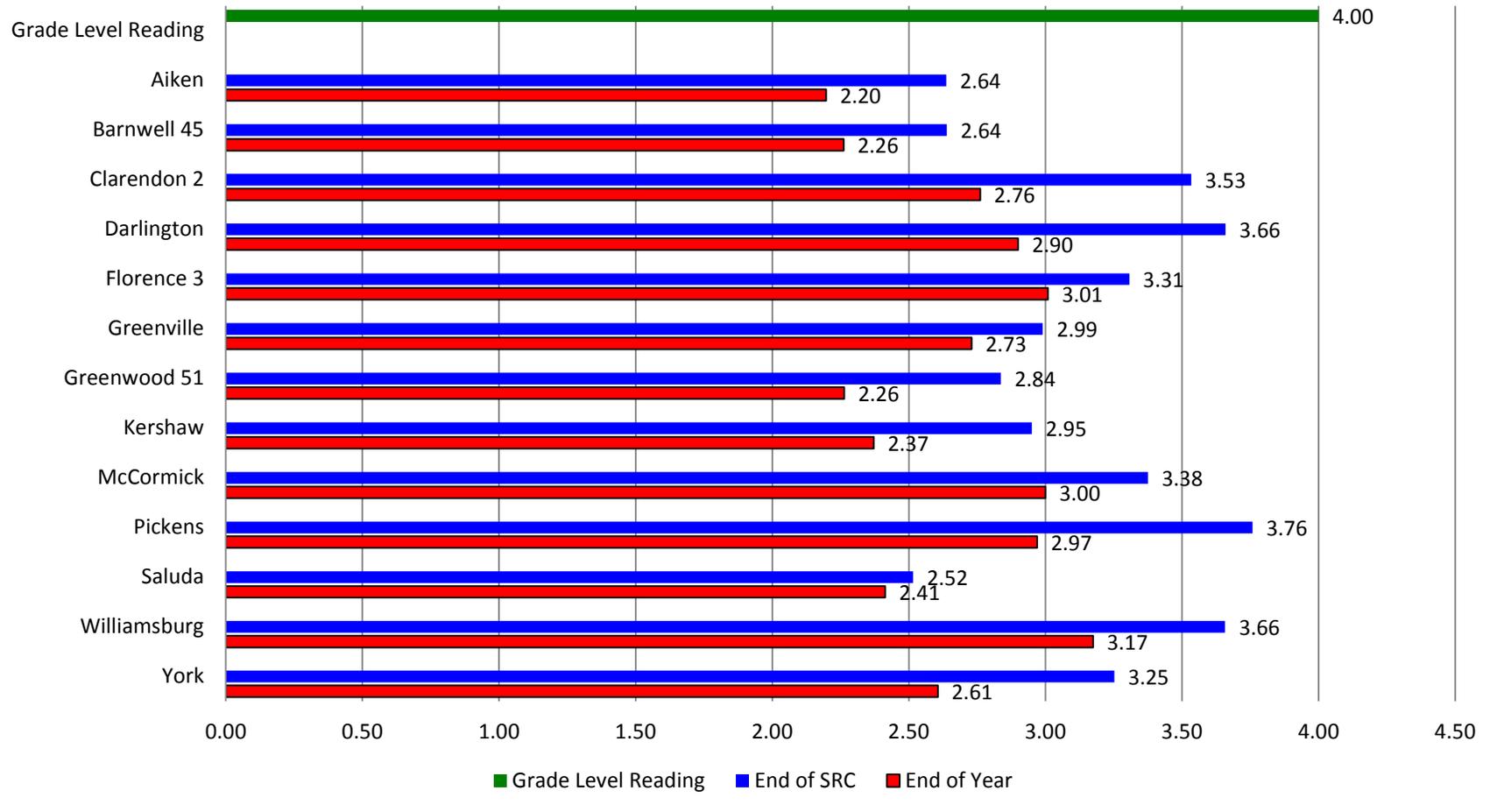


Figure 8. Reading growth from the end of the school year to the end of the summer reading camp in comparison to grade level reading  
Source: Data sheets submitted by districts to SCDE, 2016

**Table 9.**  
**Grade Four Reading Growth**  
**Summer Reading Camp 2016**  
**End-of-Program Data Summary**  
**Fourth Grade**

District	Number of Students Enrolled	Number of Students Completed	% Enrolled Students Who Completed	Avg. Entry Grade Level Equivalent in Months*	Deficit in Months at point of Entry	Avg. Growth in Months at the end of the camp
Florence 3	13	13	100.0	3.0	-2.0	0.20
Kershaw	10	9	90.0	2.5	-2.5	0.90
McCormick	5	5	100.0	2.66	-1.34	0.52
Williamsburg	32	29	90.6	3.1	-1.9	0.50
<b>TOTALS</b>	<b>60</b>	<b>57</b>	<b>93.3</b>	<b>2.92</b>	<b>-2.08</b>	<b>0.50</b>

*Source: Data sheets submitted by districts to SCDE, 2016*

\*determined by assessment given at beginning of camp

## Student Reading Growth During Summer Camp Fourth Grade

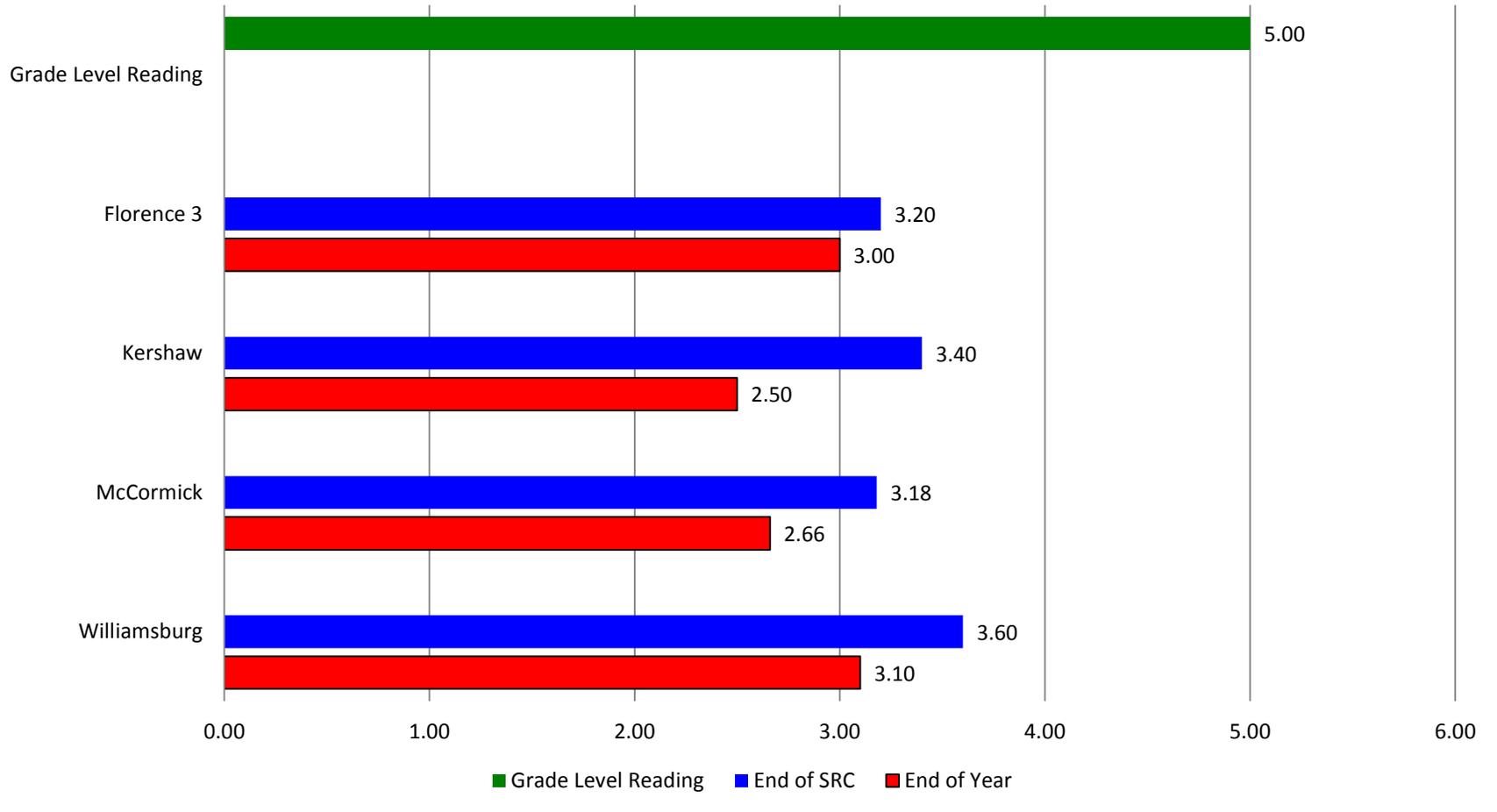


Figure 9. Reading growth from the end of the school year to the end of the summer reading camp in comparison to grade level reading  
Source: Data sheets submitted by districts to SCDE, 2016

## Attendance

Attendance is a critical component in achieving the desired results for gains in reading (Augustine, McCombs, Pane, Schartz, Schweig, McEachin, & Siver-Evans, 2016). Over the past three years of the summer reading camps (including the pilot year), student attendance has been the number one challenge reported by school districts. It should be noted that students who are substantially behind in reading at grade three are not required to attend summer reading camps until the 2017-18 school year.

Based on site observations, interviews and survey results, districts reported the following issues related to student attendance.

1. Parent and family members attitudes that attendance in summer programs is optional
2. A need to care for younger siblings at home
3. Family plans and vacations
4. Student dislike of the program, which could be related low self confidence in reading
5. Competing opportunities, which could be related to activities of friends (who were not in the program)
6. Student visiting noncustodial parent during summer

Understanding that attendance was going to be an issue, districts developed strategies to implement both before and during the summer session to encourage a higher rate of attendance. The partnership portion of the summer reading camp was in itself a factor because:

- ✓ parents were encouraged to send their students each day given the value of the full day supervision, and
- ✓ students enjoyed the engaging camp-like activities.

Other strategies included:

- Rewarding high attendance (as determined by the district) with raffles, prizes, field trips, etc.,
- Engaging with parents about the importance of attendance through orientation meetings, letters sent home, parent nights during the summer, etc.,
- Making daily phone calls home when a child was absent, and
- Organizing engaging activities for students during the partnership portion of the camp.

Attendance was taken for every student enrolled in the reading camp and the partnership sites. Attendance was self-reported by the districts. This was the first year attendance was documented. The percent attendance for each district is reported in Table 10 represents only

the students who were enrolled in the reading camp and attended the partnership portion of the camp for grades preK/kindergarten through grade 8. **Table 10.**

<b>Attendance by District</b>		
<b>School District</b>	<b>Number of Students</b>	<b>Percent Attendance*</b>
<b>Aiken County School District</b>	378	58.3
<b>Barnwell School District 45</b>	14	83.6
<b>Clarendon County School District 2</b>	30	88.1
<b>Darlington County School District</b>	84	75.5
<b>Florence County School District 3</b>	202	88.6
<b>Greenville County Schools</b>	165	70.7
<b>Greenwood School District 51</b>	22	85.5
<b>Kershaw County School District</b>	120	62.2
<b>Laurens County School District 55</b>	32	84
<b>McCormick County School District</b>	71	76.7
<b>Saluda County Schools</b>	58	83.3
<b>Pickens County School District</b>	191	62.5
<b>Williamsburg County School District</b>	202	77.1
<b>York School District 1</b>	53	67.5
<b>Total Students/Average Percent Attendance</b>	1622	73.20%

Source: Data sheets submitted by districts to SCDE, 2016

\* Attendance based on students who attended at least one day

NR=Not reported

Students' reading pre-test scores and their corresponding attendance data were also analyzed to see if the students' pre-test score influenced their attendance. In other words, if a student scored low on the pre-test was his/her attendance pattern different from a student who scored

higher on the reading pre-test? Figure 10 below suggests students' attendance in the summer camp was not dependent upon their pre-test score. Pre-test scores for each student were converted to "equivalent grade" units, which are presented as a whole number and one decimal place (e.g., 2.3), where the whole number (2) represents the grade level and the decimal place (3) represents the number of months in the year. A child with an equivalent grade score of 2.3, then, obtained a score that is typical of a second grade student in the third month of the school year. In Figure 10, each data point represents the median percentage of days in attendance for all students with a given pre-test scores (data are presented for pretest scores with 10 or more students). For example, for all students with a pre-test score of 3.0, half of students attended less than 85 percent of the days, and half attended more than 85 percent of the days. In Figure 10 it is clear that with one exception, the median number of days of student attendance is in the range from 80 to 90 percent. There does not appear to be an association between pre-test scores and attendance, as median attendance does not differ dramatically by pre-test score. Most students, it appears, attend most days of the summer reading program. Also, although not represented in Figure 10, it is noteworthy that 19 percent of students had 100 percent attendance.

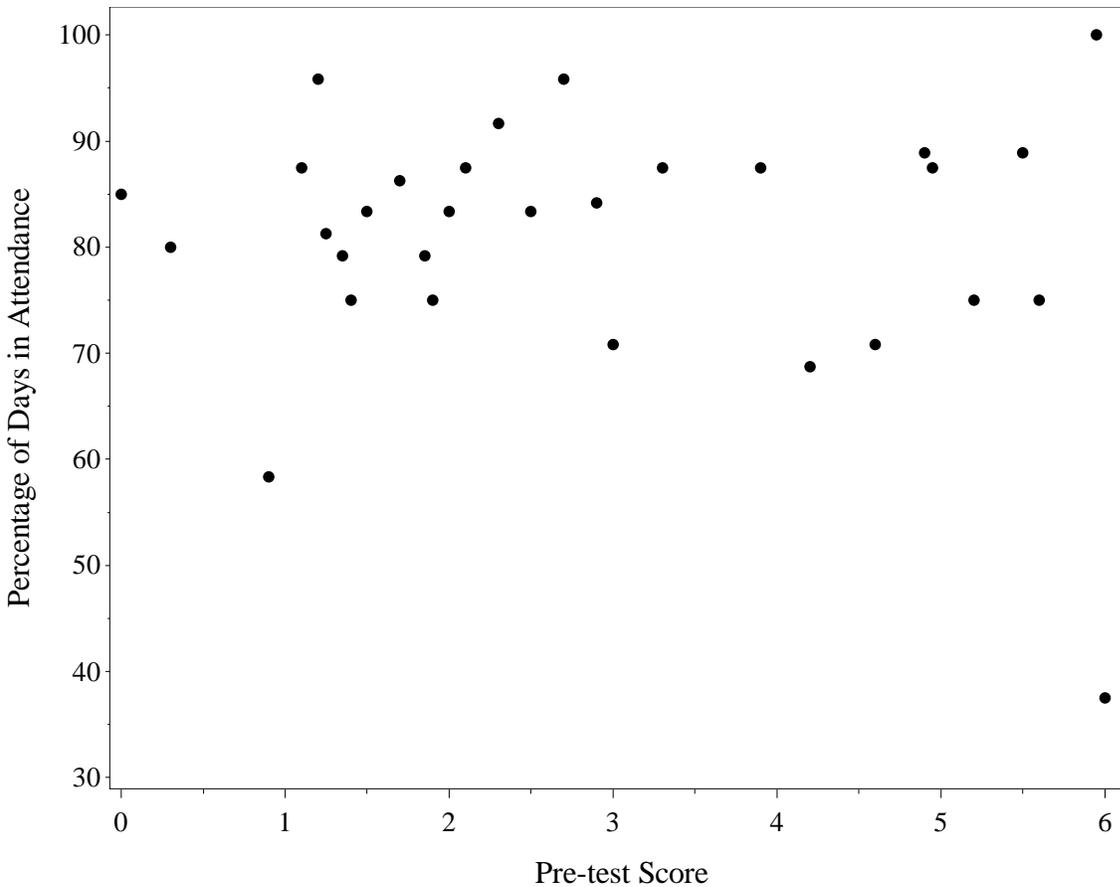


Figure 10. Relationship between pre-test scores and attendance  
 Source: Data sheets submitted by districts to SCDE, 2016

Finally, attendance was analyzed to see if there was a relationship between student gains in reading and their attendance. Figure 11 suggests the more days a student attended the reading camp, there was an increase in his/her reading gains. Each data point in Figure 11 presents the median gain of students in a 10 percent range of attendance. For example, for students who attended between 10 and 19 percent of the summer reading program classes, the median gain was 0.3 equivalent grade units. With one exception, each data point represents the median gain for students in a 10 percent interval of attendance. The exception is that the median gain for all students with perfect attendance (19 percent of the students) is presented as a data point on the graph.

Consider in particular the median gains for students who attended between 30 and 85 percent of the summer reading classes. For these students a clear pattern of increased gains occurs as the attendance rate increases. The median gain for students who attended 95 or 100 percent of classes is higher than the median gain for students who attended 35 or 45 percent of classes.

The median gain for students who had the lowest attendance rate (15% of classes) is the only data point that is not consistent with this trend.

