

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



APPLICATION FOR GRANTS
UNDER THE

Preschool Pay For Success Feasibility Pilot Grant

CFDA # 84.419C

PR/Award # S419C170021

Grants.gov Tracking#: GRANT12263945

OMB No. 1810-0728, Expiration Date: 08/31/2019

Closing Date: Oct 06, 2016

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

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

The Legacy Charter School

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel		10,644.00				
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☒ No

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☒ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S419C170021

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

Project Abstract

Project objectives and activities

Legacy Charter School is proposing the completion of a Pay for Success (PFS) Feasibility Study pilot grant to determine the viability of using PFS to provide high-quality 3 and 4-year-old preschool classes to the children of the West Greenville community who do not currently have access to quality preschool.

Legacy Charter is currently in the early planning stages of building a preschool facility.

Legacy Charter School seeks to explore utilizing the *Every Child Ready* model, developed by AppleTree Institute. *Every Child Ready* is a comprehensive instructional model piloted in 31 AppleTree Early Learning Public Charter School classroom in Washington, D.C. The model was further developed through a U.S. department of Education Investing in Innovation (i3) grant, awarded in 2010.

The proposed Pay for Success Preschool Partnership will build off of Legacy Charter's existing partnerships, with a specific focus on early childhood. Partners will include the existing partners at Greenville Hospital System and Furman University; an intermediary and partner in the feasibility study process with extensive experience in early childhood and PFS research; an evaluator, to be determined through a competitive bid; and other engaged philanthropic and civic organizations. Legacy Charter will serve as the lead agency on this PFS feasibility study.

A contractor will conduct the feasibility study and Legacy Charter will develop a Request for Proposals for an evaluator to join the PFS Partnership. As an independent evaluator will be necessary if a feasibility study finds a PFS project is viable, evaluation experts recommend engaging with an evaluator early in the process.

The proposed project will be made up of the following activities: identification of outcome(s) sought; assessment of community needs, assets, and capacity; identification of a challenge(s) or barrier(s) for serving the particular population and determination of the total costs associated with the lack of intervention; identification of interventions that can achieve the desired outcome(s); projection of the potential public value; determination of the willingness and capacity of stakeholders to implement a PFS project; and development of a rigorous evaluation methodology to determine if the selected outcome measures have been achieved. Throughout the process, the Partnership will engage stakeholders to ensure buy-in to the PFS project, gather their expertise, and receive feedback on the feasibility study. Feedback from locally engaged experts will ensure that any potential project has viability on the ground.

Applicable priorities

This project will focus on the applicable priority of Feasibility Study.

Proposed project outcomes

This project would focus on to improving the kindergarten readiness of community children through measures of cognitive, social, emotional, language, vocabulary, and pre-literacy skills. Preschool Pay for Success Feasibility study offers Legacy Charter the opportunity to assess and strengthen data systems and infrastructure needed to track children's near and longer-term outcomes. We include Kindergarten readiness as an outcome, as assessed by the Greenville Kindergarten readiness assessment, "Profile of the Ready Kindergartener." Legacy Charter does not intend to explore possible outcome measures related to placement in special education services during this feasibility study. We include the ASQ (Ages and Stages Questionnaire), ASQ-SE (Ages and Stages Questionnaire- Social, Emotional), and PPVT (Peabody Picture Vocabulary Test) among the developmentally-appropriate assessments that will be used to measure outcomes. The *Every Child Ready* model includes literacy and math summative assessments to measure growth three times throughout the year.

Preschool Feasibility Study Pilot

Grant Application

Legacy Charter School

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Application Narrative

Need for Project

Legacy Charter School proposes expanding their school model to serve the community's 3 and 4 year olds. Providing high-quality, early enrichment experiences for the county's most vulnerable young children would help them enter the K-12 system more prepared academically and socio-emotionally, fostering school readiness for accelerated learning and creative exploration.

Legacy Charter is a K-12 early college charter school located in Greenville, South Carolina. The school, in its seventh year of operation, served more than 1,250 students across K5-12 in the 2015-2016 school year, including 300 Dual Language Learners (DLLs). Over half of Legacy students live below the Federal Poverty Level and 100% percent of students receive free lunch. Legacy Charter School's mission is "to offer a quality, rigorous, and relevant educational program leading to college graduation and empowering underserved urban students to become productive, fit, principled citizens in a changing

society” with a vision of every student getting to and through college graduation. Legacy has successfully had 100 percent of its high school graduates accepted at 2 or 4-year college programs and seeks to increase the focus on student success in the early years by introducing pre-K to its program.

Legacy features two campuses, with the elementary campus serving grades K5 -4 and the Parker campus serving grades 5 -12. The portion of West Greenville that Legacy predominantly serves, known locally as the “Legacy Zone,” is a low-income community serving three of the county’s most underserved census tracts (tracts 22.01, 22.02, and 37.04).

Legacy Charter School enrolls students who are facing considerable needs. The vast majority of students (88.5 percent) are eligible for Medicaid, SNAP, or TANF benefits, or were homeless, in foster care, or migrant students. The rate of students with disabilities is 12.4 percent (elementary schools with similar populations have a rate of 13.1 percent).

Before Legacy's involvement, West Greenville had the highest high school dropout rate in the county, with graduation rates as low as 54 percent. Only 7 percent of those students would attend college, and only 3 percent of those would graduate from college – virtually guaranteeing a continuation of West Greenville’s multi-generational poverty.