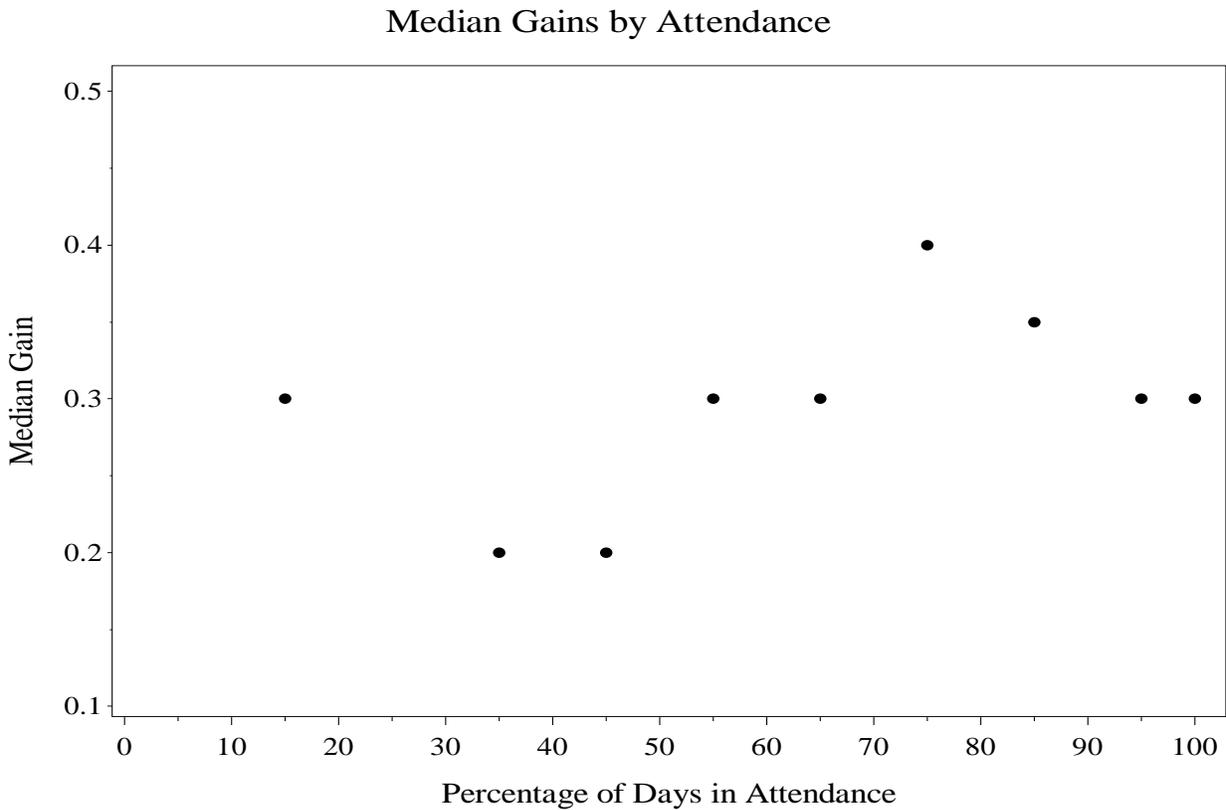


Figure 11. Relationship between reading gains and attendance  
 Source: Data sheets submitted by districts to SCDE, 2016

In addition to attendance, students who started and completed the program were also reviewed. A completer is defined as a student who attended at least one day in the reading partnership program and had a pre and post-assessment score. Student completer summary data by grade level is shown in table 11.

**Table 11.**

<b>Completers by Grade Level</b>	<b># Students Enrolled</b>	<b># Completers</b>	<b>Percentage of Completers</b>
PreK/Kindergarten	87	75	86.2
One	188	139	73.9
Two	410	305	74.4
Three	850	618	72.7
Four	60	57	93.3
<b>Total</b>	<b>1595</b>	<b>1194</b>	<b>74.9</b>

## Findings and Recommendations

### Research Highlights

Through Proviso 1.67, the South Carolina Legislature allocated \$700,000 for the 2015-16 school year for developing and supporting community partnerships with school districts to provide summer reading camps that utilize volunteers, mentors, and tutors to support struggling readers in elementary schools across South Carolina. During the summer of 2016, 14 sites were grant recipients and allocated funds to implement partnership summer programs to extend the learning time to provide literacy instruction to improve student performance in reading. A total of 1622 students in grade kindergarten through grade 8 were enrolled in the partnership reading camps.

Research supports summer learning can be effective in improving student achievement as well as enriching the lives of disadvantaged youth by developing confidence, team building skills, developing character and life skills, providing arts/craft and physical education. (McCombs, Augustine, Schwartz, Bodily, McInnis, Licher & Cross, 2011). However, the primary goal of the reading partnerships is to prevent learning losses that occur over the summer and to add additional time for students' learning by forming partnerships with area agencies, churches, etc. While the research is clear that summer learning programs can benefit students' learning, not all summer learning programs studies have resulted in positive outcomes for students. (Kim, 2004). Programs that create a unique summer culture that is different from school year are most promising. Research studies have established the efficacy of summer learning programs and several studies have distilled components for an effective summer learning program.

The National Center for Summer Learning outlines the following attributes for an effective summer program (National Center for Summer Learning, 2009).

- 1. Intentional focus on accelerating learning**

Small class sizes; differentiated instruction that is high energy and interest

- 2. Firm commitment to youth development**

Maximize participation and attendance

- 3. Proactive approach to summer learning**

Expand learning opportunities for enrichment; ensure the duration of time spent on reading is sufficient

**4. Strong, empowering leadership**

Invest in high quality staff that shares a commitment and the skills to teach struggling readers

**5. Advanced, collaborative planning**

Provide as much time as possible for districts to plan for summer session and districts should take advantage of the time

**6. Extensive opportunities for professional development**

Provide professional learning to all teachers but especially to those that could refine their teaching of reading skills

**7. Strategic partnerships**

Partnerships should include those outside entities that closely match the goals of the camp and are sufficiently equipped to handle the responsibility

Ensure parents are the number one partners in the summer learning to build and maintain strong relationships

Align reading camp with extended learning time in partnerships

**8. Rigorous approach to evaluation and commitment to program improvement**

Program quality can be strengthened and sustained through evaluation to develop a culture of continuous improvement

**9. Clear focus on sustainability and cost effectiveness**

Program has a formal structure to communicate and share data key stakeholders

Program develops clear goals

## Findings and Recommendations

The following section outlines findings and recommendations on the planning, organization and implementation of community partnership summer reading programs during the 2016 summer across South Carolina to support struggling readers.

- **Finding 1:** The intent of the reading partnerships is to provide instructional support to struggling readers as an extension of the summer reading camps.. The school districts provided certified teachers in the reading camp portion of the day and at some partnership sites certified teachers were provided for the literacy portion of the partnership. Some sites carved out specific times during the partnership portion of the day to further assist struggling readers after the reading camp portion had ended.
- **Recommendation 1:** The role of well-trained and supervised volunteer tutors and other individuals working should be to expand children's opportunities for practicing reading and for motivational support, not to provide primary or remedial instruction (Denton, 2000.) Partnership staff, tutors and volunteers should be provided training with the basic understanding of the reading process and how to respond to reading issues of students. Partnership sites should be **intentional in allotting time during the partnership to further assist struggling readers** with teachers trained in reading or with partnership staff trained in supporting reading. **Time for assisting struggling readers should be required** in the partnership application process.
- **Finding 2:** The South Carolina Department of Education selected three progress monitoring reading assessments to be used by the districts to monitor student reading and report student reading progress in the summer reading camps. These instruments are currently widely used in the districts and are appropriate for measuring reading growth over a short period of time such as a four to six week summer camp. The instruments can be equated and reading progress can be reported in months growth at a specific grade level.
- ✓ **Recommendation 2:** The decision by the SCDE to allow districts flexibility in the selection of the progress monitoring instruments but also to narrow the choices to reading instruments that could be equated for data comparison purposes is commendable.

The SCDE reported statewide reading growth as minimal, moderate and exception growth based on the number of levels a student increased, decreased or maintained

during his/her time in the reading camp. It is recommended the **SCDE report out the results of the reading progress in each district and a statewide average using grade equivalent measures** in addition to the number of levels. Although the reading camps and partnerships are about increasing student progress in reading and reporting progress by levels is a measure of growth, reporting growth by levels and in categories does provide the full picture of a student overall reading level such as where the student started, finished and what, if any reading gap, remains. The **summary reading data for all districts across the state should be calculated for comparison purposes** against the partnership reading camp reading data.

Reading progress data from the state 2016 reading camps that were not part of the community partnership grants was not provided and thus, reading growth comparisons from the reading partnership camps could not be made against the reading camps across the state.

- **Finding 3:** Based on the surveys and interviews from each site, **more lead time was requested by districts** to plan and implement an effective summer program. Approximately 75 percent of the sites reported needing more lead-time to develop and implement a quality reading program. The sites reported additional time was needed to identify and employ effective personnel and coordinate with the local school districts to coordinate services provided to students in reading.
- ✓ **Recommendation 3:** Time for adequate planning and preparation is not only logical but the research has shown without the upfront time for the planning of a summer or after-school program, the chances for success are less (McCombs et al., 2011). Initiating a summer program is similar to starting a new school year, but with less time for planning and execution. A good planning process may be the most important characteristic of a strong program. It can decrease logistical problems and increase instructional time for students.

The SCDE was able to provide more time to districts for the 2016 reading partnerships than the previous year. The SCDE should consider identifying grantees for reading partnerships no later than February 2016 for implementation June 2017.

- **Finding 4:** For the 2016 reading camp partnership grants, the grants process was competitive and opened the doors to other community partners to have the opportunity

to partner with school districts to assist students in their area. These organizations included Boys and Girls Clubs, YMCA, YWCA, faith-based organizations, United Way, local foundations, local libraries, arts associations and other groups specific to a local area. This was beneficial to school districts in rural areas.

✓ **Recommendation 4:** The SCDE is to be commended for using a competitive process to allow districts to identify partners in the community who had the capacity to work with the schools in assisting students with reading and enrichment activities. A **competitive process is recommended** to be continued for future partnership grants.

➤ **Finding 5:** All grantees were required to conduct background checks for all adults working with students in the partnership camps.

➤ **Recommendation 5:** The SCDE is to be commended for requiring all adults who work with children to have a background check. This was also the case for the previous partnership grants through the South Carolina Afterschool Alliance as well.

➤ **Finding 6:** The SCDE provided quality training and professional development to all districts implementing the summer reading program and partnerships. Additional support was provided by the SCDE to districts either by way of literacy specialists visiting partnership sites or more intensive technical assistance by resident literacy specialists onsite.

✓ **Recommendation 6:** More than half the sites reported, either through interview from site visits or the final report surveys, the need for additional support and guidance in the planning and implementation of the reading program. Implementing a quality reading camp and partnership is a challenge for some districts. **Expertise from the Office of Early Learning in South Carolina Department of Education should continue to be coordinated to assist in the planning, staffing, professional development and technical assistance** to identified sites with limited resources.

Training should also be provided to the volunteers, tutors and other partnership staff in the role they play in supporting student's reading. Partnership staff need training that provides them with a basic understanding of the reading process before they begin tutoring.

➤ **Finding 7:** One hundred percent of the partnership sites reported attendance as a hindrance to gains in reading. Student attendance in summer programs is going to

present a challenge. Recent studies in summer programs reports average attendance at 75 percent which is considerably lower than the 95 percent attendance during the school year (Augustine et al., 2016). Students will not benefit from these programs unless they are attending consistently and, when attending, are engaged in academic learning that is targeted to their level. This year schools were required to document student attendance. The average student attendance across all 14 partnership sites 73.2 percent. The average percent of students who completed the partnership program was 74.9.

- ✓ **Recommendation 7:** Attendance is a key component in a successful summer reading program. (Kim and Quinn, 2013). Best-practice literature shows that effective programs providing high-quality academic opportunities share a number of features including consistent daily attendance. In order for students to benefit from the summer program, they must regularly attend and be engaged in the academic activities. The SCDE is to be commended for requiring attendance data by all summer reading camp sites. Attendance should continue to be documented for all future reading camps.

**Sites should continue to strategize ways to increase student attendance** on a consistent basis including incentives for attendance and conversations with parents about the importance of the program for their children.

As previously stated, students are not mandated to attend summer reading camps until the 2017-18 school year. The fact that the reading camps are not mandated at this time may be reflected in the attendance data.

In order to evaluate whether the community partnership program positively affects attendance in comparison to the reading camps without the partnership, statewide attendance data would need to be shared with the EOC for the comparison.

- **Finding 8:** Grade equivalent reading growth was found at every grade level, i.e., from 0.28 to 0.5 months. The grade equivalent reading deficient at the beginning of the reading camp ranged from -.22 to 2.08 months. (See table 12.)

**Table 12.**  
**Reading Deficit vs Reading Growth**

Grade	Avg. Entry Grade Level Equivalent in months	Avg. deficit in months at entry into the camp	Avg. Growth in months at the end of the camp	Avg. Exit Grade Level in Equivalent
<b>Kindergarten</b>	0.78	-0.22	0.30	1.08
<b>First</b>	1.47	-0.46	0.28	1.75
<b>Second</b>	2.04	-0.96	0.35	2.39
<b>Third</b>	2.65	-1.35	0.44	3.09
<b>Fourth</b>	2.92	-2.08	0.50	3.42

*Source: Data sheets submitted by districts to SCDE, 2016*

A pattern emerged that showed the grade level reading **deficit** increased as you progressed through the grade levels. This was also a trend in the 2014 reading camp data. The reading growth gains closed the gap at all grade levels, however, only at kindergarten did the reading scores deliver students back on grade level.

- **Recommendation 8:** While the summer reading camps are meant to target students in grade three, districts should be encouraged to **open the summer reading camps to students in the earlier grades** where greater gains may be achieved with students exiting on grade level reading. In addition, students starting the school year on grade level for reading and with continued support during the school year, are more likely to read on a grade three reading level at the end of third grade and thus, may not need to attend the third grade reading camp.
  
- ✓ **Finding 9:** All 14 districts who received the partnership grants implemented the grants as indicated in their grant application and should be commended for their efforts. Districts used a variety of methods and resources to implement the partnership summer reading camp for their district and indicating this process was a learning experience.
  
- **Recommendation 9:** Table 13 highlights promising district practice's that yielded strong results that may have contributed to the success of the partnership reading camp. Note

only districts with results that surpassed the average for the partnership districts for the indicators of attendance, completers, and reading gains were included in the table.

**Table 13.**

**Summary of Promising Practices**

<b>Indicator</b>	<b>Promising Practice(s)</b>	<b>District(s)</b>
<b>Above average attendance</b>	<ul style="list-style-type: none"> <li>• High energy and interest activities for students in the partnership</li> <li>• Strategic partnerships that match the goals of the camp</li> <li>• Ensured parents were a partner</li> </ul>	Clarendon 2; Greenwood 51; Laurens 55; Williamsburg
<b>Above average completers</b>	<ul style="list-style-type: none"> <li>• Strong focus on communicating with parents</li> <li>• Commitment to ensure students were present</li> </ul>	Clarendon 2; Darlington; Greenwood 51, Williamsburg
<b>Above average reading gains</b>	<ul style="list-style-type: none"> <li>• Evidence-based curriculum</li> <li>• Laser-like focus on reading instruction</li> <li>• Invested in high quality teachers/staff</li> <li>• Structured program</li> <li>• Strong lead person</li> <li>• Intentional focus on accelerating learning</li> </ul>	Clarendon 2; Darlington; Greenwood 51; Kershaw; Pickens; York 1; Williamsburg

One district, in particular, is highlighted for its exceptional partnership components as well as its proactive approach to summer learning. Pickens County School District joined forces with the United Way of Pickens County, the Pickens County YMCA and Clemson University’s Call Me Mister program to create a reading partnership camp called Camp iRock. The theme was “iRead, iRise, iRock”. This was a true collaborative partnership with each of these partners with “skin in the game”. The partners planned and implemented together on a regular basis. The United Way of Pickens County has as its overall goal to advance the common good by creating opportunities for a better life for all. A specific goal developed by the United Way of Pickens County is to assist young children with reading in an effort to prevent summer learning loss. The United Way raised funds within the community specifically for this purpose. The United Way provided support to the district during the reading camp and partnership by serving as volunteer staff. The YMCA operates year round in the district and has as one of its goals to prepare students for a better tomorrow through education and character building activity. Specifically, the YMCA is

an active participate in this summer literacy learning loss prevention program for at-risk children and also solicited funds to sponsor a child or an activity during the camp. The YMCA of Pickens County provided enrichment activities related to leadership, character building and physical activities for students but also served as reading tutors during the partnership portion of the program. Tutors were trained by the school district. The Call Me Mister program from Clemson University provided students to serve as tutors and mentors to the students in the camp. Students in the Call Me Mister program are African-American males being trained to become teachers in South Carolina schools. Call Me Mister students were actively involved with students in the iRock camp serving as tutors and volunteer staff. The Pickens summer reading camp and partnership grant was based on a model of continuous improvement with clear goals to communicate with stakeholders.



## Summary

Despite united efforts across the nation to close the achievement gap in reading between disadvantaged and advantaged students over the past several decades, significant disparities remain. Summer learning programs have emerged as a promising way to address the growing achievement gap between children of the poorest families and those of the most affluent.

Through Proviso 1.67, the South Carolina Legislature allocated funds for fourteen summer 2016 summer reading partnership grants to develop and support community partnerships with school districts to provide extended learning opportunities for students beyond the summer reading camps that utilize volunteers, mentors, and tutors to support 1622 struggling readers in elementary schools across South Carolina. The reading data showed the students in the early grades started at a smaller reading deficient than those students in later grades. The reading instruction provided in the camps was able to close the reading gap in all grade levels. All grade levels in all districts showed gains in reading.

This report draws on a relatively small number of summer partnership programs across South Carolina. However, a number of recommendations are included in this report to strengthen efforts with community partners in South Carolina, to assist school districts in the planning of future reading partnerships, and to guide the SCDE in the assistance provided to districts implementing the partnerships.

Recommendations include to start the planning early, include both the school district and community partner leaders in the planning process, consider enrolling students in the earlier grades, ensure adequate time is allocated for the reading instruction, and provide intensive professional learning to districts with the greatest need.

With the Read to Succeed Act requiring summer reading camps and Proviso 1.67 providing funds for community partnerships for summer reading camps, there is a tremendous opportunity to more effectively and efficiently coordinate services among and between school districts and community partners for students in need of additional reading instruction.

The school district has the ability to identify the students who are in most need for reading assistance and provide this assistance with trained reading professionals. Community partners can offer extended learning time for students as well as enrichment activities. The coordination between these entities for summer learning can be effective in improving student achievement in reading as well as enriching the lives of disadvantaged youth by developing confidence, team

building, character development, life skills, and social/emotional skills through the areas of sports/recreation, arts, field trips and science.

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# Appendices

## Appendix A.

### Part 1B section 1 H63-Department of Education

#### 2015-16 Appropriation Act

1.67. (SDE: Summer Reading Camps) For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) up to twenty percent to the Department of Education to provide bus transportation for students attending the camps; (2) \$700,000 allocated to the department to provide grants to support community partnerships whereby community organizations would collaborate with local school districts to provide after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of fifty percent or greater. The Education Oversight Committee will document and evaluate the partnerships and the impact of the partnerships on student academic success and make recommendations on the characteristics of effective partnerships and on methods of duplicating effective partnerships throughout the state; and (3) the remainder on a per pupil allocation to each school district based on the number of students who substantially failed to demonstrate third-grade reading proficiency as indicated on the prior year's state assessment as defined by Section 59-155-120 (10) of the 1976 Code. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. School transportation shall be provided. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade-level texts. The Department of Education shall assist districts that cannot find qualified teachers to work in the summer camps. Districts may also choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. In the current school year, any student in third grade who substantially fails to demonstrate third-grade reading proficiency by the end of the school year must be offered the opportunity to attend a summer reading camp at no cost to the parent or guardian. The purpose of the reading camp is to provide students who are significantly below third-grade reading proficiency with the opportunity to receive quality, intensive instructional services and support. A district may also include in the summer reading camps students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second or third grade. A

parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.

**Appendix B.**  
**Partnership Survey**

2016 Reading Partnership Grant Survey

**SC EDUCATION**  
**OVERSIGHT COMMITTEE**  
*Reporting facts. Measuring change. Promoting progress.*

\* 1. Contact Information for person completing the survey

Name

District

Email Address

Work Phone Number

2. How many students were enrolled in the partnership component of the summer reading camp?

3. Of the students who were enrolled in the partnership portion of the summer reading camp, what was the attendance rate?

4. What were the grade level(s) of the students who participated in the partnership portion of the summer reading camp? Check all that apply.

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Other (please specify)

5. Estimate the adult/student ratio for the partnership portion.

- 1:20
- 1:18
- 1:15
- 1:10
- Other (please specify)

6. What date did the the partnership component of the summer reading camp **begin**? Please use format (mm/dd/yy).

7. What date did the the partnership component of the summer reading camp **end**? Please use format (mm/dd/yy).

8. Did the partnership portion include a break in the summer schedule?

- Yes
- No

If yes, please provide the dates of the break.

9. What days of the week did the partnership portion operate? Please check all days that apply.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

10. What were the hours of the partnership component of the summer reading camp? Example, operated throughout the day, 12-6 or 11-4

11. How many hours each day were devoted to **supporting the reading/writing of students** in the partnership component of the summer reading camp ?

12. Describe how the staff/volunteers/tutors involved in the partnership component of the summer reading camp provided quality intensive instructional services to the students?

13. List the partners in your partnership grant who participated in the summer program and how each partner worked with students in the partnership? (Ex., YMCA- contributed leadership activities; Boys and Girls Club-provided tutoring, Museum provided field trip experience, etc)

Partner 1	<input type="text"/>
Partner 2	<input type="text"/>
Partner 3	<input type="text"/>
Partner 4	<input type="text"/>
Additional	<input type="text"/>

14. How many adults were involved with the reading/writing portion of the partnership?

15. Describe the training provided to the adults in the reading/writing portion of the partnership in assisting them in supporting students in reading? Please include who provided the reading training in your description.

16. Was technology used in the reading/writing portion of the partnership?

Yes

No

If yes, please list the apps/software used.

17. What reading/writing materials were used to support the reading/writing of students in the partnership portion, i.e., name of curriculum used, levels texts, etc.?

18. Were all students in the summer reading camp allowed the opportunity to participate in the partnership portion of the summer reading camp?

- Yes
- No

If no, how were the students selected for participation in the partnership portion?

19. How many partnership sites did your district have?

- One
- Two
- Three
- Four
- Other (please specify)

20. Were the students in the partnership portion of the summer reading camp from schools at or above the 50% poverty rating?

- Yes
- No

If no, please explain.

21. What role did the district play with the partnership? (i.e., what support did the district provide the partnership?)

22. Were parents involved in the partnership?

- Yes
- No

If yes, how?

23. Were the results of the reading assessment from the school provided to the reading support persons in the partnership?

Yes

No

If yes, how was this information used by the partnership?

24. Describe the transition of students from the summer reading camp to the partnership portion of the summer reading camp. For example, students remained at one site the entire day, students were transported from the school to the Boys and Girls Club by the district bus, etc.

25. What things worked well for your district in the partnership portion of the summer reading camp?

26. What things were challenges for your district in the partnership portion of the summer reading camp?

27. Based on your experience with the partnership grant, would you be in support of future partnership opportunities?

Yes

No

Why or why not?

28. What changes would you suggest to the partnership grant in the future?

## Appendix C.

### 2016 Summer Reading Camp Community Partnership Site Visits

Date Visited	Site
June 9	Darlington School District
June 15	Greenwood School District 51
June 16	Clarendon 2 School District
June 21	Kershaw County School District
June 23	McCormick School District
June 28	Williamsburg County School District
June 29	Florence School District Three
July 12	York School District 1
July 13	Laurens 55 School District
July 14	Aiken County School District
July 15	Pickens County School District

## Appendix D.

### Reading Camp Observation Tool



#### 2016 Summer Reading Camp On-Site Observation Tool

Policies are in place for hiring, developing, and retaining the best possible summer reading camp teachers for the populations of students served.

Guiding Questions	Yes/No	Comments
-------------------	--------	----------

Did teachers attend the SRC training provided by the SCDE?

Is the administration providing walk-throughs and support for improving the classroom environment and instructional practices?

Parents of students showing deficiencies in reading during the school year are notified in a timely manner. Eligible students are successfully enrolled, and parents are provided accurate, timely information about student selection and attendance.

Guiding Questions	Yes/No	Comments
-------------------	--------	----------

Does the district have timelines/guidelines for parental notifications?

How often are teachers expected to communicate with parents during the summer reading camp?

Summer Reading Camp schedules facilitate intensive reading intervention for the populations of students served. The district/school motivates student attendance and engagement.

Guiding Questions	Yes/No	Comments
-------------------	--------	----------

Has the district established a schedule that will maximize student instructional time?

Do instructional schedules allow time for whole group, small group, and individual instruction?

Does the length of time students participate in the camp meet the summer camp guidelines?

Does small group instruction occur on an ongoing basis?

Is the amount of small group instructional time provided differentiated based on specific student needs?

What is the student to teacher ratio?

The design of the reading curriculum and the plan for reading instruction and intervention reflect instructional practices that have been shown to support gains in student achievement. The focus should be on explicit and systematic instruction in foundational reading skills based on student need (for example, phonics and vocabulary/oral language, comprehension, and reading for meaning).

Guiding Questions	Yes/No	Comments
-------------------	--------	----------

Has the district/school selected a reading curriculum that has a strong research support?

Has the district/school provided professional development to summer reading camp teachers to support effective use of the reading curriculum?

Has the district/school provided professional development to summer reading camp teachers to help them develop instructional plans for reading instruction/intervention using student assessment information?

Valid and reliable formative assessments are used to identify students who are not demonstrating third grade reading proficiency. Cut scores have been established based on the formative assessment used. Valid and reliable pre and post assessments have been identified to use with the students during the camp. Performance gain scores have been established based on the pre and post assessment used.

Guiding Questions	Yes/No	Comments
-------------------	--------	----------

Does the district/school have valid and reliable formative assessment tools available?

Is there an alignment between assessment and instruction?

Are summer camp teachers using the formative assessment tools to plan instruction for individuals and groups of students?

The district or school develops and implements a plan to provide trained paraprofessionals, volunteers, and mentors to reinforce students' reading skills in the smallest group sizes possible.

Guiding Questions	Yes/No	Comments
-------------------	--------	----------

Is the school using paraprofessionals, volunteers, and mentors to reduce group sizes and reinforce students' reading skills in summer reading camps?

A healthy and safe learning environment is established that is conducive to student engagement and intensive reading instruction.

Guiding Questions	Yes/No	Comments
-------------------	--------	----------

Are classrooms used for summer reading camps safe, literacy-rich learning environments?

Is the media center at the summer reading camp site open and staffed?

Is all technology needed for summer reading camp programs available, with support staff as needed?

Are instructional materials and any other needed resources for summer reading camp teachers available and organized at the summer reading camp site?

A communication plan is developed and implemented to provide relevant information for summer reading camp administrators and staff and for ongoing communication with students' prior-year and next-year teachers and with parents to help reinforce students' reading skills at home.

Guiding Questions

Yes/No    Comments

Do summer reading camp teachers communicate with prior-year and next-year teachers to obtain and share information that will support data based decision- making?

Do teachers provide students and parents with activities and information that will help reinforce students' reading skills at home?

Provisions have been made for students to self-select up to two texts to take home at the end of reading camp for the classroom libraries.

A plan for involving community partners in support of the Summer Reading Camp experience exists.

School-community partnerships are observed.

## **Appendix E**

### **Site Observations.**

#### **Aiken County School District (J D Lever Elementary School)**

Aiken had three sites with partnerships. Partners included Boys and Girls' Club, Aiken Public Safety, Society for the Prevention of Animals (SPCA), Aiken Parks and recreation, county library, and Innova Discgolf. The camps served second and third graders for six weeks from 8 am until 2:30 pm four days per week.

For the instructional component of the camp, Aiken provided professional learning from of reading software, leveled texts, and Six Traits in writing.

The partners provided swimming trips, volunteers for reading, and enrichment activities such as drama classes, arts and craft, social skills/character education, puppet shows and field trips. A book fair was held for parents and students to participate.

Hiring enough qualified teachers was voiced as a challenge.

#### **Barnwell 45 School District (Barnwell Elementary School)**

The district partnered with the summer reading camp for third grade with Barnwell Library and the YMCA. In addition, Barnwell partnered with the Community Reading Buddies that is a year long program whereby community members volunteer to come and read with a child one day per week. This was extended for the summer reading camp. Both the YMCA and the public library integrated reading activities into their session with students such as puppet shows, read-alouds, and small group reading.

Parent sessions were held throughout the camp to engage parents in the process. One event was an ice cream social for parents and students.

The lead teacher for the reading camp attended the training sponsored by the SCDE for the reading camps.

The district plans to share the reading data from the summer camp with the fourth grade teachers the next school year.

### **Clarendon School District Two (Manning Primary School)**

The district ran a single site summer reading camp at Manning Primary School and partnered with the Harvin Public Library and Clemson 4H. Extended activities included science activities with Mad Scientist, gourd painting, mural painting, tie dyed t-shirts, and nutrition/physical activity.

The reading camp ran from 8 am to 2 pm with the partnership extended activities from 2 pm to 4 pm.

The staff did not attend the reading camp professional learning provided by the state, however, professional learning was provided for all faculty and staff in the camps by the resident reading coach at Manning Primary. Jan Richardson's work in Next Steps in Guided Reading and Jennifer Serravallo's work in Reading Strategies Book was the basis for the professional learning.

### **Darlington County School District (Thornwell Elementary School)**

The district partnered with the YMCA in Hartsville and Darlington as well as with Coker College in Hartsville. ALL students attended the summer reading camp at a one site in Hartsville, Thornwell Elementary School. Students were transported from the school for partnership portion of the camp at one of the two YMCA sites in Hartsville or Darlington. Approximately 75% of the students enrolled in the YMCA partnership program. The theme for the reading camp was "Ready, Set, Read!" with a focus on physical activity / exercise. The books purchased by the district for the students at the YMCA site were related to exercise and physical pathways. The district front-loaded the science/social studies content for the next grade level during the reading instruction. Bus drivers were used as aides in the classroom.

The YMCA provided activities related to journaling, character and leadership development and physical activities.

Coker College provided professional development in reading for the YMCA staff as well as the support staff at the school. Training was provided in reading strategies, how to conduct a read-alouds and other best practices.

The district provided professional learning for the teachers in the camp through daily meetings with teachers after the camp ended. These learning opportunities focused on reading engagement of students, writing engagement of students, and inquiry-based lessons.

### **Florence School District Three (Lake City and Scranton)**

Lake City took the unique approach by offering partnerships at eleven sites around this small school district including a few churches and housing authority sites. The official summer reading camp was held at Main Street Elementary for third graders, however, the additional sites served students from 5K to grade 8 three days per week from 8 am to 2:30 pm for six weeks.

The partners included Lake City Housing Authority; Town of Scranton; Coward Community Center; Olanta Public Library; St. John United Methodist; Mt. Beulah United Methodist; Nazareth United Methodist; Savannah Grove Freewill Baptist; and Wesley United Methodist Church. Partners played a variety of roles from providing use of facilities and volunteering to read to students.

### **Greenville County School District**

Greenville County implemented thirteen reading camps across the district with three camps designated as the partnership sites. The district funded one of these three sites with the state funding the remaining two. The partnership camps enrolled third graders. The theme of the camps was Hawaii with a science emphasis. A science lab was utilized for students to perform lab experiments and integrate creative and technical writing in the lab reports. The district created and provided lesson plans for the teachers in the camps.

Teachers were provided with 16 hours of professional learning prior to the start of the summer camp involving lesson plan review, utilization of the web cam/science lab, expectations for literacy classes and a session with an author who provided strategies for teachers to use in the classroom.

The Greenville YMCA was the primary partner of the camp that provided character development activities, arts/crafts and physical education in the afternoon portion of the partnership. Other partners LiveWell Greenville, Roper Mountain Science Center, Money Cents for Kids LLC, and SC Children's Theatre. Certified teachers also provided small group reading instruction as a part of the afternoon extended learning. Other partners included

### **Greenwood 51 School District (Ware Shoals Primary School)**

The district's summer reading camp partnered with the Greenwood YMCA for eight weeks organized around the theme of the Profile of the Graduate. The district hosted summer reading instruction at one site for six weeks, four days a week for four hours day of intensive reading instruction. The Greenwood YMCA provided lunch and afternoon activities each day as well as activities and field trips on Fridays throughout the six-week camp. In addition, the YMCA extended the summer learning opportunities for an additional two weeks after the camp.

The curriculum for the camp partnership centered on the Profile of the Graduate with books for weekly read alouds selected with this theme in mind. The superintendent conducted the weekly read alouds each Monday and then followed up with activities for the students.

### **Kershaw County School District (Pine Tree Elementary School)**

The district expanded its approach to the partnership grant by extending the hours at each of the four reading camp sites as well as extending the hours of two non-reading camp summer sites sponsored by the county recreation department providing literacy-based activities at each site.

The theme for the summer was Summer Brain Gain Read! Each site had certified teachers providing the literacy-based activities for the students. The reading camp sites partnered with the Boys and Girls' Club of the Midlands, Kershaw County Department of Parks and Recreation, and the public library. The Boys and Girls' Club sites used LitArt as a basis for their extended learning time in literacy which is an evidence-based literacy program centered around the arts.

A celebration for parents, staff and students was planned for the end of the camp with a cook out and a theater production conducted by the students.

### **Laurens School District 55 (Laurens Elementary)**

Laurens 55 offered partnership reading camps to rising first and second graders at two sites. The theme was Wild about Reading and focused on animals and their habitat.

Partners included Joe R. Adair's Outdoor Center, Greater Laurens Family YMCA, and Laurens County Library. The camps lasted 6 weeks for 4 days per week.

The district provided professional learning for the reading teachers and the YMCA staff. All reading camp teachers were not only certified teachers but had the reading endorsement and/or were reading recovery teachers.

### **McCormick County School District (McCormick Elementary School)**

McCormick took a different approach to the partnership by expanding the number of slots available for struggling readers as opposed to extending the summer day. The reading camp and the partnership ran from 7:45 am to 12:15 pm. In part, this strategy was decided due to other school sponsored summer camps being conducted at the same time, the location of all the summer programs and the need to coordinate bus schedules.