Approximately 56 percent of Legacy students are African-American and 33 percent are Hispanic. The median annual income for families in the community is under \$23,000, less than half of Greenville County’s median income of \$46,800². Approximately 55 percent of Legacy’s students live in poverty.

¹ <http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301613.pdf>

² *Legacy Zone Community Assessment, 2011*

West Greenville's educational challenges are multi-faceted and represent a combination of historic economic challenges and educational failings. Legacy Charter serves a neighborhood where the per capita income of residents is lower than that found in 98.9% of the neighborhoods in America. The community battles high crime and unemployment rates. Community members have a 1 in 12 chance of being a victim of violent crime and unemployment consistently hovered between 9-16 percent. Even if a West Greenville student did manage to graduate from high school, his/her prospects of finding gainful employment within the community and escaping multi-generational crime and poverty were extremely low.

Legacy Zone students face serious challenges after the traditional school day ends, with 65-75% coming from single-parent homes. Most of these single parents hold 2-3 jobs and find it challenging to schedule their work hours to coincide with school dismissal. Without a structured after school program, Legacy's students (many of whom enter the school up to three years behind academically and behaviorally) face a critical educational shortfall affecting their academic, physical, and nutritional well-being.

Despite the challenges Legacy students face at home, Legacy Charter provides a rich instructional experience that is closing achievement gaps across the Legacy Zone. MAP (Measures of Academic Progress) data show that 65% of Legacy Kindergarteners enter school already below grade level. At the end of the 2015-2016 academic year, 41% of these students are reading at or above grade level. The gaps continue to close as children progress through the school.

Public 4K is offered in Greenville County Schools in 28 of its 52 elementary schools, and in six Child Development Centers across the county. There are a total of 81 classrooms serving the County's

approximately 6,500 four year olds.³ Greenville County enrolled roughly 1,600 four year olds in the 2016-2017 school year and typically sees an extensive waiting list for enrollment. During 4K Pre-Registration for the 2016-2017 year, the county screened more than 2,000 children for Pre-K enrollment. Public 3K is not offered in Greenville County.

Across South Carolina, roughly 47% of the state's four year olds were enrolled in Pre-K during the 2014-2015 school year, with enrollment steadily rising over the past five years⁴. The state's Child Development Education Program (CDEP) meets 6 out of NIEER's 10 Quality Standards benchmarks.⁵

As a school, Legacy employs a three-part educational strategy for excellence:

- **Academic Excellence:** Legacy students who score less than 80% in any class attend an extended-day program for assistance.
- **Physical Education:** Legacy is the only public school in South Carolina with PE every day for every K5-12 student.
- **Superior Nutrition:** Legacy serves only healthy meals with whole grains and fresh produce. No fried foods, sodas, or junk foods are allowed on campus. All students receive two healthy meals per day that exceed USDA standards and guidelines for healthy eating.

Demand is high to attend Legacy Charter. Ninety-one students are currently on the waitlist to enroll.

Quality of the Preschool Program Design.

³ American Community Survey, Table B09001, 2010-2014

⁴ NIEER Yearbook

⁵ 2015 NIEER Yearbook

Legacy Charter School seeks to explore utilizing the *Every Child Ready* model, developed by AppleTree Institute. Every Child Ready is a comprehensive instructional model piloted in 31 AppleTree Early Learning Public Charter School classrooms in Washington, D.C. The model was further developed through a U.S. department of Education Investing in Innovation (i3) grant, awarded in 2010.⁶ According to AppleTree, the model is meant to “meet children where they are in their academic, social, and emotional development in a way that supports their growth and school-readiness,” with specific strategies embedded for English Language Learners and Low Language students. Rather than a prescriptive curriculum, *Every Child Ready* operates as an instructional framework focused on the comprehensive domains of literacy, language, math, science, social studies, physical development, creative arts, and social emotional development.⁷

Every Child Ready includes three main components the Attributes Framework, Curriculum, and Quality Indicator Observation Tool (QI). These three components address how to teach 3 and 4K student effectively with age-appropriate instruction and responsiveness, what to teach throughout the school year, and ways to measure effectiveness. All three are aligned to ensure children are supported in their social, emotional, and cognitive learning needed for success in kindergarten and beyond and are designed to build the pre-literacy, language, and vocabulary skills for under-resourced children. The following program standards align with the Department of Education’s suggested standards of high-quality preschool programs:

- Evidence-based curriculum: The curriculum builds 10 thematic units with engaging, standards-based lessons, family resources, and assessments. This curriculum is linked to the Common Core

⁶ <http://www.appletreeinstitute.org/every-child-ready/>

⁷ <http://www.appletreeinstitute.org/every-child-ready/history-and-development/>

State Standards, and is informed by the Attributes Framework's evidence-based model of instructional practices.

- High-quality professional development for all staff: The *Every Child Ready* model's Attributes Framework includes "aligned professional development define effective classroom structures and practices that impact children's learning and development" and a tool for process monitoring and continuous quality improvement cycles. The "Quality Indicator Observation Tool" is a classroom observation tool informed by well-demonstrated characteristics of quality classroom environments and instruction. This tool allows school leadership to inform professional development opportunities based on teacher and school strengths or areas of improvement. It encourages reflection on practice and delivery for continued classroom environment and instructional quality. It is aligned to the following standard classroom quality indicators: Classroom Assessment Scoring System (CLASS), Early Language and Literacy Classroom Observation (ELLCO), Sheltered Instruction Observation Protocol (SIOP designated for DLL instruction). In addition to process monitoring, the QI Tool includes developmentally-appropriate, summative assessments for math and literacy to monitor student progress 3 times throughout the year.
- High qualifications for teachers (generally, BA and specialized training; more details in definitions section of instructions): *Every Child Ready* requires full day operation, with designated times for nap and play, led by a bachelor degreed teacher. Legacy Charter's teacher development pipeline includes lead teachers and assistant teachers in the classroom, and master teachers to help with curriculum development, instructional practice, and teacher support.