The school is the only elementary school in the district and served 5K through fifth grade students with total of 74 students. The theme for the camp was “Reading Brings to Animal Out in Me” using high interest fiction and nonfiction texts related to animals and their environment.

Partners included the McCormick Arts Council at Keturah (MACK), the McCormick Public library, and First Steps. MACK provided authors to engage students during the day with creating books and conducting research. The public library was a field trip site and the students were involved in book talks related to the animal theme. First Steps provided a book bag for each student with school supplies. Students also had experiences with a field trip to Riverbanks Zoo to see animals in their habitat, Wildlife Wonders that brought live animals for students to observe and discuss what their environment looks like, and Pork Shop Productions that produced “The Tortoise and the Hare”.

A celebration was planned the last day of the camp with parents and students. The public library was to come and provide readings with students and library cards for parents and students.

### **Pickens County School District (West End Elementary School)**

Pickens County School District partnered with the United Way of Pickens, YMCA and Call Me Mister. The district offered three sites throughout the district. The theme for the camps was iRock: iRead, iRise, iRock.

The United Way of Pickens was instrumental in galvanizing forces within the county to support and implement the reading camps. Through a strategic planning process prior to the camps, the United Way of Pickens identified early literacy as a critical component of quality of life for the Pickens County. Funds were raised in the county under the direction of the United Way of Pickens to support the camps.

The camps were 6 weeks in length for four days per week from 7:30 am to 4:30 pm. Approximately 192 students per day were served for grade one, two and three students.

The camps piloted the Daily 5 approach to reading. As a result of the pilot, the school district plans to implement this approach to reading throughout the district.

The YMCA staffers receive approximately 40 hours of training to be eligible to participate in the YMCA component of the camp. The YMCA focused on the life skills portion of the Profile of the Graduate in creating its portion of the camp. Skills in the YMCA portion were perseverance, encouragement, self-confidence, and attitude to trying new things.

The Call Me Mister program was a partner through Clemson University. Call Me Mister teacher candidates were utilized in the camp as teaching assistants.

Students participated in field trips each Friday throughout the summer session. A celebration for student success was held at a local high school at the end of the camp.

### **Saluda County School District**

Saluda had one site for the reading camp and the camp partnered with Clemson Cooperative Extension/Saluda County 4H. The camp lasted four weeks for four days per week from 7:45 am to 2:30 pm. The reading camp and partnership were integrated throughout the day.

The 4H provided hands-on learning in the extended activities. High school students served as teaching assistant in the program.

The districts utilized a number of incentive for student attendance. A celebration was also held at the conclusion of the camp

Partnership activities aligned with the reading camps by using the reading vocabulary, writing workshops and reading workshops experiences with the coding and robotics units taught.

### **Williamsburg County School District (Kenneth Garner Elementary School)**

The district provided reading camps throughout the county with the partnership grant implemented at numerous sites across the county. A certified teacher supervised each site. The district provided professional learning for all faculty and staff. The professional learning consisted of expectations for conducting reading lessons, a review of the reading and writing workshop process, and the implementation of the reading assessment.

Each site had its own unique partners based on the resources available at the site. For example, one site partnered with a local church, and a second with Black River United Way. Science South, a local science center, provided lessons in science once a week at each site. Low Country Food Bank who provided meals for students served all sites.

At Garner Elementary School, certified teachers taught classes with teacher assistants' in each class providing support to readers. An arts infusion theme was implemented in the camp at this school. An artist-in-resident was part of the reading camp.

### **York School District One (Harold C. Johnson Elementary)**

York School District implemented the partnership grant by extending the hours of the summer reading camp with a daylong session for students from 8 am until 4:15 pm. Partners included Bricks for Kids, Kings Mountain National Military Park, and York County Culture and Heritage City Museum. Each partner provides two weeks of extended activities. The district aligned the reading lessons in the camp with the extended activities of the partners by sharing reading lists, front-loading vocabulary, and introducing the technical reading/writing process to students. The Fellowship of Christian Athletes provided volunteer readers for the students.

Professional learning was provided to the teacher and teaching assistants for 2 ½ days prior to the camp.

Students rotated throughout the day between the classroom teacher reading workshop session, the media specialist research workshop, a silent reading component and a session on Minecraft conducted by a high school student. Classes were supported with a certified reading teacher as well as a teacher assistant to keep teacher/student ratios low.



**Appendix F.**

**Request for Proposals (RFP)**

**Application Package**

**Summer Reading Camp Community Partnership Grant**

FY 2015–2016 Competitive Grant

The Summer Reading Camp Community Partnership Grant is a grant program funded by the Appropriations Act, authorized by Act No. 91, 2015 S.C. Acts, Proviso 1.67, and administered by the South Carolina Department of Education.

Deadline for Receipt of Applications: **March 3, 2016, 4:30 p.m.**

Technical Assistance for Applicants: February 3, 2016, 10:00 a.m.

Letter of Intent Deadline: February 9, 2016

For questions about the Summer Reading Camp Community Partnership Grant, contact:

Ruth Nodine at 803-734-3540, [rnodine@ed.sc.gov](mailto:rnodine@ed.sc.gov)

Issued by:

South Carolina Department of Education

Office of Early Learning and Literacy

1429 Senate Street, Suite 902

Columbia, SC 29201

## TABLE OF CONTENTS

<b>PART I: GENERAL INFORMATION</b> .....	<b>71</b>
A. Introduction and Purpose .....	71
B. Eligible Applicants.....	72
C. Competitive Priorities .....	73
D. Timeline of Granting Process .....	73
E. Technical Assistance Sessions for Applicants .....	73
F. Statutory, State-level, and Other Requirements.....	74
An Effective Summer Reading Camp Partnership Model.....	75
G. Authorized Activities .....	76
H. Unauthorized Activities .....	76
I. Program Accountability and Monitoring .....	77
J. Fiscal Operations .....	81
K. Supplement, Not Supplant .....	82
L. Review and Selection Process .....	82
M. Appeals Process .....	83
<b>PART II: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS</b> .....	<b>85</b>
A. Application Overview .....	85
B. Application Narrative Format .....	86
C. Online Application Submission .....	86
D. Project Summary.....	87
E. Proposal Narrative Content.....	87
1. Statement of Need .....	88
2. Goals and Objectives.....	88
3. Strategies and Activities.....	89
4. Management .....	90
5. Evaluation.....	91
F. Application Budget .....	91
G. Appendices.....	94
H. Deadline and Submission Procedures .....	96
I. Screenshots of Online Application Submission Forms .....	96
Upload Instructions .....	101
<b>APPENDIX A: DEFINITIONS OF TERMS USED</b> .....	<b>104</b>
<b>APPENDIX B: SELECTION CRITERIA AND REVIEWERS’ SCORING RUBRIC</b> .....	<b>106</b>
<b>APPENDIX C: REQUIRED SCDE FORMS</b> .....	<b>114</b>
Certification Signature Page .....	114
Assurances and Terms and Conditions .....	115
Request for Taxpayer Identification Number and Certification .....	119
Partner Identification and Funding Request Form.....	121
Timeline of Activities Template .....	123
<b>APPENDIX D: OPTIONAL FORMS</b> .....	<b>124</b>
Grant Design Chart .....	124
Goals, Objectives, and Outcomes Worksheet.....	125
Action Plan Form .....	126
<b>APPENDIX E: ELEMENTARY SCHOOLS BELOW 50% POVERTY</b> .....	<b>128</b>

## PART I: General Information

### A. Introduction and Purpose

The South Carolina General Assembly passed Proviso 1.67 of the Appropriations Act of 2015–16<sup>1</sup> concerning “Summer Reading Camps.” Subsection (2) of the proviso states:

\$700,000 [shall be] allocated to the [S.C. Department of Education] to provide grants to support community partnerships whereby community organizations would collaborate with local school districts to provide after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of fifty percent or greater. The Education Oversight Committee will document and evaluate the partnerships and the impact of the partnerships on student academic success and make recommendations on the characteristics of effective partnerships and on methods of duplicating effective partnerships throughout the state.... (Act No. 91, 2015

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<sup>1</sup> The full Proviso reads as follows:

**1.67. (SDE: Summer Reading Camps)** For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) up to twenty percent to the Department of Education to provide bus transportation for students attending the camps; (2) \$700,000 allocated to the department to provide grants to support community partnerships whereby community organizations would collaborate with local school districts to provide after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of fifty percent or greater. The Education Oversight Committee will document and evaluate the partnerships and the impact of the partnerships on student academic success and make recommendations on the characteristics of effective partnerships and on methods of duplicating effective partnerships throughout the state; and (3) the remainder on a per pupil allocation to each school district based on the number of students who substantially failed to demonstrate third-grade reading proficiency as indicated on the prior year's state assessment as defined by Section 59-155-120 (10) of the 1976 Code. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. School transportation shall be provided. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade-level texts. The Department of Education shall assist districts that cannot find qualified teachers to work in the summer camps. Districts may also choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. In the current school year, any student in third grade who substantially fails to demonstrate third-grade reading proficiency by the end of the school year must be offered the opportunity to attend a summer reading camp at no cost to the parent or guardian. The purpose of the reading camp is to provide students who are significantly below third-grade reading proficiency with the opportunity to receive quality, intensive instructional services and support. A district may also include in the summer reading camps students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second or third grade. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.

S.C. Acts, Proviso 1.67).

The South Carolina General Assembly intended the funds provided by Proviso 1.67 to provide additional resources to support the S.C. Read to Succeed Act of 2014 by creating effective partnerships between community organizations and school districts.

The purpose of the reading camp is to provide students who are significantly below grade-level reading proficiency with the opportunity to receive quality, intensive instructional services and support. Camp staff must ensure that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students. For students to benefit from the summer program, they must attend regularly and be engaged in instructional and hands-on learning experiences. Sites should strategize ways to increase student attendance on a consistent basis including incentives for attendance and parent contact.

Approximately \$700,000 will be available for grants in the 2015–2016 funding cycle. The South Carolina Department of Education (SCDE) anticipates awarding approximately 10 to 15 grants. Award amounts will be determined based on the quality of applications received, number of students to be served, the length of the program, projected attendance, and total funding requested. Final budgets may be negotiated based on demonstrated needs.

The 2015–2016 grant funding period is March 21, 2016, through August 15, 2016. The grantee may obligate funds upon receipt of the grant award notice. No funds will be disbursed until after March 21, 2016.

## **B. Eligible Applicants**

Eligible applicants for the Summer Reading Camp Community Partnership (Reading Partnership) Grant are South Carolina community partnerships, made up of community organizations and local school districts that are collaborating to provide summer reading camps and instructional support to struggling readers in elementary schools that have a poverty index of fifty percent or greater. Reading Partnership programs must be based on the recommended *Effective Summer Reading Camp Partnership Model* provided (see page 75). A list of elementary schools that *do not* qualify in this poverty category is included in appendix E (see pages 128–46).

Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps.

The SCDE strongly suggests that an eligible school district be the fiscal agent for the proposed project.

### C. Competitive Priorities

No competitive priority points will be awarded during this funding round

### D. Timeline of Granting Process

Date	Activity/Action
February 3, 2016	Pre-application technical assistance webinar, 10:00 to 11:30 a.m.
February 9, 2016	E-mail notice of intent due ( <i>recommended but not mandatory</i> )
March 3, 2016	Deadline for <i>receipt</i> of applications (due by <b>4:30 p.m.</b> )
March 2016	Notification of awards
March 21, 2016	Grant funding period begins; projects can begin
April 7, 2016	Grantees technical assistance session
August 15, 2016	Grant funding period ends
August 31, 2016	Final report due to the SCDE

### E. Technical Assistance Sessions for Applicants

The Office of Early Learning and Literacy will offer a technical assistance webinar via Blackboard Collaborate on **February 3, 2016**, from 10:00 a.m. until 11:30 a.m. to assist eligible applicants in understanding this RFP and how to apply for this grant. To participate in this session, go to <https://sas.illuminate.com/m.jnlp?sid=2013163&password=M.13D884A5C4E7734637F55ABED81E65>. No password is required to join the session. Participants should enter their full names when logging in to the session. Participants will be able to log in 30 minutes prior to the start of the session to test their audio settings and download/print handouts. While participation is not mandatory in order to submit an application, it is *highly recommended*.

## F. Statutory, State-Level, and Other Requirements

Act No. 91, 2015 S.C. Acts, Proviso 1.67 and recommendations from the SC Education Oversight Committee (EOC) 2014–15 Summer Reading Camp Partnerships Report established the specific criteria for this program.

1. Reading Partnerships must cooperate with the EOC so that the EOC can fulfill its role under Act No. 91, 2015 S.C. Acts, Proviso 1.67.
2. Community organizations must collaborate with local school districts to ensure that focused reading instruction is provided for the required time based on the *Effective Summer Reading Camp Partnership Model* provided below.
3. Summer reading camps must operate at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer.
4. Summer reading camps must be taught by compensated certified teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade-level texts.
5. Reading Partnerships must use one of the following formative assessment tools as pre- and post-assessments to measure student growth: DRA, Fountas and Pinnell, or Dominie.
6. School transportation shall be provided for Summer Reading Camps.
7. Reading Partnerships must document student attendance.
8. Reading Partnerships must complete a final statistical report form.
9. Student-to-adult ratios must be lower than those in the regular school year (should not exceed 15:1).
10. Community partners shall conduct a background check on all adults serving in their program to ensure the safety of all students.
11. A reading coach/reading specialist should provide training to volunteers, tutors, and other staff in the role they play in supporting students' reading. Tutors need training that provides them with a basic understanding of the reading process before they begin tutoring.
12. Programs utilizing funds earmarked for partnerships, as part of the SC Read to Succeed Act, should employ reading specialists (effective certified, reading teachers, reading interventionists, or reading coaches) in the summer program, depending on the number of students in the program. A reading specialist can provide the direction and coordination for implementation of an effective supplemental reading program including: (1) providing training to the volunteers, tutors, and/or mentors on best practices; (2) administering and interpreting the progress monitoring reading levels; and (3) providing direct instruction to the students at the lowest levels.
13. Reading Partnerships must ensure that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.
14. For students to benefit from the summer program, they must attend regularly and be engaged in instructional and hands-on learning experiences. Reading Partnerships should strategize ways to increase student attendance on a consistent basis including engaging enrichment activities, incentives for attendance, and contact with families.

## *An Effective Summer Reading Camp Partnership Model*

Under this effective partnership model, the school district and the community partners coordinate services provided to its students in reading. This model may include:

- Focused reading instruction,
- Certified teachers,
- Progress monitoring with valid reading assessments,
- Character development and team/skills building, and
- Recreational sports and activities.

The school district would take the primary lead on the instruction part of the summer reading camp, identifying students in need of additional support in preparation for reading on grade level, developing the reading program, administering the reading assessment, and providing the reading instruction.

Through the lead community partner, tutors, volunteers and other community partners may be directly involved during this instructional portion of the summer camp.

The school district would provide the necessary reading instruction hours with certified reading teachers and provide and administer the reading assessment with the appropriate student/teacher ratio. If the sites were separate, the school district, with permission from the parents, could transport the students from the school to the partnership site. Lunch and breakfast could be provided as a summer feeding site. (For information on becoming a summer food sponsor or site, please visit Summer Food Program page on the SCDE website linked [here](#).)

The lead community partner, such as the Boys and Girls Clubs, United Way agencies, YWCA, YMCA, faith-based groups, or public libraries, would then be responsible for providing enrichment activities for students the remaining portion of the day. The enrichment activities might include, but are not limited to, arts, sports, life skills, character development, reading enrichment activities, or field trips. Interesting and engaging enrichment opportunities reduce boredom and encourage regular attendance, which increases the likelihood of academic success through the program.

An excellent example of this model was seen in one school district that partnered with the YMCA and a local church to operate its summer reading camp as part of the SC Read to Succeed Act. The school district designed and operated the morning session providing focused reading instruction for students identified in the district as struggling readers. The church acted

as the host site and was a summer feeding site. The YMCA was responsible for the afternoon activities which consisted of sports/recreational activities, team building activities, etc. The school district provided the transportation to/from the church site.

Applicants should also review the Assurances and Terms and Conditions for State Awards (starting on page 115) to ensure that, if awarded a grant, they are capable of full compliance, especially with all the referenced federal regulations and state laws in order to enter into an agreement with the SCDE for this program. Pursuant to S.C. Code Ann. § 8-13-700 (Supp. 2015), the applicant must disclose any potential conflict of interest to the SCDE in accordance with the SC Ethics Reform Act conflict of interest policy. A signed Certification Signature Page (see page 114) is required with the grant application and *legally binds* the applicant to the agency's Assurance and Terms and Conditions.

### **G. Authorized Activities**

Allowable activities include evidence-based academic activities and enrichment activities to supplement academic content. Activities associated with all strategies and/or models must demonstrate a direct and/or indirect link to improving students' reading abilities. Examples of enrichment activities include music, arts, sports, science, team building, community service, and other activities that allow for building positive relationships with others, character development, and leadership.

### **H. Unauthorized Activities**

Unallowable activities include the renovation or construction of facilities and the support of political or religious activities. Grantees may not subgrant components of the project to outside vendors. Funds used for any purpose other than those approved in the grant application and purchases that do not directly support the approved work plan will be disallowed.