- Child-to-instructional staff ratio of no more than 10 to 1: AppleTree encourages Preschool operators to employ low student to teacher ratios to foster more positive interactions between children and their teachers. This ratio can range from 5:1 to 10:1. Currently, Legacy schools commit to low student teacher ratios, with classes not exceeding 22 students at the elementary, middle, and high school levels.
- Inclusion of children with disabilities, at-risk children, such as homeless children and English language learners: The *Every Child Ready* model requires developmental screening and support services for all children, including social worker supports, and differentiated instruction to meet and further support the needs of children based on their progress. Professional development is tailored to foster this type of instruction. Providing at least two meals a day is required to ensure children are receiving the adequate nutrition they need to be ready to learn.

By administering AppleTree Institute's *Every Child Ready* model, Legacy's proposed 3 and 4K classes would exceed South Carolina's CDEP quality standards and meet all 10 of NIEER's recommended Quality Standards. The AppleTree model requires universal developmental screening and referral services, meals and snacks, and site monitoring, filling CDEP's existing gaps in quality. This multidimensional approach to curriculum and differentiated instruction, aligned and responsive professional development, and process monitoring, is designed to increase teacher effectiveness and student achievement.

Legacy's current model of high quality nutrition and commitment to physical fitness would extend to the preschool and further support child development.

South Carolina's student population faces serious health problems related to obesity, with more than 30 percent of the state's high school students overweight or obese. According to another study, as high as 75 percent of youth ages 5-17 do not regularly participate in a daily physical activity or exercise for at least 60 minutes a day (*South Carolina Children's Health Assessment Survey, 2013*). A vibrant part of this wellness model is Legacy Charter's Physical Activity Program, a daily PE syllabus designed for students of each grade level – the only public school in South Carolina to offer daily PE to every K5-12 student. The rationale behind daily PE stemmed from numerous studies that revealed youth are better able to concentrate on their classroom tasks immediately after physical activity, which in turn can lead to enhanced learning (*Active Living Research, 2009*).

In keeping with the long-term goal to make Legacy a geographically scalable model, Legacy formed a partnership with Greenville's Furman University to oversee the physical fitness curriculum and to research outcomes. The Furman-Legacy partnership has now produced nine scientific research papers and abstracts, several of which have been published in national professional journals, leading to ten presentations at international science conferences. Most importantly, Furman's evaluations have produced irrefutable, quantitative evidence that Legacy Charter's physical activity program (as compared with two control schools of similar demographics that do not have daily PE) produces students with higher increases in key cognitive measures (i.e., Fluid Intelligence and Perceptual Speed) and that significantly outperform control students in vital areas of physical fitness (i.e., muscular strength, muscular endurance, and BMI composition). Dr. Julian Reed, ED.D., MPH, has chronicled Legacy's annual quantitative results and longitudinal findings (<http://legacycharterschool.com/fitness.php>).

Legacy's commitment to creating an environment of total student wellness involves a complete school commitment to superior nutrition. As a Title 1 School and member of the USDA Community Eligibility Provision, 100 percent of Legacy's students currently receive free breakfast and lunch. Students who stay for the extended-day program receive a free healthy supper. Students from the Legacy Zone live in a federally designated food desert defined as "parts of the country void of fresh fruit, vegetables, and other healthful whole foods, usually found in impoverished areas" (*American Nutrition Association, 2015*). Historical census tracts that comprise West Greenville's Legacy Zone showed over 24 grocery stores all now out of business leaving residents dependent on a handful of area convenient stores and the highly-processed, low-nutritional value food they sell. To meet this dietary challenge and inspire generational changes in eating behavior, Legacy implemented a wellness policy on nutrition that exceeds the United States Department of Agriculture's guidelines for healthy school meals. Legacy guidelines contain commitments to providing the following:

Child nutrition professionals associated with food service management companies (FSMC) will provide students with access to a variety of healthy and appealing foods that meet the nutritional needs of students, accommodate religious, ethnic, and cultural diversity, and plan for student allergies.

LCS will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs.

To the maximum extent practicable, Legacy will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program [including suppers]).

Legacy will serve no fried foods, junk foods, or sodas, and no vending machines will be featured on either Legacy campus.

In addition to supporting the health and wellness of the students, Legacy has a commitment to providing enriching experiences for its family members. Legacy recently completed construction of a 21st Century Media Center that will provide services that simply did not exist for the majority of West Greenville's more than 12,000 residents. The Media Center will operate approximately 45 hours each week including extended community evening hours twice a week providing a population that currently has no access to a public library and limited home access to technology and the internet regular access to reading choices, computer time, and digital resources.

To encourage and heighten community outreach, Legacy's Media Center will host evening and weekend classes for adults in our community, with classes offered for GED, ESL, technology literacy, digital literacy, and financial literacy. These classes will produce career readiness in West Greenville, allowing residents more opportunities for professional advancement and enabling more economic independence.

Appropriate Intervention, Targeted Outcomes

Children show significant academic and social gains after participating in AppleTree's 3 and 4K classrooms. "AppleTree alumni recognize 25 percent more letters in kindergarten and have better oral reading fluency in first grade (scoring 20 points higher on tests) than their non-AppleTree peers. Additionally, AppleTree alumni are stronger oral readers by second grade (70 percent higher)."⁸

⁸ Invest in a Strong Start for Children: A Toolkit for Donors on Early Childhood. 2016 Center on High Impact Philanthropy, University of Pennsylvania. Retrieved from <http://www.impact.upenn.edu/>

The Center on High Impact Philanthropy at the University of Pennsylvania has compiled the demonstrated short, mid, and long term outcomes associated with the *Every Child Ready* model's use in AppleTree's DC preschool classrooms.

"Exposure to the *Every Child Ready* model diminishes the achievement gap in early vocabulary, literacy, and math skills for at-risk children in AppleTree schools according to data from AppleTree's 2011-2013 i3 evaluation study. Ninety percent of these children completed preschool scoring within "normal" ranges on commonly used tests of key language, vocabulary, or literacy skills and, as a result, are much less likely to be assigned to special education or held back a grade level. A study of AppleTree alumni conducted just before *Every Child Ready's* official rollout in 2011 found that AppleTree graduates in the early grades of district public schools were performing as well or better on average than their peers on common literacy measures. In the long term, according to other longitudinal studies, early success in these areas has been linked to lower rates of high-school dropout, behavior issues, crime, and unemployment, among other outcomes."

The Center on High Impact Philanthropy notes the following impacts:

Short-term impacts:

- Improved reading and math scores, regardless of family income, but greater for at-risk students
- Performance within the national average range at the end of the school year on commonly used end of the year assessments for low-income students and DLL. The Center on High Impact Philanthropy notes, "scoring at or near the national mean is notable, given studies that show that children with multiple risk factors can score as low as 59.7 on the PPVT."⁸

Mid-Term Impacts:

- A 2011 study of children who completed AppleTree pre K noted performance on par or better than their peers upon entry into elementary school.
- The District of Columbia Public Schools early literacy test showed AppleTree students entered kindergarten with stronger letter recognition skills than the average student with longer lasting effects; 30% higher oral reading skills in first grade than the average DCPS student, with no evidence of fade out effects in second grade.

Long-Term Impacts:

- While no longitudinal research has yet been conducted on AppleTree alumni, there exists robust longitudinal studies conducted on similar programs. Children who attend high quality preschool show a reduced need for special education services or grade retention, higher graduation rates, better health and long term employment, along with lower rates of costly social behaviors, like substance abuse or involvement with the juvenile justice system.

Every Child Ready is designed to close the achievement gap between “at-risk” three- and four-year-old children and their more advantaged peers. The model is unusual in that it not only provides a comprehensive approach for teaching preschoolers, but it is also rigorous in measuring outcomes.

AppleTree opened its first preschool in 2005 and spent six years developing the *Every Child Ready* model that officially debuted in 2011. As of 2016-17, AppleTree educates approximately 1,200 children at ten charter preschools in high-need neighborhoods. It has reached an additional 1,000 children through nine partner schools and community-based organizations throughout the District of Columbia, as well as one in New York City.

Process measures and classroom environment are important contributing factors to overall preschool academic and social outcomes. AppleTree is clear on process measurement, reflection, and

improvement and includes clear measures on classroom environment, student-teacher interaction, and teaching pedagogy. Student outcomes are the most important measurement. This project is aimed to improve the cognitive, social, emotional, language, vocabulary, and pre-literacy skills of 3 and 4 year olds living in the Legacy Zone. Many of these outcomes are easily measurable through commonly used metrics in early learning programs pre-entry and post completion. We include the ASQ (Ages and Stages Questionnaire), ASQ-SE (Ages and Stages Questionnaire- Social, Emotional), and PPVT (Peabody Picture Vocabulary Test) among the developmentally-appropriate assessments that will be used to measure outcomes. Additionally, AppleTree includes literacy and math summative assessments to measure growth three times throughout the year.

We include Kindergarten readiness as an outcome, as assessed by the Greenville Kindergarten readiness assessment, “Profile of the Ready Kindergartener” as developed by Greenville County First Steps. South Carolina First Steps is the state’s comprehensive early childhood initiative, supported by state and county offices. County Partnerships, like Greenville County First Steps, are responsible for meeting local needs and identifying collaborative opportunities to help our state’s youngest learners. The State level board and staff support statewide priorities, programs, and assist local partnerships in meeting the needs of families statewide.

Ideally, these measures will be used for curriculum planning and instructional support, not high-stakes evaluation. While there will be no control group for these evaluations, growth across domains is a strong indicator of the success of the program.

The AppleTree instructional model is the most appropriate model for Legacy's students, as it was designed for low-income students in high-needs communities in order to close socio-economic and racial achievement gaps. It is inclusive to DLLs and provides differentiated instruction for differing needs.