## **I. Program Accountability and Monitoring**

The SCDE is responsible for monitoring the Summer Reading Camp Community Partnership Grant implementation to ensure that community organizations assist elementary schools in providing resources to students in need of help in reading in accordance with the following program accountability requirements:

- Each applicant receiving funding through this RFP meets the eligibility requirements for the grant described herein, and the applicant has provided all required assurances that it will comply with all program implementation and reporting requirements established through this RFP.
- Each applicant receiving funding through this RFP appropriately uses these funds as described in this application package and their approved plan.
- Each applicant implements activities funded through this application within the timeline in which the funds provided are to be used.

To fulfill its monitoring responsibilities, the SCDE requires grantees to submit appropriate fiscal and program documentation following guidance provided by the SCDE program office. In addition, representatives of the state may conduct site visits to a selected representative sample of funded applicants. The purpose of these visits is to validate information submitted by applicants and to gather additional information from interviews and observations for monitoring and evaluation purposes.

The SCDE may conduct a pre-award risk assessment of potential grantees before a grant award is issued. As a part of this process, applicants would be subjected to an evaluation of their financial system, internal controls processes, and policies and procedures by the SCDE's Office of Auditing Services. The review process and procedures are accessible at <http://ed.sc.gov/finance/auditing/pre-award-audit-resources/>.

Applicants awarded grant funds must satisfy periodic reporting and accountability requirements throughout the term of the grant. These requirements address: (1) program accountability; (2) performance reporting; (3) annual budget; (4) monitoring; (5) program evaluation; and (6) technical assistance.

### 1. Program Accountability

Each grantee is responsible for carrying out its responsibilities in accordance with Act No. 91, 2015 S.C. Acts, Proviso 1.67, including all applicable statutes, regulations, programmatic guidance, and

its approved grant application and work plan. Grantees may also be required to submit periodic reports to the SCDE to report on the use of grant funds and the progress of proposed grant activities.

## 2. Performance Reporting

Performance reporting requirements include those for both programmatic reporting and fiscal reporting.

### *Programmatic Reporting Requirements*

A final performance report must be submitted to the SCDE to report project progress no later August 31, 2016. The grantee is responsible for ensuring that reports are accurate, complete, and submitted on time. Progress toward achieving grant goals and objectives will be monitored through the final performance report process.

The following is required of all grant recipients, and these are to be reported in the final performance report:

1. Number of students served and regularly participating in the program (including daily attendance records). (In order for students to benefit from the summer program, they must regularly attend and be engaged in the academic activities. Sites should strategize ways to increase student attendance on a consistent basis including incentives for attendance and parent contact.)
2. Number of students improving their reading abilities.
3. Number of students by grade level who successfully complete the camps.
4. Pre- and post-assessment data.
5. Number of third-graders promoted to fourth grade.
6. Number of third-graders retained.
7. Ratio of certified teachers to students served.
8. Number of volunteers trained and used as reading tutors.
9. Number of volunteers overall.
10. Progress towards meeting project goals.
11. Each Reading Partnership must also complete a survey on reflections of the implementation of the program.

### *Fiscal Reporting Requirements*

Grantees must submit an initial budget with the application. The grantee is responsible for ensuring that all expenditures are aligned to the approved budget for authorized activities (see G above) and for retaining accurate and complete documentation and records of all expenditures. The grantee *may* submit expenditure reports monthly but *must* submit a final fiscal report to the SCDE by August 31, 2016, that covers the full duration of the grant award (through August 15, 2016). Reports are subject to verification. The SCDE reserves the right to recover any funds used for expenditures that are determined to be unauthorized for the project, including funds not expended according to the approved budget.

### 3. Project Budget

A project budget of projected expenditures to be funded by the grant must be submitted with the application. Expenditures must be aligned to the approved budget. Projected expenditures must be for authorized activities (see G above).

### 4. Monitoring

The SCDE will monitor grantees by reviewing and approving the progress reports and final performance reports. All information in monitoring reports is subject to verification. The SCDE may conduct programmatic and financial monitoring site visits. Grantees *must* agree to site visits conducted by SCDE or EOC representatives or both.

The SCDE may require additional information from the grantee, verify information with the authorizing agency, or require the submission of additional documentation including, but not limited to, invoices, receipts, and personnel time and effort reports. Prior to a site visit, the grantee may be required to submit additional relevant information that will allow the SCDE to conduct a useful, efficient, and effective visit. The SCDE may require electronic submission of documents instead of a hardcopy submission.

SCDE staff will verify the contents of documentation submitted. Grantees may be asked to revise reports when:

- non-allowable expenses are found;
- reports are confusing or difficult to understand; or
- there are unexplained discrepancies between the proposed use of grant funds, as provided in the budget, and actual expenditures found in the submitted documentation.

### 5. Program Evaluation

Grant recipients are required to conduct ongoing monitoring and evaluation to ensure project goals are achieved. Progress toward meeting project goals is to be reported through the final performance report. In addition, the SCDE and the EOC will be compiling evaluation information.

## 6. Technical Assistance to Grantees

Grantees are required to participate in any technical assistance that the SCDE may conduct related to completing and filing reports or other requirements of the Summer Reading Camp grant. Delivery of such technical assistance may include in-person meetings, webinars, and conference calls.

## **J. Fiscal Operations**

Grantees must use grant funds *only* for allowable expenditures during the designated grant period.

Ordinarily the SCDE disburses grant funds on a reimbursement basis limited to a state fiscal year (ending June 30). The Reading Partnership grants are intended to fund summer camps that extend at least six weeks and likely will extend into July or August (after June 30). Therefore, subject to financial risk analysis, the SCDE will disburse funds after March 21, 2016, for the entire grant period, and require documentation of allowable expenditures made under that allocation. Documentation of allowable expenditures must be received by August 31, 2016. The SCDE will deobligate any unspent funds remaining at the end of the grant period.

The SCDE reserves the right to withdraw or recoup funding pursuant to the grant agreement, and the grantee *must agree* to pay a refund if the SCDE determines that the Reading Partnership grant funds were not expended in accordance with allowable activities in the approved grant application, the grant agreement, and assurances.

Indirect costs are not allowed for this grant. Matching or in-kind funds are not required for this grant; however, funds invested from other sources are an indicator of the strength of the partnerships and potential long-term sustainability of the project.

### Allowable Costs

Grants *must* be used in accordance with statutory and regulatory requirements. The Reading Partnership grant funds are provided solely to support a grantee's efforts related to activities that occur in preparation for and during the summer months to support struggling readers in elementary schools. Activities associated with all strategies and/or models must demonstrate a direct and/or indirect link to students improving their reading skills. The model must match the one specified in the approved grant

application. As such, funds may be used for books, field trips, stipends for tutors and/or teachers, professional development, and materials to provide hands-on learning experiences. Funds may also be used for grant requirements such as background checks.

#### Unallowable Costs

Grant funds may not be used to provide student stipends, construct facilities, or support political or religious activities. Equipment and supplies totaling more than \$5,000 per unit are not allowable. Grantees may not subgrant components of this project to outside vendors. Funds used for any purpose other than those approved in the grant application will be disallowed. Grantees may *not* charge indirect costs to this grant.

#### **K. Supplement, Not Supplant**

The Reading Partnership grant funds must supplement and not supplant federal, state, or local public funds or other resources. Programs may not use grant funds to pay for existing levels of services funded from other sources. If current expenditures are being paid from state or local public funds, the applicant may not replace those funds with grant funds. The Reading Partnership grant funds may not be used for new construction or purchases that do not directly support the approved work plan. These funds *may not* be used to supplant district funding to provide mandated summer reading camps to third graders but may be used to expand those programs to include other elementary students.

#### **L. Review and Selection Process**

The SCDE's Office of Early Learning and Literacy will conduct an initial review of all applications for completeness and compliance with application and eligibility guidelines. All required materials including forms and appendices must be submitted for the application to be considered complete and eligible for review. Only applications received by the deadline and deemed complete by the program office will be forwarded for review and funding consideration.

Three reviewers from diverse backgrounds without a vested interest in any applicant being funded will evaluate each application based on the quality of the proposed activities and the capability of the applicant to implement the proposed project. The review panel will be comprised of experienced grant readers from various professions and entities, including the SCDE.

Reviewers will use the scoring rubric included starting on page 106 to read and rate each application independently. After the three reviewers individually score an application, the three scores will be averaged. An application can earn up to 100 points for an average score.

Applications will be rank-ordered by averaged scores. Subject to the SCDE's final approval and the availability of funds, grant awards will be made starting with the highest ranked applications that earn an average score of *80 points or higher*. If funds remain following these awards, the SCDE will consider funding the remaining applications that earned an average score within the adequate/meets range until all funds are allocated. To the extent practical, the SCDE will award grants equitably among geographic regions within the state to include rural and urban communities.

The SCDE may negotiate with the applicant to make changes recommended by the review panel for any approved grants. The SCDE reserves the right to negotiate final budgets and to disqualify costs associated with line items that are unallowable, unreasonable, or inconsistent with the program's goals or the proposed project's activities and strategies.

Prior to making awards, the SCDE's Office of Auditing Services may conduct a pre-award risk assessment of the applicant organization. Based upon the results of this assessment, special conditions may be applied to the award that may include, but are not limited to, requirements for more frequent programmatic or financial reporting, increased monitoring of grant activities, and the provision of additional technical assistance. The SCDE reserves the right to interview applicants recommended for funding, request additional documentation, and make site visits as appropriate to ensure compliance with state requirements.

Grant awards are not final until an SCDE grant award notice (GAN) is fully executed. Notification of funding will be sent in March 2016 to the authorized official listed on the Certification Signature Page. After the notification of awards, copies of the reviewers' comments and score sheets will be made available upon request.

## **M. Appeals Process**

An applicant who has submitted a proposal that the SCDE does not fund has 30 calendar days after receiving notification that the proposal is not funded to request a review of the process. Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The Superintendent may delegate to a deputy superintendent the authority to conduct a review. The deputy superintendent will issue a decision after the review of

the information submitted by the applicant and the program office. This decision will be the final decision of the agency. The applicant may appeal the agency's decision to the Administrative Law Court under the terms of the Administrative Procedures Act.

## PART II: Application Overview, Content, and Instructions

Read *all* guidelines and criteria carefully before preparing your application. Adhere to font, format, page limit, and organizational requirements. Only applications that include *all* sections *and* appendices and fully adhere to these guidelines will be reviewed and considered for funding. Incomplete applications *will not* be reviewed. Follow the directions below for completing each section of the 2016 Summer Reading Camp Community Partnership Grant online application form (see screenshots starting on page 96).

### A. Application Overview

Applications *must* be submitted online. Applicants are encouraged to prepare *all* of the following elements of the application *before* beginning the online submission process. Do not wait until the last minute to submit an application. Applicants should use the following overview as a checklist to ensure that they submit a complete application with items labeled accordingly and presented in the order outlined below. Verify that all components of the narrative and appendices are included prior to uploading attachments. The Summer Reading Camp Community Partnership grant application submission is organized into the following sections:

- Online Form
  - Primary Applicant Information
  - Contact Information
    - Authorized Representative Information
    - Contact Person Information
    - Financial Official Information
  - Collaborating Partners
  - Project Information
  - Project Site Information
  - Funding Information and Budget Summary
- Proposal Attachments
  - Project Summary
  - Proposal Narrative
    1. Statement of Need
    2. Goals and Objectives
    3. Strategies and Activities
    4. Management
    5. Evaluation
  - Budget Narrative
  - Appendices

- Certification Signature Page (located on page 114)
- Request for Tax Identification Number and Certification (W-9)(for non-school districts only)
- Timeline of Activities
- Memorandums of Agreement from Collaborative Partners (see page 94)
- Partner Identification and Funding Request Forms (located on page 121).

**B. Application Narrative Format**

Length of Narrative:	Maximum of 15 pages excluding the Project Summary, Budget Narrative, and Timeline of Activities.
Required Font/Size:	Times New Roman/11 or 12 or Arial/11 or 12.
Margins:	1” on all sides.
Page Numbers:	Number all pages on bottom right corner.
Spacing:	Double-space the narrative; charts and tables may be single-spaced.
Final File Format:	PDF document.

Each section must be clearly identified using the headings provided in the following instructions. Sections *may not* be combined. Incomplete proposals *will not* be considered. Reviewers will not rate information requested in one section but provided in another section.

**C. Online Application Submission**

To access the online application, go to [https://scde.formstack.com/forms/summer\\_reading\\_camp\\_community\\_partnership\\_grant\\_2016](https://scde.formstack.com/forms/summer_reading_camp_community_partnership_grant_2016). The online submission is organized into two sections—Online Forms and Proposal Attachments.

Provide the applicant’s nine-digit Data Universal Numbering System (DUNS) number and Taxpayer Identification Number (TIN) in the application form. Applicants should contact their organization’s finance office for assistance with these items. The DUNS number is assigned by Dun & Bradstreet, Inc. (D&B) to identify unique business entities. To verify the applicant’s DUNS number, visit the D&B Web site at <http://fedgov.dnb.com/webform>.

Grantees are required per the Certification Signature Page (see page 114) to register and maintain an active registration in the System for Award Management (SAM). To register or to check the status of registration, visit the SAM Web site at <https://www.sam.gov>.

Use the following instructions to compile and complete all proposal attachments prior to submitting your application. Follow the directions in each section for saving the documents and refer to the screenshot on page 101 for upload locations.

#### **D. Project Summary**

In a one page summary, concisely describe the community partnership, the proposed number of students to be served with the Reading Partnership program, the documented need for the project or program, the goals and objectives of the proposed project or program, and the amount of funding requested. The one-page summary does not count against the page limitation.

When completed, save this page as a *single* PDF document to be uploaded as an attachment in the online application.

#### **E. Proposal Narrative Content**

Use the following directions to write the Proposal Narrative and organize it into sections following the sequence presented below. Include a table of contents as the first page of the narrative (not included in the page limit). Do *not* combine sections. Required components must be located in their designated sections in order to be scored.

When complete, save the entire narrative as a *single* PDF document to be uploaded into the online application where indicated in the attachments section.

1. Statement of Need (maximum of 10 points available)

The statement of need is a key element of a proposal that makes a clear, concise, and well-supported statement of the need or problem to be addressed. The needs statement reflects the mission of the applicant organization and fits with the purpose of the funding opportunity.

This section should be a clear, factual, and compelling statement of the need or problem, who and how many are affected, what will happen if the need is not addressed or the problem is not solved. How does the project or program that you have designed and are proposing meet the need you have identified?

2. Goals and Objectives (maximum of 30 points available)

Goals and objectives are clear statements of what the applicant proposes to accomplish with the proposed project or program. All goals and objectives must reflect the purpose of the grant award, and address the needs identified in the previous section.

a. Goals

A goal is a statement that explains the purpose of your project or program (also known as what the project or program wishes to accomplish with the end in mind). It sets the fundamental, long-range direction. In short, what is the desired end result? Typically, goals are broad general statements that express the desired change(s). The Reading Partnership program will identify goals that are aligned with the purpose and statutory requirements of this grant such as:

- i. Regular participation and improved reading abilities of students
- ii. Consistent attendance of students
- iii. Both instructional and hands-on learning experiences
- iv. Trained tutors and volunteers
- v. Pre- and post-reading assessment of all participants

b. Objectives

Objectives are statements that define the results the applicant expects to achieve through the proposed project or program. They explain the methods the applicant will use to achieve the goal(s). Objectives break the goal down into smaller parts that provide specific, measurable actions by which the

goal can be accomplished. They refer to specific activities in a proposal and must be specific, measurable, achievable, relevant, and time-specific (i.e. SMART).

Objectives are meant to be realistic targets for the project or program. They are written in the active voice and use action verbs such as plan, write, augment, enhance, conduct, initiate, and produce (rather than more vague terms like learn, understand, feel). Well-written objectives will always answer the following question: *Who* is going to do *what*, *when*, and *to what extent*?

Clearly describe who and how many will to be affected by the proposed project, what changes will occur within the target population, and what are the expected outcomes for students by the end of the grant period. The objectives should indicate a logical progression and clear achievement outcomes at the end of the project.

Identify all objectives related to the goal(s) to be reached, and the methods to be employed to achieve the stated objectives. Consider quantities, including number to be served, and other things measurable. Refer to a problem or needs statement and the outcome of proposed activities when developing a well-stated objective. The figures used should be verifiable. Remember, if the proposal is funded, the stated objectives will probably be used to evaluate the project/program progress, so be realistic.

The Grant Design Chart located on page 124 of this application packet may be used to develop the operational plan for the proposed project or program. The worksheet located on page 125 of this application packet may be used to develop the goals, objectives, and outcomes. One form should be used for each goal and objective. (These worksheets are for planning purposes only; do not include them with the application.)

### 3. Strategies and Activities (maximum of 30 points available)

Activities are considered those tasks that the target population does to achieve objectives. For example, in a classroom, activities are what the students do to learn.

Strategies are considered those tasks that are the catalyst to help the target population achieve objectives. For example, in a classroom, strategies are what the teacher does/plans for the students to do so that they learn.

Strategies and activities must be based on scientifically based, or evidence-based, interventions; they must be related to methods/design that the applicant will pursue to help the student achieve the goal; and they are those things that the student will do that will advance their abilities. Like objectives, strategies and activities use action verbs such as work, create, and hire.

Both strategies and activities must relate to the line item costs in the Budget Narrative for the proposed project. Any activities that require funding *must* be described in the strategies and activities section and *must* be explained in the Budget Narrative or the item(s) will not be funded.

Provide a clear, concise description of the project activities that will be provided for students; a rationale for selecting these activities; and how the activities are expected to improve student academic achievement, and achieve other stated objectives.

Include a Timeline of Activities that thoroughly describes when each program activity begins and ends, how each activity relates to a specific objective, and who is responsible for overseeing the activity.

Use the chart on page 123 to develop a Timeline of Activities showing target dates for activities. The Timeline of Activities is not included in the fifteen-page limit.

#### 4. Management (maximum of 15 points available)

The management section outlines the applicant's plan to manage the project including the chain of command, who will manage the project, his/her job description, responsibilities for each key staff member, and a transportation plan.

- a. Explain how the proposed Reading Partnership program will be implemented efficiently and effectively.
- b. Provide evidence of successful experience or the capacity to succeed in providing educational and enrichment activities to complement and enhance the academic performance, achievement, and positive development of students and their families. Such

evidence includes the applicant's experience in managing and coordinating the types of activities they propose and their ability to perform the required services on time and within budget.

- c. Include a transportation plan that explains how students will travel safely to and from the program activities and home.

5. Evaluation (maximum of 15 points available)

Describe the plan to evaluate the project's outcomes, and if and how well the project worked. Evaluation is tied to the overall goal of the project (i.e. with the end in mind). The evaluation plan should be developed concurrently with the project plan in order to measure success. Evaluation should be ongoing.

## **F. Application Budget**

While the budget is assigned zero (0) points, the budget is a critical component of the entire application. No application with an incomplete budget will be funded.

The application budget consists of *two* parts: the Budget Summary and the Budget Narrative. All proposed expenditures for the grant funding period must be *itemized* in the Budget Summary and *detailed* in the Budget Narrative. Budget items not explained in the Proposal Narrative *will not* be funded.

1. The Budget Summary provides the financial overview and must include *all* proposed expenditures for the project. Each line item of the Budget Summary *must* correspond to the line items of the Budget Narrative (discussed below). Provide a Budget Summary for the proposal in the online application Budget Summary section (see screenshot on page 101).
2. The Budget Narrative *must* provide clear evidence that the budget is appropriate and justified based on the needs assessment. Use the Excel budget file that accompanies this funding opportunity announcement at the [SCDE Grants Opportunities](#) Web page to provide a detailed Budget Narrative that includes estimates for funds from other resources that will be contributed to the project, if applicable. Structure the Budget Narrative line item categories to parallel the line item categories of the Budget Summary. *Include all formulas used to calculate each line-item expense*. This narrative must demonstrate that all expenditures are allowable, reasonable, and allocable, as well as being adequate to support the activities of the project.

All project costs must also connect directly to the performance goals and objectives and activities and strategies in the Proposal Narrative. Ensure that the totals in the Budget Narrative equal the totals in the Budget Summary. When finalized, save the Budget Narrative as an Excel file to be uploaded into the online application as the Budget Narrative attachment (see screenshot on page 102 for upload location).

In calculating budgets, applicants should use a cost-per-student allocation that does not exceed \$1,000 per student.

Appropriate personnel and other resources should be carefully allocated for the tasks and activities described in the application. Applicants should ensure that the budget will adequately cover program expenses. It is important for applicants to demonstrate how existing resources, such as computer labs, libraries, and classrooms, will be leveraged to carry out program activities.

Applicants must include in the memorandums of agreement (MOAs) the financial commitment for all contributions from other resources that indicate the amounts and services being provided. All MOAs must be included as appendix items (see section G on page 94).

The following describes the line items that should be budgeted in each category.

#### Salaries/Stipends (100)

This category includes pay for salaries for staff member, substitutes, and stipends for teachers. The total percentage of time charged to the grant and to non-grant funds *cannot* exceed 100 percent of the total time worked by any staff member.

#### Employee Benefits (200)

FICA, workers' compensation, health insurance, and other employee benefits costs should be included here and will represent a percentage of the total in Salaries/Stipends (100).

### Purchased Services (300)

Expenses such as consultant fees, travel/transportation costs, telephone costs, and other purchased services will be included here. This includes amounts paid for personal services rendered by personnel who are not on the payroll and for other specialized services purchased by the organization. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Note: Salaries for direct teachers and project staff should be recorded in Salaries/Stipends (100) and not in this section.

For a grantee to pay a vendor, a contract must be in place. At a minimum, the contract should include the scope of services, the duration of the contract, and the method and amount of payment, and the contract must be executed by both parties. Consulting/service contracts must be procured in accordance with South Carolina Procurement Law (see <http://www.mmo.sc.gov/PS/legal/PS-legal-procurement-law.phtm>).

Applicants/grantees must ensure that they do not enter a contract with any vendor that is debarred, suspended, or is ineligible for participation in grant programs by

1. checking the Excluded Parties List (EPLS) at the federal System for Award Management (SAM) Web site—<https://www.sam.gov/portal/public/SAM/#1> (Applicants are encouraged to review the user guides for exclusions provided via the “Help” page prior to conducting searches.);
2. collecting a certification from the vendor and attaching it to the contract; or
3. adding a clause or condition to the contract that indicates the vendor is eligible.

### Supplies and Materials (400)

Include the amounts paid for material items of an expendable nature. It is recommended that applicants group items into categories to avoid listing every item; however, make sure that such expenditures are aligned with relevant project characteristics (objectives, number of participants, frequency of activity, etc.).

### Capital Outlay/Equipment (500)

Capital outlay and equipment purchases are not allowable.

### Other Objects (600)

This category includes expenditures such as postage, liability insurance fees, and copyright fees that do not neatly fit into the other categories.

### Indirect Costs (700)

Indirect costs are not allowable.

The SCDE reserves the right to disqualify, disallow, and negotiate costs associated with any line item proposed in the budget. If any line item cost is determined to be excessive, given the nature and scope of the entire project or of a particular activity, the SCDE can request the applicant reduce the cost of the line item or ask the applicant to assume a portion of the cost before the budget is approved and funds are awarded.

Funds will be disbursed on a reimbursement basis upon the receipt of expenditure reports from the grantees that include all supporting documentation. Grantees may not obligate funds prior to the receipt of a grant award notice. No expenditures incurred prior to March 21, 2016, will be reimbursed. Applicants should have at their disposal at least three months of sustainable funds to implement the program prior to SCDE reimbursement. Grantees are not permitted to pick up their reimbursements from the SCDE office.

## **G. Appendices**

All sections of the appendices must be scanned into a *single* PDF document to be uploaded into the online application where indicated (see page 102).

### Certification Signature Page

Print the Certification Signature Page (located on page 114) and obtain the appropriate signatures. Applications that do not include the signed Certification Signature Page will not be reviewed or considered for funding. Note: This form includes the certification of the SCDE's Assurances and Terms and Conditions for State Awards and any applicable program-related conditions conveyed in this RFP. Those forms are not required to be included in the applicant's proposal submission. However, please retain the copy included in this RFP for your records and ensure that the signatories and partner organizations have copies of each document.

By signing the Certification Signature Page, the signatories assure that they will comply with all the assurance and terms and conditions for the project. *All* signatories *must* understand that they are signing a document that is *legally binding* in the event a grant is awarded. Applications that *do not* include the signed Certification Signature Page *will not* be reviewed or considered for funding.

#### Request for Taxpayer Identification Number and Certification (W-9)

(for non-school district applicants only)

Applicants that are not school districts must print and complete the W-9 Request for Taxpayer Identification Number and Certification form (located on page 119) for the primary applicant organization. Note: Because of the fiscal requirements, the SCDE strongly recommends that the primary applicant of the community partnership be a South Carolina school district.

#### Timeline of Activities

Include a Timeline of Activities that includes each benchmark activity (including evaluation and management components), when each project activity begins and ends, how each activity relates to a particular objective, and who is responsible for overseeing the activity. A template for this timeline is included on page 123. The Timeline of Activities may be single-spaced.

#### Memorandums of Agreement from Collaborative Partners

Include copies of all memorandums of agreement (MOAs) for the proposed Summer Reading Camp Community Partnership grant. The MOA must articulate the role, scope of services, and financial contributions to be provided by each collaborative partner. The authorized officials of each partnering organization must sign an MOA regarding the proposed partnership(s). Applicants and partners are urged to develop one clear, specific MOA when possible.

## Partner Identification and Funding Request Form

Include a Partner Identification and Funding Request Form (page 121) for each partner in the project that includes the signature of the partner's Authorized Official signifying commitment to the project. If the partner is to use grant funds for the project, list the funds by budget category.

### **H. Deadline and Submission Procedures**

1. Applicants should e-mail a notice of intent to apply by **February 9, 2016**, to Ruth Nodine in the Office of Early Learning and Literacy at [rnodine@ed.sc.gov](mailto:rnodine@ed.sc.gov) with a copy to Cathy Jones-Stork at [CJones@ed.sc.gov](mailto:CJones@ed.sc.gov). In the e-mail, include the applicant's name; the contact person's name, address, phone number, and e-mail address; the names of the schools you propose to serve; and the organizations that comprise the partnership. A notice of intent is *not* required but will help the SCDE prepare for the application submission and review process.
2. Applications *must* be submitted online at [https://scde.formstack.com/forms/summer\\_reading\\_camp\\_community\\_partnership\\_grant\\_2016](https://scde.formstack.com/forms/summer_reading_camp_community_partnership_grant_2016) no later than **4:30 p.m. on March 3, 2016**. Applications received after this deadline will *not* be considered. Because potential technology issues may arise, it is best to submit well in advance of the deadline. No exceptions to the deadline will be entertained regardless of circumstances.
3. No hard copy applications will be accepted. Applications delivered by hand, postal mail, e-mail, or fax *will not* be accepted.
4. Only applications that adhere to *all* of the guidelines and directions set forth in this RFP will be reviewed and considered for funding.
5. Applications must originate from the applicant. Applications that are plagiarized from the Internet, other grants, or second-party resources will not be considered for funding. Grants are not transferrable.
6. Do not attach or submit any additional materials other than what is specifically required. Any additional materials will be disposed of without review.
7. Applications will not be returned. Keep a copy of the entire application for your records.
8. A complete application *must* include all required documentation and appendices.

### **I. Screenshots of Online Application Submission Forms**

The following screenshots are for informational purposes only and are provided to assist applicants in compiling all elements needed to complete the online submission. Complete the attachments for the online application as directed in the preceding instructions. The SCDE encourages applicants to prepare *all* elements of the application *prior* to beginning the online submission process. You will *not* be able to save and return to the online application once you have started the form. Make sure all information submitted is accurate, including formal or official names such as the school district, and that spelling is correct. Do not use abbreviations or acronyms. All fields are *required*; you will not.

Enter the official name of the applicant organization. If a school is the primary applicant, also enter the name of the school district. The name as entered *must* match the registered DUNS name. Select the type of applicant organization from the dropdown menu. Provide a descriptive title of the project.



## 2015–16 Summer Reading Camp Community Partnership Grant Online Application

### Primary Applicant Information

**Name of Applicant Organization\***

**Applicant Type\***

**Address of Applicant Organization\***

City State ZIP Code

**Applicant Organization's DUNS Number\***

**Applicant Organization's TIN\***

**Descriptive Title of Project\***

Enter the contact information for the authorized representative who has the authority to enter into legally binding contractual agreements on behalf of the applicant entity. The name entered in the online application *must* match the name as shown on the Certification Signature Page. Select “Same as Applicant Organization’s Address” if the authorized representative’s mailing address is the same as the information entered on the first screen. The data will automatically populate these fields. If the address is different, enter the appropriate information.

### Contact Information

**Authorized Representative's Name\***

First Name Last Name

**Authorized Representative's Position/Title\***

Same Address as Applicant Organization

**Authorized Representative's Address\***

City State ZIP Code

**Authorized Representative's Phone\***

**Authorized Representative's E-mail\***

Note: The authorized representative is the signatory official of the organization.

Enter the information for the contact person who will be contacted in all matters relating to the grant application. Select “Same as Applicant Organization’s Address” if the contact person’s mailing address is the same as the information entered on the first screen. The data will automatically populate these fields. If the address is different, enter the appropriate information. The contact person’s e-mail is a *required* field. The confirmation of a successful online application submission will be sent *only* to this e-mail address. Reenter the e-mail address to validate that it is correct. Applicants will not be able to proceed to the next screen of the application without entering this information.

<b>Contact Person's Name*</b> <input type="text"/> <small>First Name</small>		<input type="text"/> <small>Last Name</small>		<b>Contact Person's Position/Title*</b> <input type="text"/>	
<input type="checkbox"/> Same Address as Applicant Organization		<b>Contact Person's Address*</b> <input type="text"/> <input type="text"/> <input type="text"/>		<b>Contact Person's Phone*</b> <input type="text"/>	
<input type="text"/> <small>City</small>		<input type="text"/>		<input type="text"/> <small>State</small>	
<input type="text"/> <small>ZIP Code</small>		<b>Contact Person's E-mail*</b> <input type="text"/>		<b>Confirm Contact Person's E-mail*</b> <input type="text"/>	

Note: The contact person will receive the application submission confirmation e-mail. Make sure the e-mail address is entered correctly. The contact person must be the individual to contact in all matters regarding this grant application.

Enter the contact information for the applicant organization’s financial officer.

<b>Financial Official's Name*</b> <input type="text"/> <small>First Name</small>		<input type="text"/> <small>Last Name</small>		<b>Financial Official's Position/Title*</b> <input type="text"/>	
<b>Financial Official's Phone*</b> <input type="text"/>		<b>Financial Official's E-mail*</b> <input type="text"/>			

Select the number of collaborating partners (up to five). If this number is greater than five partners, enter the information only for the primary collaborating organizations that are investing the greatest amount of resources (staffing, facilities, additional funding, etc.). Information fields will be displayed for each organization based on the number selected. Enter the official name of the partner organization(s); do not use abbreviations or acronyms. Select the type of organization from the dropdown box and briefly describe their role and responsibility.

## Collaborating Partners

Number of Partnering Applicants\*

1  2  3  4  5

Partner Organization 1 Name\*

Organization 1 Type\*

Organization 1 Role/Responsibility\*

Partner Organization 2 Name\*

Organization 2 Type\*

Organization 2 Role/Responsibility\*

Choose the number of school districts (up to three) to be served through this project and enter the full name(s) for each district. Select the number of schools to be served (up to five) in each district. Enter the full name of each school.

## Project Information

Number of School Districts to Be Served\*

1  2  3

School District 1 Name\*

Number of Schools to Be Served in this District\*

1  2  3  4  5

School 1 Name\*

School 2 Name\*

Provide details on the project, including the number of students to be served and the beginning and ending dates of the summer reading camp. Indicate the days of the week, total hours per week, total hours per day, and number of weeks the summer reading camp will run.

Total Number of Students to Be Served\*

Summer Camp Start Date\*

Summer Camp End Date\*

Days of Week Project Will Regularly Operate During Summer (check all that apply)\*

Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday

Total Hours of Operation per Week\*

Number of Hours per Day\*

Number of Weeks\*

Indicate the activities that will be offered throughout the camp by checking all of the applicable boxes. If activities to be offered are not included in the list, select the "Other" option and enter a description of those additional activities.

**Summer Camp Activities (check all that apply)\***

- Pre- and post-reading assessments
- Progress monitoring
- Focused reading instruction using certified teachers
- Reading specialists/coaches
- Hands-on learning activities
- One-on-one tutoring and mentoring
- Computer lab instruction
- Science/Technology/Engineering/Mathematics education
- Arts and music education
- Nutrition, health, and wellness
- Sports and recreational activities
- Character and leadership development
- Teamwork and relationship skills building
- Life skills enrichment
- Social/emotional skills development
- Career exploration and readiness
- Meal and snacks
- Field trips
- Transportation
- Volunteer training
- Professional development for summer staff
- Incentives to enhance attendance
- Parental involvement activities
- Other:

Select the number of proposed sites for the project (up to four).

**Number of Proposed Sites for Project\***

- 1  2  3  4

Provide details for each site. Separate information fields will be displayed for each site based on the number selected. Indicate whether or not an after-school program currently operates at each site.

**Project Site Information**

**Proposed Site 1 Information**

Site 1 Name\*

Site 1 Address\*

Site 1 Contact\*

Phone\*

E-mail\*

Number of Students to Be Served at this Site\*

School(s) Attended by Students at this Site\*

Days and Hours of Operation Each Week (if different from the days and hours of operation listed in Program Information)\*

(ex. 8:00a.m.–1:00p.m., 3:00p.m.–6:00p.m.)

If this site is not at a school, provide distance in miles from school(s) of participating students.

Distance from School(s)\*

All amounts in the Funding Information and Budget Summary sections should be entered using whole dollars (no cents).

Fill in all fields and enter 0 (zero) for line items that are not applicable. In the Funding Information section, enter the total amount of funding being requested for the project and the total estimated budget for the project including all funding sources.

### Funding Information

Total Grant Funds Requested* \$ <input style="width: 80%;" type="text"/>	Total Project Costs (including all sources)* \$ <input style="width: 80%;" type="text"/>
---	---

Enter the line item totals for grant funds requested for year one, as well as the total estimated funds from other resources. The Total Project Costs fields for each column and the Total Project Budget fields for each line item will automatically calculate. The Total Project Costs amount in the Grant Funds Requested column *must* match the Total Grant Funds Requested under the Funding Information section.