Legacy's commitment to physical fitness and wellness would extend to the preschool. The evaluation partnership with Furman University have produced irrefutable, quantitative evidence that Legacy Charter's physical activity program (as compared with two control schools of similar demographics that do not have daily PE) produces students with higher increases in key cognitive measures (i.e., Fluid Intelligence and Perceptual Speed) and that significantly outperform control students in vital areas of physical fitness (i.e., muscular strength, muscular endurance, and BMI composition). Dr. Julian Reed, ED.D., MPH, has chronicled Legacy's annual quantitative results and longitudinal findings. Currently, Elementary and Middle grades students participate in the study. Findings include:

- Legacy Charter elementary and middle school students observed a significant increase on 75% of the cognitive measures (i.e., Fluid Intelligence) compared to 45% for control school students in Year 6.
- Legacy Charter elementary school students observed a significant increase on 75% of the cognitive measures (i.e., Perceptual Speed) compared to 0.00% for control elementary school students in Year 6.

Providing preschoolers with an appropriate amount of time to play and be physically fit will promote health and wellness and further support cognitive development and learning.

Project Financing

Legacy Charter School's current operating budget is funded primarily through the State Education & Finance Act and Federal Title I and USDA sources. Additional money is solicited through local fundraising, including the United Way and individuals.

William W. Brown, Legacy Charter School's Board Chair, has provided the majority of school facilities and financing through local foundations. William will contribute personal time necessary to design and operate the preschool facility. Pay for Success Financing is an attractive financing tool for Legacy Charter. As a public charter school, Legacy receives federal, state, and private philanthropic dollars to pursue their mission. Preschool building construction plans are already underway.

State CDEP (Child Development Education Program) dollars are available to public schools offering preschool. These funds, while significant per child (roughly [REDACTED]/per child), are not appropriate for Legacy's student population. According to 2015 NIEER Yearbook "All pre-K classes must be conducted in English only. In efforts to support teachers working with DLLs, professional development in best practices on teaching DLLs was offered statewide through a partnership with the Department of Social Services and other partners. In kindergarten, proficiency benchmarks have been established to exit children from DLL status." As Legacy is committed to inclusive learning and providing adequate supports for its significant DLL population, CDEP funds would preclude Legacy from providing an enriching learning experience for all of the community's children.

The Preschool Pay for Success Feasibility study offers Legacy Charter the opportunity to assess and strengthen data systems and infrastructure needed to track children's near and longer-term outcomes. Legacy Charter is designed to offer students a continuous pipeline of high quality instruction from kindergarten to high school graduation. Adding preschool classrooms would allow

Legacy to understand the differing impacts of preschool and other early learning programs on their students' outcomes such as 3^d grade reading and math achievement scores and high school graduation. To do so will require coordination between school data teams.

Legacy Charter does not intend to explore possible outcome measures related to placement in special education services during this feasibility study, but rather will focus on the outcomes indicated above.

Quality of the Preschool PFS Partnership.

The proposed Pay for Success Preschool Partnership will build off of Legacy Charter's existing partnerships, with a specific focus on early childhood. Partners will include the existing partners at Greenville Hospital Systems and Furman University; an intermediary and partner in the feasibility study process with extensive experience in early childhood and PFS research; an evaluator, to be determined through a competitive bid; and other engaged philanthropic and civic organizations. Legacy Charter will serve as the lead agency on this PFS feasibility study.

Legacy Charter will develop a Request for Proposals for an evaluator to join the PFS Partnership. As an independent evaluator will be necessary if a feasibility study finds a PFS project is viable, evaluation experts recommend engaging with an evaluator early in the process. The evaluator will play a role throughout the feasibility study to weigh in on methods for outcomes, referrals, data tracking, and other components of a PFS project that could shape a potential evaluation and will lead the development of a rigorous evaluation methodology for the outcome measures determined in a feasibility study. Legacy and its partners will develop a scope of work to use in selecting an evaluator, but at a minimum, the evaluator must:

- Have expertise in education research, specifically related to early childhood education;
- Be committed to rigor, demonstrated by meeting What Works Clearinghouse Evidence Standards (with or without reservations, depending on methodology);
- Collect and maintain project and client data, considering the pros and cons of collecting individual data or utilizing existing administrative data; and
- Supply project data to the relevant participating parties or designees.

Steven Jones

Mr. Jones is the current Associate Executive Director of Legacy Charter Schools. In this position, he coaches and manages all of the Legacy Charter School Principals in the best practices of school leadership. In addition, Mr. Jones is a part of the senior executive team and sets and maintains the vision for the organizations culture and operations. In the Preschool Pay for Success Feasibility Study, Mr. Jones will be the Project Champion and will be responsible for overseeing the execution of the project progress measures and milestones.

David Gantt

David Gantt is the current Director of Campus Technology. He is responsible for the procurement and maintenance of Legacy Charter School's technology infrastructure as well as leading the organization on data management and implementation of Legacy's data-driven solutions. In the Feasibility Study, Mr. Gantt will be the Data Manager and will be responsible for with maintaining a platform for relevant data (e.g. child welfare, Medicaid, education) and will conduct analyses as needed.

Gretchen Taylor

Gretchen Taylor is the current Controller for Legacy Charter Schools. Mrs. Taylor is responsible for managing daily finances, and establishing and managing internal controls and procedures. Mrs. Taylor is

also responsible for internal and external financial reporting, grant acquisitions, and regulatory use. A Certified Public Accountant, Mrs. Taylor has diverse experiences ranging from working in property accounting with Extended Stay America and most recently as an Engagement Supervisor for McAbee, Swartz, Hallidy and Company. Mrs. Taylor's experience will be utilized on the finance team in establishing the fiscal policies and controls for Legacy's Preschool project.

William W. Brown, CPA, PFS

William Brown believes in the success of every child. His life-long advocacy for education is reflected in his passion for creating opportunities where underserved children can "be all they can be." As Founder and Board Chair of Legacy Charter School, Mr. Brown is transforming education in South Carolina with a unique school model that combines academic excellence, physical fitness, and superior nutrition.

Mr. Brown graduated from The Citadel after completing four years of military service. He was among the first CPAs in the country to earn the board specialization, PFS (Personal Financial Specialist) from the American Institute of Certified Public Accountants. In 1977, William opened a CPA firm in Greenville, and in 1995, he formed an Investment Advisory Firm, now known as Family Legacy, Inc.

Actively involved in the success of the Upstate, William has served on community boards that support the arts and education, including the Peace Center, the Greenville Tech Foundation, the Greenville Symphony Orchestra, and Limestone College. In addition to being Board Chair of Legacy Charter School, he currently serves on the board of the Peace Center (the performing arts center in Greenville).

Mr. Brown will serve as the Project Champion for this Feasibility Study, overseeing the project's strategic direction and work plan.

[Quality of the Work Plan.](#)

A contractor will conduct the feasibility study. We are initiating a sole source procurement process with the Institute for Child Success (ICS). If that process is completed as intended, ICS staff will conduct much of the feasibility study work; if not, Legacy Charter School will proceed with other procurement procedures to secure assistance from an organization with comparable experience in both PFS financing and early childhood systems.

The Institute for Child Success (ICS) is a nonprofit research and policy organization that aims to ensure the success of all young children by fostering public and private partnerships to strengthen early childhood systems. ICS works on PFS financing because it has the potential to bring new resources to early childhood systems and to make those systems more effective by helping government, service providers, and funders focus on outcomes for children.

ICS has been at the forefront of national efforts to advance PFS financing for early childhood programs since mid-2012 when it began to explore PFS financing to expand the Nurse-Family Partnership in South Carolina. That work, along with the statewide working group ICS convened on social impact finance, resulted in a state-led procurement process for a PFS contract and the 2016 announcement of the first PFS deal in the South. ICS has been a leader in PFS nationally, organizing national conferences on PFS for early childhood and developing knowledge through publications, convenings, and webinars.

The Corporation for National and Community Service's (CNCS) Social Innovation Fund (SIF) awarded the Institute for Child Success more than [REDACTED] through a highly competitive open grant competition. ICS is one of only eight organizations nationwide to receive this funding, and the only organization exclusively focused on early childhood. Through SIF support, ICS conducts feasibility studies and prepares jurisdictions for transaction structuring focused on early childhood interventions. Through its work with the Social Innovation Fund, ICS has developed a number of resources and tools to explore

whether an early childhood intervention is a good fit for a PFS project.

At the time of this application, ICS has conducted the following feasibility studies for PFS in early childhood:

- South Carolina regarding Nurse-Family Partnership (NFP);
- Connecticut regarding Triple P (Positive Parenting Program);
- Greenville, South Carolina regarding 4-year-old kindergarten expansion;
- Sonoma County, California regarding NFP and high-quality preschool;
- Washington state on its Home Visiting Services Account;
- Spartanburg, South Carolina on a continuum for families with children prenatal to age 5.

In April 2016, ICS announced its next cohort of jurisdictions for technical assistance, which will conclude in early 2017.

- The City of Evansville, Indiana, working to expand high-quality preschool education;
- The City of Tempe, Arizona, working to improve early childhood experience through universal preschool, home-visiting, and family supports;
- The Children and Families Commission of Orange County, California, working to improve child welfare outcomes through its Neighborhood Resource Network;
- The Tennessee Commission for Children and Youth, working to expand evidence-based early childhood home visiting.

ICS's technical assistance will help jurisdictions assess the viability of PFS financing and do the significant groundwork needed to launch a procurement process for PFS or other outcomes-based funding for high-quality early childhood interventions, if found feasible through ICS's assistance. The

feasibility study is an *exploration* of PFS financing, and the definitive use of PFS financing to expand early childhood interventions is not a foregone conclusion. However, if the study concludes PFS financing is not feasible, ICS and the jurisdiction will work to prepare a useful analysis of which outcomes need improvement, which programs have been shown to achieve those outcomes, and how the jurisdiction could expand effective programs to serve children and families in need.

ICS staff will work with staff from the jurisdiction, and potential stakeholders (e.g. local advocates), to conduct program and intervention analyses, engage stakeholders, construct budget analyses, identify programs, and build the support necessary to determine whether a PFS financing transaction can be launched. At the end of the technical assistance period, jurisdictions will decide whether or not to pursue Pay for Success financing. If appropriate, jurisdictions will be well positioned to negotiate and close a financing transaction. ICS will conduct at least two to three in-person visits to the jurisdiction during the feasibility study period, as well as have weekly or bi-weekly check-in calls.