### Budget Summary

	<u>Grant Funds Requested</u>	<u>Other Resources</u>	<u>Total Project Budget</u>
Salaries (100)	\$ <input style="width: 80%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>	\$ 0
Employee Benefits (200)	\$ <input style="width: 80%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>	\$ 0
Purchased Services (300)	\$ <input style="width: 80%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>	\$ 0
Supplies & Materials (400)	\$ <input style="width: 80%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>	\$ 0
Other Objects (600)	\$ <input style="width: 80%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>	\$ 0
<b>Total Project Costs</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>

**Upload Instructions:** Prepare each of the proposal attachments (i.e., the Project Summary, the Proposal Narrative, the Budget Narrative, and the Appendices) following the instructions provided in the RFP. Ensure that each attachment is saved in the proper format as either a PDF or Excel document. Pay close attention to attachments that must be scanned together into a *single* document. The online application will *only* allow *one* document to be uploaded for each attachment. Upload the attachments where indicated in the following screenshot. All attachments are *required*; you will not be able to submit the application without uploading all four documents.

## Proposal Attachments

### Project Summary\*

No file chosen

Upload the Project Abstract as a single PDF document.

### Proposal Narrative\*

No file chosen

Upload the Proposal Narrative as a single PDF document.

### Budget Narrative\*

No file chosen

Upload the detailed Budget Narrative as an Excel document.

### Appendices\*

No file chosen

Upload ALL appendices (Certification Signature Page, Request for Taxpayer Identification and Certification (if applicable), Timeline of Activities, and Memorandums of Agreement from Collaborative Partners) as a single PDF document.

Thoroughly review the summary on the Data Review Page to verify that the information has been entered correctly in the online application prior to submitting. You will *not* be able to access the completed application form after it has been submitted. If any of the entries are incorrect, click on the "Previous" button at the bottom of each page to return to the appropriate section(s) and reenter the correct information.

## Data Review and Confirmation Page

**This page is not a submission confirmation.**

Please review and verify the information in the following summary prior to submitting your application. If any of the entries are incorrect, click on the "Previous" button at the bottom of each page to return to the appropriate section(s) and reenter the correct information. If all of the entries are correct, click on the "Submit Application" button in the lower right corner of this screen. You will receive an onscreen confirmation message that your application was successfully submitted.

### Applicant Information:

Name of Applicant Organization: **Anywhere School District** Applicant Type: **School District**

Address of Applicant Organization: **1 Education Way , Columbia, SC 29201**

District Name (if school is applicant):

Applicant Organization's DUNS Number: **123456789**

Applicant Organization's Taxpayer ID Number: **987654321**

Descriptive Title of Project: **Summer Reading Camp**

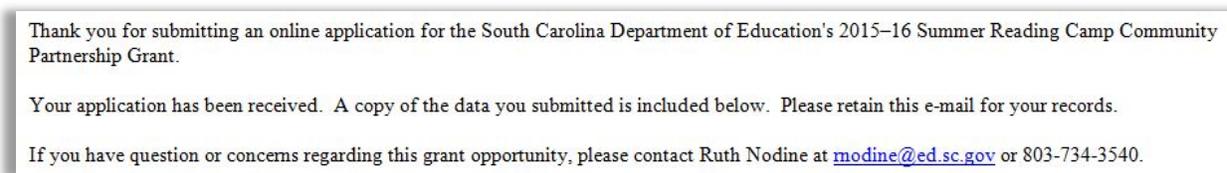
### Contact Information:

If all of the entries are correct, click on the "Submit Application" button in the lower right corner of this screen to complete the submission process.

Once the application is submitted, the following message will be displayed on the screen, and a submission confirmation will be sent to the e-mail address provided for the contact person in the online application.



The following confirmation message will be sent to the e-mail address provided for the contact person. If the contact person does not receive a confirmation e-mail, then the application did not successfully transmit. You must go back and resubmit the *entire* online form, including *all* attachments, in order for your application to be considered for funding. Only the most recently submitted application will be reviewed.



An e-mail confirmation that the grant application was successfully submitted does not account for the quality of the uploaded documents or the completeness of the online form. The confirmation e-mail only notifies you that the online application has been submitted. Applicants are responsible for ensuring that the information entered in the online form, including all attachments, is accurate and complete in order for the application to be reviewed and considered for funding.

## Definitions of Terms Used

Collaborative Partner—An organization that provides routine, regular, and ongoing services to the project as outlined in a signed memorandum of agreement (e.g., the regular use of facilities and equipment, mentors/tutors). A collaborative partner plays a critical role in sustaining the project as grant funds decrease.

Memorandum of Agreement (MOA)—A document signed by the authorized representative(s) of each collaborative partner that clearly specifies the role, services, contributions, expertise, and funding for each partner.

Primary Applicant—The organization that serves as the fiscal agent in either a joint or consortium application. The primary applicant is responsible for the programmatic and fiduciary management of the grant. Because of the fiscal requirements, the SCDE strongly recommends that the primary applicant be a South Carolina school district with a chief business official familiar with state requirements.

Reading Partnership—The Summer Reading Camp Community Partnership Grant applicants are South Carolina community partnerships, made up of community organizations and local school districts that are collaborating to provide summer reading camps and instructional support to struggling readers in elementary schools that have a poverty index of fifty percent or greater.

Reading Proficiency Skills—The ability to understand how written language works at the word, sentence, paragraph, and text level and mastery of the skills, strategies, and oral and written language needed to comprehend grade-level texts.

Reading Proficiency—The ability of students to meet state reading standards in kindergarten through grade twelve, demonstrated by readiness, formative, or summative assessments.

Summer Reading Camp—An educational program offered in the summer by each local school district or consortia of school districts for students who are unable to comprehend grade-level texts and who qualify for mandatory retention.

Third-grade Reading Proficiency—The ability to read grade-level texts by the end of a student’s third grade year as demonstrated by the results of state-approved assessments administered to third grade students, or through other assessments.

## Selection Criteria and Reviewers' Scoring Rubric

### Selection Criteria

A total of 100 points are available to meet the selection criteria.

The point values for each section of the application are as follows:

<b>Narrative Sections</b>	<b>Points Available</b>
Statement of Need	10
Goals and Objectives	30
Strategies and Activities	30
Management	15
Evaluation	15
<b>TOTAL</b>	<b>100</b>

Each section of the Proposal Narrative will be assigned a score using the following rubric, which summarizes the required elements of the Proposal Narrative and the point ranges assigned to each section.

The scoring system is used to indicate how well an application meets the funding criteria for the project.

**Scoring Rubric**

<p><b>Needs Statement:</b> The applicant must provide a clear, factual, and compelling statement of the need or problem, who and how many are affected by it, and what will happen if the need or problem is not solved. The applicant fully discusses how the project or program being proposed will meet the identified need.</p>			
<p><b>Acceptable</b></p>		<p><b>Not Acceptable</b></p>	
<p><b>Fully Meets—9–10 points</b></p>	<p><b>Adequate/Meets—6–8 points</b></p>	<p><b>Limited/Approaches—2–5 points</b></p>	<p><b>Inadequate—0–1 points</b></p>
<p>Applicant provides a clear, factual, and compelling statement of</p> <ul style="list-style-type: none"> <li>• the need or problem to be addressed;</li> <li>• who and how many are affected by the need or problem;</li> <li>• what will happen if the need or problem is not solved; and</li> <li>• how the proposed project or program will meet the identified need.</li> </ul>	<p>Applicant provides a moderately clear, factual, and compelling statement of</p> <ul style="list-style-type: none"> <li>• the need or problem to be addressed;</li> <li>• who and how many are affected by the need or problem;</li> <li>• what will happen if the need or problem is not solved; and</li> <li>• how the proposed project or program will meet the identified need.</li> </ul>	<p>Applicant provides a limited or unclear statement of</p> <ul style="list-style-type: none"> <li>• the need or problem to be addressed;</li> <li>• who and how many are affected by the need or problem;</li> <li>• what will happen if the need or problem is not solved; and</li> <li>• how the proposed project or program will meet the identified need.</li> </ul>	<p>Applicant fails to provide a clear, factual, and compelling statement of</p> <ul style="list-style-type: none"> <li>• the need or problem to be addressed;</li> <li>• who and how many are affected by the need or problem;</li> <li>• what will happen if the need or problem is not solved; and</li> <li>• how the proposed project or program will meet the identified need.</li> </ul>
<p><b>Reviewer's Comments</b></p>			

<p><b>Goals and Objectives:</b> The applicant must present clear statements of what they propose to accomplish with the project that reflect the purpose of the grant award and address the needs identified previously in the application narrative.</p>			
<p><b>Acceptable</b></p>		<p><b>Not Acceptable</b></p>	
<p><b>Fully Meets—14–15 points</b></p>	<p><b>Adequate/Meets—9–13 points</b></p>	<p><b>Limited/Approaches—3–8 points</b></p>	<p><b>Inadequate—0–2 points</b></p>
<p>The applicant presents clear and full statements of what they propose to accomplish with the project that</p> <ul style="list-style-type: none"> <li>• reflect the purpose of the grant award; and</li> <li>• address the needs identified previously in the application narrative.</li> </ul>	<p>The applicant presents moderately clear statements of what they propose to accomplish with the project that</p> <ul style="list-style-type: none"> <li>• reflect the purpose of the grant award; and</li> <li>• address the needs identified previously in the application narrative.</li> </ul>	<p>The applicant presents limited or unclear statements of what they propose to accomplish with the project that</p> <ul style="list-style-type: none"> <li>• reflect the purpose of the grant award; and</li> <li>• address the needs identified previously in the application narrative.</li> </ul>	<p>The applicant does not present clear statements of what they propose to accomplish with the project that</p> <ul style="list-style-type: none"> <li>• reflect the purpose of the grant award; and</li> <li>• address the needs identified previously in the application narrative.</li> </ul>
<p><b>Reviewer's Comments</b></p>			

<b>Goals and Objectives:</b> The applicant must provide objectives that are specific, measurable, achievable, relevant, and time-specific.			
<b>Acceptable</b>		<b>Not Acceptable</b>	
<b>Fully Meets—14–15 points</b>	<b>Adequate/Meets—9–13 points</b>	<b>Limited/Approaches—3–8 points</b>	<b>Inadequate—0–2 points</b>
<p>The applicant provides clear, complete objectives that are</p> <ul style="list-style-type: none"> <li>• specific,</li> <li>• measurable,</li> <li>• achievable,</li> <li>• relevant, and</li> <li>• time-specific.</li> </ul>	<p>The applicant provides objectives that are moderately</p> <ul style="list-style-type: none"> <li>• specific,</li> <li>• measurable,</li> <li>• achievable,</li> <li>• relevant, and</li> <li>• time-specific.</li> </ul>	<p>The applicant provides objectives that are unclear or are not fully</p> <ul style="list-style-type: none"> <li>• specific,</li> <li>• measurable,</li> <li>• achievable,</li> <li>• relevant, and</li> <li>• time-specific.</li> </ul>	<p>The applicant does not provide objectives that are</p> <ul style="list-style-type: none"> <li>• specific,</li> <li>• measurable,</li> <li>• achievable,</li> <li>• relevant, and</li> <li>• time-specific.</li> </ul>
<b>Reviewer's Comments</b>			

<p><b>Strategies and Activities:</b> The applicant must provide strategies and activities that are based on scientifically based, or evidence-based, interventions and that are related to methods/design that the applicant will pursue to help the student achieve the goal.</p>			
<p><b>Acceptable</b></p>		<p><b>Not Acceptable</b></p>	
<p><b>Fully Meets—14–15 points</b></p>	<p><b>Adequate/Meets—9–13 points</b></p>	<p><b>Limited/Approaches—3–8 points</b></p>	<p><b>Inadequate—0–2 points</b></p>
<p>The applicant provides clear and detailed strategies and activities that are</p> <ul style="list-style-type: none"> <li>scientifically based, or evidence-based, interventions; and</li> <li>related to methods/design that the applicant will pursue to help the student achieve the goal.</li> </ul>	<p>The applicant provides moderately detailed strategies and activities that are</p> <ul style="list-style-type: none"> <li>scientifically based, or evidence-based, interventions; and</li> <li>related to methods/design that the applicant will pursue to help the student achieve the goal.</li> </ul>	<p>The applicant provides limited or incomplete strategies and activities that are</p> <ul style="list-style-type: none"> <li>scientifically based, or evidence-based, interventions; and</li> <li>related to methods/design that the applicant will pursue to help the student achieve the goal.</li> </ul>	<p>The applicant does not provide strategies and activities that are</p> <ul style="list-style-type: none"> <li>scientifically based, or evidence-based, interventions; and</li> <li>related to methods/design that the applicant will pursue to help the student achieve the goal.</li> </ul>
<p><b>Reviewer's Comments</b></p>			

<b>Strategies and Activities:</b> The applicant must provide activities that the student will do that will advance their abilities.			
<b>Acceptable</b>		<b>Not Acceptable</b>	
<b>Fully Meets—14–15 points</b>	<b>Adequate/Meets—9–13 points</b>	<b>Limited/Approaches—3–8 points</b>	<b>Inadequate—0–2 points</b>
The applicant provides clear and detailed activities that the student will do that will advance their abilities.	The applicant provides moderately detailed activities that the student will do that will advance their abilities.	The applicant provides limited or incomplete activities that the student will do that will advance their abilities.	The applicant does not provide activities that the student will do that will advance their abilities.
<b>Reviewer's Comments</b>			

<p><b>Management:</b> The applicant must provide a plan to manage the program including the chain of command, the program manager, the project director’s job description, the responsibilities for each key staff member, and a transportation plan.</p>			
<p><b>Acceptable</b></p>		<p><b>Not Acceptable</b></p>	
<p><b>Fully Meets—14–15 points</b></p>	<p><b>Adequate/Meets—9–13 points</b></p>	<p><b>Limited/Approaches—3–8 points</b></p>	<p><b>Inadequate—0–2 points</b></p>
<p>The applicant provides a detailed and thorough plan to manage the program that includes:</p> <ul style="list-style-type: none"> <li>the chain of command,</li> <li>the program manager,</li> <li>the project director’s job description,</li> <li>the responsibilities for each key staff member, and</li> <li>a transportation plan.</li> </ul>	<p>The applicant provides a plan to manage the program that includes:</p> <ul style="list-style-type: none"> <li>the chain of command,</li> <li>the program manager,</li> <li>the project director’s job description,</li> <li>the responsibilities for each key staff member, and</li> <li>a transportation plan.</li> </ul>	<p>The applicant provides a limited or incomplete plan to manage the program that includes:</p> <ul style="list-style-type: none"> <li>the chain of command,</li> <li>the program manager,</li> <li>the project director’s job description,</li> <li>the responsibilities for each key staff member, and</li> <li>a transportation plan.</li> </ul>	<p>The applicant provides an inadequate plan to manage the program that includes:</p> <ul style="list-style-type: none"> <li>the chain of command,</li> <li>the program manager,</li> <li>the project director’s job description,</li> <li>the responsibilities for each key staff member, and</li> <li>a transportation plan.</li> </ul>
<p><b>Reviewer’s Comments</b></p>			

<b>Evaluation:</b> The applicant describes the plan to evaluate the project's outcomes and if and how well the project worked.			
<b>Acceptable</b>		<b>Not Acceptable</b>	
<b>Fully Meets—14–15 points</b>	<b>Adequate/Meets—9–13 points</b>	<b>Limited/Approaches—3–8 points</b>	<b>Inadequate—0–2 points</b>
The applicant clearly describes a detailed plan to evaluate the project's outcomes and if and how well the project worked.	The applicant moderately describes a plan to evaluate the project's outcomes and if and how well the project worked.	The applicant describes an incomplete or limited plan to evaluate the project's outcomes and if and how well the project worked.	The applicant describes a plan that is inadequate to evaluate the project's outcomes and if and how well the project worked.
<b>Reviewer's Comments</b>			



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

**Summer Reading Camp Community Partnership Grant**

Office of Early Learning and Literacy

**Certification Signature Page**

**Required SCDE Forms**

**Certification Signature Page**

**Certification**

I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant’s governing body has duly authorized this application and documentation, and the applicant will comply with the Program Specific Assurances (if applicable) and the SCDE’s Assurances and Terms and Conditions if the grant is awarded. The applicant is registered and current (active) on the federal System for Award Management (SAM) at [www.sam.gov](http://www.sam.gov).

**Authorized Official** (should be CEO of organization or superintendent of school district)

Name:	
Position:	E-mail:
Telephone:	Fax:

Signature of Authorized Official:
Date Signed:
Signature of Financial Official:
Date Signed:

Please complete, print, and obtain signatures prior to submission. Include the signed, scanned form in the required appendices as indicated on page 94.



**Assurances and Terms and Conditions**

*For informational purposes only*

*The applicant certifies to abide by the SCDE Assurances and Terms and Conditions by signing and submitting the Certification Signature Page.*

I certify that this applicant

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the South Carolina Department of Education (SCDE), and the Education Oversight Committee (EOC) for purposes as specified in the proviso, access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
- C. Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- D. Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
- E. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- F. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- G. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
- H. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2015)).
- I. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2015)) if the amount of this award is \$50,000 or more.