The proposed work plan aligns with the feasibility study components outlined by the Department of Education; it is based on a process which has been used for several other PFS feasibility studies. The work plan will incorporate the following steps:

- Identification of outcome(s) sought, in particular for the population being served
 - Review evaluation research on the *Every Child Ready* program, gauging the strength of this research and of any similar programs
 - Review experience and data from local implementations of similar program, including data on Kindergarten readiness

- Determine which outcomes are appropriate for PFS. Consider short-, medium-, and long-term outcomes, including social-emotional outcomes
- Determine current baselines for those outcomes and project likely impacts of program on these baselines
- Consult with leading researchers and experts on preschool
- Assessment of community needs, assets, and capacity;
 - Determine needs within Greenville County and opportunities for Legacy Charter School to expand preschool offerings
 - Conduct service provider site visits and surveys as necessary for those who have implemented Every Child Ready or similar innovative programs
 - Assess provider capacity to expand; data management capacity; and interest in expansion
- Identification of a challenge(s) or barrier(s) for serving a particular population or addressing a social issue and determination of the total costs associated with the lack of intervention;
 - Produce a cost estimate for scale-up that incorporates infrastructure necessary for effective implementation in
 - Identify any challenges to scale-up that could be encountered
 - Identify statutory or legal barriers to using PFS, and develop a strategy for addressing
- Identification of interventions that can achieve the desired outcome(s);
 - Summarize current inventions of interest in Greenville, including eligibility criteria and barriers to participation

- Highlight how design of program ensures it is high quality
- Report goals, objectives, and outcomes to be achieved by the *Every Child Ready* model, which are clearly specified and measurable and will demonstrate student success
- Projection of the potential public value, including any savings, to be achieved through potential interventions;
 - Determine baseline measures for outcomes in target population and project change in outcomes that would result from expansion
 - Determine potential benefits of preschool program, monetizing these benefits where possible
 - Consider other indicators of value of outcomes to government(s)
 - Examine which agencies (local, state, federal) benefit and estimate the scope of savings
 - Weigh outcomes/benefits against costs
 - Analyze this information to determine whether PFS financing could work to expand the intervention for target population
- Determination of the willingness and capacity of stakeholders to implement a PFS project;
 - Identify and meet with key government stakeholders who would have need to participate in PFS, including potential government outcomes payors; philanthropic interests; service providers; potential upfront investors; an evaluator; and local stakeholders and advocates with an interest in the project.
 - Identify and meet with key philanthropic and business community stakeholders

- Seek advice and input from key stakeholders as the analysis proceeds. Meet with stakeholders at the beginning of the process; as needed for relevant parts of the analysis (for example, engage service providers when developing expansion plan); and provide an opportunity for feedback on a draft final version of the feasibility study
- Engage potential funders in open dialogue regarding PFS
- Consider what payment terms are most likely to attract funders
- Development of Rigorous Evaluation methodology to determine if Outcome Measures have been achieved
 - Engage with PFS evaluation experts to determine ideal method of evaluation based on proposed intervention and desired outcomes
 - Coordinate with local service providers to address any barriers to evaluation strategy in daily implementation and develop options to address any such barriers.

<u>Tasks</u>	<u>Milestone</u>	<u>Responsibilities</u>	<u>Timeline</u> <u>(January 2017-June 2018)</u>
Procurement		Legacy Charter School Conducts	July 1, 2017 September 30, 2017
Identification of outcome(s) sought	Outcomes Analysis Memo	Legacy conducts, with support from contractor	October 1, 2017 December 31, 2017
Identification of interventions that can achieve the desired outcome(s)	Data Assessment and Baseline Analysis Memo		

Identification of a challenge(s) or barrier(s) for serving a particular population Assessment of community needs, assets, and capacity	Landscape Analysis Memo Expansion Plan Memo Service Provider Readiness Assessment Memo	Contractor conducts, with support from Legacy regarding local challenges and opportunities; engagement with local service providers	January 1, 2018 - February 28, 2018
Projection of the potential public value	Cost-Benefit Analysis Memo	Contractor conducts	March 1, 2018 April 15, 2018
Determination of the willingness and capacity of stakeholders to implement a PFS project	Outcome Payor/Financing Structure Memo Conduct at least one stakeholder meeting at beginning of process and one interim meeting to incorporate feedback	Joint effort of Legacy and contractor	April 16, 2018 - July 30, 2018
Develop evaluation strategy	Evaluation Strategy Memo	Contractor conducts, with Legacy support	July 1, 2018 - September 30, 2018
Share findings and next steps - If feasible, identify activities needed for jurisdiction to move into transaction structuring - If not feasible, explore potential opportunities for strengthening and expanding preschool through other means, or identify steps to make a PFS project feasible	Final Report	Legacy and contract conduct	October 1, 2018- December 31, 2018

Meaningful stakeholder engagement throughout the feasibility study is essential to thoroughly considering using PFS to expand preschool. ICS will conduct at least two to three in-person visits with the Legacy Charter School team during the feasibility study period, as well as stakeholders within the Greenville community and broader state charter school community. The Partnership will engage stakeholders in three phases. At the beginning of the feasibility study process, the first site visit serves as

an opportunity to introduce local stakeholders to the concept of using PFS to expand preschool, highlight the goals and process of the feasibility study, and respond to any questions or concerns. Stakeholders will be again consulted during the most relevant parts of the study; for example, service providers will be heavily engaged in developing an expansion plan, as they have on-the-ground expertise. Finally, the Partnership will share a final draft report with these stakeholders and incorporate their feedback into the final feasibility study. Feedback from locally- engaged experts will ensure that any potential project has viability on the ground.

While the PFS Preschool Partnership does *not* propose considering special education placement as an outcome metric, we will ensure the feasibility study process engages members of the special education community as Legacy Charter is committed to serving its students with special education needs. Given Legacy’s commitment to inclusive preschool classrooms, it is important for district staff and advocates to provide feedback on how to ensure the needs of special education students are appropriately met in any expansion.