**Terms and Conditions**



- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Non-awards/Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).
- After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.
- C. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
- D. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
- E. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative. Applicant agrees to refund to the SCDE any grant funds for which proper documentation is not supplied in the final report or which are not expended per the agreement and approved budget.
- F. **Submission of Expenditure Reports.** All expenditure reports must be filed by August 31, 2016.
- G. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final expenditure report must be submitted by August 31, 2016.
- H. **Deobligation of Funds.** After a final expenditure claim and report has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
- I. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at <http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/>.



- J. **Travel Costs.** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration ([www.gsa.gov](http://www.gsa.gov)) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of the document at <http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf>). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
- K. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.
- L. **Reports.** The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure report must be filed by August 31, 2016, for all expenditures incurred.
- M. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- N. **Certification Regarding Suspension and Debarment.** By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the
- Applicant and/or any of its principals, subgrantees, or subcontractors
    - are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
    - are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
  - Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
- O. **Audits.** Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:
- Entities expending \$750,000 or more in federal awards:  
Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, *et seq.* Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations,



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

**Summer Reading Camp Community Partnership Grant**

Office of Early Learning and Literacy

**Assurances, Terms, and Conditions for State Awards  
(effective 1/4/16)**

and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.

- Entities expending less than \$750,000 in federal awards:  
Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

- P. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.
- Q. **Electronic Signature Agreement.** I agree that my electronic signature is the legally binding equivalent to my handwritten signature.



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

**Summer Reading Camp Community Partnership Grant**

Office of Early Learning and Literacy

**Request for Taxpayer Identification Number and Certification**

**Request for Taxpayer Identification Number and Certification (W-9)**

See <http://www.irs.gov/pub/irs-pdf/fw9.pdf> for an easy-to-complete version of this form.

(To be completed and submitted by *non-school district* applicants only)



**Request for Taxpayer Identification Number and Certification**

Form <b>W-9</b> (Rev. December 2014) Department of the Treasury Internal Revenue Service	<b>Request for Taxpayer Identification Number and Certification</b>	<b>Give Form to the requester. Do not send to the IRS.</b>
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Print or type See Specific Instructions on page 2.	<b>1</b>	Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.	
	<b>2</b>	Business name/disregarded entity name, if different from above	
	<b>3</b>	Check appropriate box for federal tax classification; check only <b>one</b> of the following seven boxes: <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____ Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner. <input type="checkbox"/> Other (see instructions) ▶ _____	<input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate
	<b>4</b>	Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>	
	<b>5</b>	Address (number, street, and apt. or suite no.)	Requester's name and address (optional)
	<b>6</b>	City, state, and ZIP code	
	<b>7</b>	List account number(s) here (optional)	

**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

**Note.** If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

<b>Social security number</b>					
<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%; border: 1px solid black; height: 20px;"></td> <td style="width:5%; border: 1px solid black; text-align: center;">-</td> <td style="width:25%; border: 1px solid black; height: 20px;"></td> <td style="width:5%; border: 1px solid black; text-align: center;">-</td> <td style="width:40%; border: 1px solid black; height: 20px;"></td> </tr> </table>		-		-	
	-		-		
<b>or</b>					
<b>Employer identification number</b>					
<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%; border: 1px solid black; height: 20px;"></td> <td style="width:5%; border: 1px solid black; text-align: center;">-</td> <td style="width:90%; border: 1px solid black; height: 20px;"></td> </tr> </table>		-			
	-				

**Part II Certification**

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

<b>Sign Here</b>	Signature of U.S. person ▶	Date ▶
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**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at [www.irs.gov/w9](http://www.irs.gov/w9).

**Purpose of Form**

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

*If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding? on page 2.*

By signing the filled-out form, you:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued).
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
- Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

 <p><b>SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION</b></p>	<p align="center"><b>Summer Reading Camp Community Partnership Grant</b></p> <p align="center">Office of Early Learning and Literacy</p> <p align="center"><b>Partner Identification and Funding Request Form</b></p>
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**Partner Identification and Funding Request Form**

Name of Applicant: \_\_\_\_\_

Name of Project: \_\_\_\_\_

Include a Partnership Identification Form for *each* partner institution/organization.

Name of Partner Institution	
Type of Institution/Organization	_____
Primary Contact Information	
Name	_____
Title	_____
Complete Address	_____
Telephone	Fax
E-mail	_____

On the form below, list *only* the funding this partner will receive from the grant.

Direct Cost Requested for Partner	TOTAL
1. Salaries & Wages  (Professional and Clerical)	\$
2. Employee Benefits	





**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

**Summer Reading Camp Community Partnership Grant**

Office of Early Learning and Literacy

**Timeline of Activities Template**

**Timeline of Activities Template**

<b>Start Date– End Date</b>	<b>Activity to Achieve Objective</b>	<b>Related Objective and Goal</b>	<b>Evidence that Proves Activity Has Been Completed <i>OR</i> Data to Be Collected from Activity</b>	<b>Persons/Agency Responsible</b>

**Optional Forms**  
**Developing a Plan of Operation for a Project**

**Grant Design Chart**

Goal:								
Objectives	Tasks/Activities	Begin/End Date	Personnel	Outcomes			Evaluation	Budget
				Short	Mid	Long		
A.	A-1:							
	A-2:							
	A-3:							
B.	B-1:							
	B-2:							
	B-3:							
C:	C-1:							
	C-2:							
	C-3:							
D:	D-1:							
	D-2:							
	D-3:							

## Goals, Objectives, and Outcomes Worksheet

Goal ____:	
Objective ____:	
Directions	
1. Identify a result you expect to achieve through this program.	
2. Describe what you will do to achieve this result.	
3. What data will you collect to prove that you have achieved this result?	

<p>4. Are there target benchmarks for progress toward achieving this result over time?</p>	
<p>5. Combine the information from Steps 1-4 into one sentence. (This combined statement is a performance measure)</p>	
<p>6. How long will it take to achieve this result?</p>	
<p>7. What baseline data will you need to have to measure achievement of this result?</p>	

### Action Plan Form

Objective: \_\_\_\_\_

(Each Objective requires an Action Plan Form)

Strategy	Activity	Result/Measurable Outcome	Timeline	Responsible Agency/Personnel	Budget Needed for Activity

### Elementary Schools Below 50% Poverty

District	School	Index
AIKEN 01	CHUKKER CREEK ELEMENTARY	36.44
ANDERSON 01	WREN ELEMENTARY	44.63
ANDERSON 02	WRIGHT ELEMENTARY	42.39
ANDERSON 05	MIDWAY ELEMENTARY SCHOOL OF SCIENCE AND ENGINEERING	35.44
ANDERSON 05	NORTH POINTE ELEMENTARY SCHOOL OF CHOICE	46.90
BEAUFORT 01	COOSA ELEMENTARY	38.75
BEAUFORT 01	OKATIE ELEMENTARY	45.59
BEAUFORT 01	PRITCHARDVILLE ELEMENTARY	46.19
BEAUFORT 01	RIVERVIEW CHARTER SCHOOL	39.09
BERKELEY 01	DANIEL ISLAND	16.83
BERKELEY 01	HOWE HALL AIMS SCHOOL	33.01
BERKELEY 01	MARRINGTON ELEMENTARY	16.55
CHARLESTON 01	ASHLEY RIVER CREATIVE ARTS	29.14
CHARLESTON 01	BELLE HALL ELEMENTARY	17.66
CHARLESTON 01	BUIST ACADEMY	12.82
CHARLESTON 01	CHARLES PINCKNEY ELEMENTARY	16.07
CHARLESTON 01	DRAYTON HALL ELEMENTARY	46.62
CHARLESTON 01	EAST COOPER MONTESSORI CHARTER	8.53
CHARLESTON 01	HARBOR VIEW ELEMENTARY	37.56
CHARLESTON 01	JAMES B EDWARDS ELEMENTARY	37.29
CHARLESTON 01	JENNIE MOORE ELEMENTARY	24.47
CHARLESTON 01	MAMIE WHITESIDES ELEMENTARY	36.49

<b>District</b>	<b>School</b>	<b>Index</b>
CHARLESTON 01	MONTESSORI COMMUNITY SCHOOL	33.06
CHARLESTON 01	MT PLEASANT ACADEMY	22.54
CHARLESTON 01	ORANGE GROVE CHARTER	34.12
CHARLESTON 01	STILES POINT ELEMENTARY	25.65
CHARLESTON 01	SULLIVANS ISLAND ELEMENTARY	11.03
DARLINGTON 01	CAROLINA ELEMENTARY	47.62
DORCHESTER 02	BEECH HILL ELEMENTARY	39.24
DORCHESTER 02	FORT DORCHESTER ELEMENTARY	36.37
DORCHESTER 02	OAKBROOK ELEMENTARY	49.14
FELTON LAB SCHOOL	FELTON LABORATORY SCHOOL	48.03
GEORGETOWN 01	COASTAL MONTESSORI CHARTER SCHOOL	32.79
GEORGETOWN 01	WACCAMAW INTERMEDIATE	44.32
GREENVILLE 01	AUGUSTA CIRCLE ELEMENTARY	20.91
GREENVILLE 01	BELL'S CROSSING ELEMENTARY	26.73
GREENVILLE 01	BETHEL ELEMENTARY	43.74
GREENVILLE 01	BRUSHY CREEK ELEMENTARY	47.75
GREENVILLE 01	BUENA VISTA ELEMENTARY	28.27
GREENVILLE 01	MONARCH ELEMENTARY	23.09
GREENVILLE 01	MOUNTAIN VIEW ELEMENTARY	48.46
GREENVILLE 01	OAKVIEW ELEMENTARY	20.10
GREENVILLE 01	PELHAM ROAD ELEMENTARY	33.29
GREENVILLE 01	PLAIN ELEMENTARY	47.39

<b>District</b>	<b>School</b>	<b>Index</b>
GREENVILLE 01	RUDOLPH GORDON ELEMENTARY	37.22
GREENVILLE 01	SARA COLLINS ELEMENTARY	44.63
GREENVILLE 01	STERLING SCHOOL	44.63
GREENVILLE 01	STONE ACADEMY	35.71
GREENVILLE 01	WOODLAND ELEMENTARY	49.59
HORRY 01	OCEAN BAY ELEMENTARY	39.08
HORRY 01	PALMETTO ACADEMY OF LEARNING & SUCCESS	44.72
LANCASTER 01	DISCOVERY SCHOOL OF LANCASTER	41.12
LANCASTER 01	HARRISBURG ELEMENTARY	28.15
LANCASTER 01	INDIAN LAND ELEMENTARY	31.31
LEXINGTON 01	DEERFIELD ELEMENTARY	46.44
LEXINGTON 01	LAKE MURRAY ELEMENTARY	31.46
LEXINGTON 01	MEADOW GLEN ELEMENTARY	30.19
LEXINGTON 01	MIDWAY ELEMENTARY	25.03
LEXINGTON 01	NEW PROVIDENCE ELEMENTARY	24.57
LEXINGTON 01	PLEASANT HILL ELEMENTARY	25.00
LEXINGTON 01	ROCKY CREEK ELEMENTARY	38.40
LEXINGTON 05	BALLENTINE ELEMENTARY	22.37
LEXINGTON 05	CHAPIN ELEMENTARY	33.41
LEXINGTON 05	IRMO ELEMENTARY	37.48
LEXINGTON 05	LAKE MURRAY ELEMENTARY	17.68
LEXINGTON 05	OAK POINTE ELEMENTARY	32.04
LEXINGTON 05	RIVER SPRINGS ELEMENTARY	28.50
PICKENS 01	CLEMSON ELEMENTARY	31.22

<b>District</b>	<b>School</b>	<b>Index</b>
RICHLAND 01	BRENNEN ELEMENTARY	42.82
RICHLAND 01	BROCKMAN ELEMENTARY	25.69
RICHLAND 01	ROSEWOOD ELEMENTARY	31.13
RICHLAND 01	SATCHEL FORD ROAD ELEMENTARY	44.15
RICHLAND 02	BETHEL-HANBERRY ELEMENTARY	41.07
RICHLAND 02	BOOKMAN ROAD ELEMENTARY	39.20
RICHLAND 02	KELLY MILL MIDDLE	49.43
RICHLAND 02	LAKE CAROLINA ELEMENTARY	19.96
RICHLAND 02	LAKE CAROLINA ELEMENTARY UPPER CAMPUS	22.06
RICHLAND 02	MULLER ROAD MIDDLE	44.21
RICHLAND 02	ROUND TOP ELEMENTARY	24.18
RICHLAND 02	SUMMIT PARKWAY MIDDLE	48.31
SCPCSD	BRIDGES PREPARATORY SCHOOL	43.45
SCPCSD	CAPE ROMAIN ENVIRONMENTAL EDUCATION CHARTER SCHOOL	39.46
SCPCSD	EAST POINT ACADEMY	45.85
SCPCSD	GREEN CHARTER SCHOOL	32.97
SCPCSD	LOWCOUNTRY MONTESSORI SCHOOL	39.27
SCPCSD	RIVERWALK ACADEMY	41.13
SCPCSD	YORK PREPARATORY ACADEMY	43.40
SPARTANBURG 05	ABNER CREEK ACADEMY	44.86
SPARTANBURG 05	REIDVILLE ELEMENTARY	47.35
SPARTANBURG 07	PINE STREET ELEMENTARY	39.30

<b>District</b>	<b>School</b>	<b>Index</b>
YORK 02	BETHEL ELEMENTARY	33.09
YORK 02	CROWDERS CREEK ELEMENTARY	23.75
YORK 02	GRIGGS ROAD ELEMENTARY	37.30
YORK 03	INDIA HOOK ELEMENTARY	44.91
YORK 04	DOBY'S BRIDGE ELEMENTARY	10.64
YORK 04	FORT MILL ELEMENTARY	34.73
YORK 04	GOLD HILL ELEMENTARY	21.42
YORK 04	ORCHARD PARK ELEMENTARY	19.52
YORK 04	PLEASANT KNOLL ELEMENTARY	19.24
YORK 04	RIVERVIEW ELEMENTARY	41.36
YORK 04	SPRINGFIELD ELEMENTARY	26.75
YORK 04	SUGAR CREEK ELEMENTARY	29.32
YORK 04	TEGA CAY ELEMENTARY	10.36

## Appendix G. Data Collection Template

District		Teacher Name					Attendance percentage									
									#DIV/0!							
Location		Literacy Endorsement? Yes or No					Indicate with an "x" the level used - Instructional or Independent.									
Student Last Name	Student First Name	Grade Level 2015-16	Gender	Attendance % (transfers from attendance sheet)	No IEP or 504 Plan? Indicate by inserting an "x"	Special Education Services? Please indicate.	Instructional Level Recorded?	Independent Level Recorded?	Pre-Assessment Reading Level	Midpoint Running Record Level	Post Assessment Reading Level	Analysis of Results	Promoted?	Ethnicity	ELL? (Y/N)	SUNS #
1				0.0%												
2				0.0%												
3				0.0%												
4				0.0%												
5				0.0%												
6				0.0%												
7				0.0%												
8				0.0%												
9				0.0%												
10				0.0%												
11				0.0%												
12				0.0%												
13				0.0%												
14				0.0%												
15				0.0%												

## Appendix H.

### Instructional Grade Level Equivalence Chart

<b>Instructional Grade-Level Equivalence Chart</b>					
Grade	Fountas & Pinnell	DRA2	DOMINIE	Equated Grade	LEXILE CORRELATION
Kindergarten	A	A, 1, 2	1, 1A-B	1 (0.1) 1A (0.3) 1B (0.6)	
	B	A, 1, 2	2	2(0.9)	
	C	3	2A-B, 3	2A (1.0) 2B (1.1) 3 (1.2)	25-50
Grade 1	D	4	3A, 3B	3A (1.2) 3B (1.3)	75-100
	E	6-8	4,4A	4 (1.3) 4A (1.4)	125-150
	F	10	4B, 5	4B(1.5)	175-200
	G	12	5A-B, 6	5A (1.6) 5B (1.7) 6 (1.7)	225-250
	H	14	6A-B	6A (1.8) 6B (1.9)	275-300
	I	16	7	7(2)	325
	J	18	7	7(2)	350-400
Grade 2	K	20	7A-B, 8	7A (2.1) 7B (2.3) 8 (2.5)	425-450
	L	24	8A-B, 9	8A (2.7) 8B (2.9) 9 (3.0)	475-500
	M	28	8A-B, 9	8A (2.7) 8B (2.9) 9 (3.0)	525
Grade 3	N	30	9 A-B, 10	9A (3.1) B (3.3) 10 (3.5)	550-600
	O	34	10A-B, 11	10A (3.7) 10B (3.9) 11 (4)	625
	P	38	10A-B, 11	10A (3.7) 10B (3.9) 11 (4)	650-675
Grade 4	Q		11A-B	11A (4.1) 11B (4.3)	700-750
	R		12, 12 A	12 (4.5) 12A (4.7)	750-785
	S	40	12 B, 13	12B (4.9) 13 (5.0)	800-825
Grade 5	T	40	13 A-B	13A (5.1) 13B (5.3)	850
	U	50	14, 14 A	14 (5.5) 14A (5.7)	860
	V		14 B, 15	14B (5.9) 15 (6.0)	875
Grade 6	W	60			880
	X				900-925
Grade 7	Y	70			925-935
Grade 8	Z	80			960 -1000

**The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director at 803.734.6148.**