A combination of staff members will be engaged across Legacy Charter School and the South Carolina Public Charter District, the contracted intermediary, and the contracted evaluator, as well as any additional partners, ensuring that time commitments are distributed across enough staff to meet the objectives of the project.

Quality of the Project Leadership and Team.

Legacy Charter School serves as the lead agency for the PFS Feasibility Study. Legacy Charter is an independent public charter school established in 2010. Legacy Charter has a number of administrative and professional staff members who are responsible for the culture, environment and instruction of over 1300 students.

Legacy Charter School has a history of managing and overseeing innovative education projects, including the Furman University Research Study. The contracted intermediary must have experience in both early childhood education research and in conducting feasibility studies. The contracted evaluator will have experience in conducting rigorous research on early childhood education programs.

Adequacy of Resources.

A combination of staff members will be engaged across Legacy Charter School and the South Carolina Public Charter District, the contracted intermediary, the contracted evaluator, and any additional partners, ensuring that time commitments are distributed across enough staff to meet the objectives of the project. The PFS Partnership is not pursuing additional sources of funds for this project, as the requested funds in the budget narrative are sufficient to complete the feasibility study. Legacy Charter School worked with organizations with experience conducting feasibility studies to determine a reasonable estimate of the time and financial commitments require and concluded that additional funds are not required for this project.

Competitive Preference Priority

This application qualifies for Competitive Preference Priority, as the outcome measures include an evaluation of social and emotional outcomes and their association to future child school success, child and family social benefits, and overall societal cost savings.

Budget Narrative

Legacy Charter School proposes a total budget of [REDACTED] over 18 months. Details of the proposed budget follow.

Personnel

Three staff members of Legacy Charter School will be involved in assisting the evaluator and PFS intermediary contractors with this project. These staff members are the Associate Executive Director, the Director of Campus Technology, and the Controller. Each of these positions will provide [REDACTED] percent of their time to the project over the course of the 18 months. Salaries total \$[REDACTED] for their time: Associate Executive Director (\$[REDACTED]), the Director of Campus Technology (\$[REDACTED]), and the Controller ([REDACTED]). The first year costs will be: Associate Executive Director ([REDACTED]), the Director of Campus Technology ([REDACTED]), and the Controller ([REDACTED]). The second year costs will be: Associate Executive Director (\$[REDACTED]), the Director of Campus Technology (\$[REDACTED]), and the Controller ([REDACTED]).

Fringe Benefits

Payroll taxes and benefits are provided to employees at a [REDACTED] benefits rate. Benefits total [REDACTED], based the [REDACTED] benefit rate on [REDACTED] percent of the Associate Executive Director's ([REDACTED]), the Director of Campus Technology's ([REDACTED]), and the Controller's ([REDACTED]) time over 18 months. The first year costs will be: Associate Executive Director ([REDACTED]), the Director of Campus Technology ([REDACTED]), and the Controller ([REDACTED]). The second year costs will be: Associate Executive Director ([REDACTED]), the Director of Campus Technology ([REDACTED]), and the Controller ([REDACTED]).

Travel

It is anticipated that one of the staff members working on this project will attend two PFS conferences at [REDACTED] each (one per year) for a total of [REDACTED] total.

Equipment

No equipment purchases of greater than [REDACTED] are anticipated.

Supplies

General office supplies are expected to cost [REDACTED] over the course of the project period, with [REDACTED] expected to be spent in the first year and [REDACTED] expected to be spent in year two.

Contractual

As outlined in the project narrative, Legacy Charter will use two consultants for this project: one to conduct the feasibility study and one to serve as an evaluator. The consulting firm/vendors will be selected following Legacy's procurement policy. Legacy will contract with an evaluator to join the PFS Partnership. Legacy Charter School and its partners will develop a scope of work to use in these contractors.

Budgeted costs for the PFS feasibility study contractor and the evaluator were determined based on conversations with potential vendors who regularly do this type of work. The budgeted costs of [REDACTED] for the evaluator includes the contractor staff time to complete the evaluation as well as supplies, travel and administrative support necessary. [REDACTED] is expected to be spent in the first year and \$[REDACTED] is expected to be spent in the second year.

The budget for the PFS intermediary's services is [REDACTED]. This budget includes a senior associate who will conduct the study as well as staff time for two senior PFS experts to oversee the senior associate's

work over the project period, as well as administrative support of the project. The PFS intermediary budget includes travel costs to make 4 site visits to Legacy Charter School during the period to complete the feasibility. [REDACTED] is expected to be spent in the first year and [REDACTED] is expected to be spent in the second year.

Construction

Not applicable

Other

Legacy Charter School will need to purchase the AppleTree Institute software required to complete the project. The cost of software installation is [REDACTED] per classroom as well as [REDACTED] for the second year of the project period, per classroom. There will be 5 three-year-old preschool classrooms and 5 four-year-old classrooms using the AppleTree software as part of the project. Thus, the other software category totals [REDACTED] [REDACTED]

Total Direct Costs

Total Direct costs equal [REDACTED] : [REDACTED] in the first year and [REDACTED] in the second year.

Indirect Costs

Legacy Charter School has included indirect costs at a de minimis rate of [REDACTED] of total modified direct cost. MTDC was calculated per federal guidelines. The total of the indirect costs is [REDACTED], with [REDACTED] being incurred in the first year and [REDACTED] in the second.