



**Proposal Concept Title:** Constituent District 23 Community Learning & Homework Center  
Submitted to the Charleston County School District for an ESSER-III funded project in the Charleston  
County Constituent District 23

**Submitted by:** The Yonges Island Community Resource Center (YICRC) EIN: 47-1431323

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### **Cover Letter & Summary of Request**

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The Yonges Island Community Resource Center (YICRC) respectfully submits an unsolicited request to the Charleston County School District (CCSD) to consider a unique program concept, designed to align with the current priorities of ESSER-II funding. In light of the timebound imperative to allocate ESSER-III Funding across defined, high priority projects, we understand that CCSD is currently reviewing a diverse set of conceptual projects.

The Constituent District 23 Community Learning & Homework Center is one of the few requests to support students living in Sea Island or Rural neighborhoods that are comprised of Black, Indigenous, and other People of Color (BIPOC); and very-low to moderate income (LMI) households that have been historically disenfranchised and under-resourced.

The St. Paul Parish parent groups, alumni associations and residents-that make up Constituent District 23- are poised for collective work; and are prepared to fully engage to open and operate a Community Learning & Homework Center, close to their homesteads and work.

It is our unified goal to leverage ESSER-III funding to bring local parent leaders, community leaders, educators and residents into the Community Learning process and ensure a sustained program to benefit students living within these rural communities. More than 90 residents and alumni of Constituent D23 attended the first ESSER funding-related Virtual Town Hall, hosted by the Coastal Community Foundation in January 2022, to provide input into the Reimagine Schools Concept.

Should this proposal receive funding, we are prepared to develop a full program framework and a detailed operational budget with the input of CCSD D23 leadership and Constituent District 23 stakeholders.

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Mr. Albert Perry, *President*  
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### About Charleston County School District Constituent District 23

- **The City of Charleston** is the oldest and largest metropolitan area in South Carolina and is home to growing and highly competitive medical, business, industry and technology sectors. Under the past thirty years the city has expanded beyond the peninsula to include major geographic areas to the north, south and east.
- **The Charleston County School District** is the second largest in South Carolina, serving 50,000 students in 85 schools and specialized programs. It is a unique blend of **urban, suburban and rural schools** and spans 1,000 square miles of coastal lands. **It is reported to be the only school district in the United States that serves three distinct school populations- urban, suburban and rural.**
- The current Charleston County School District was created in 1967 under South Carolina Act 340 by the South Carolina General Assembly. This **“Act of Consolidation”** took the eight separate existing school districts and placed them under a county-wide district with the articulated goal to fully fund education in all areas of Charleston County. Eight Constituents School Districts were established with specified attendance zones for local schools within each district., operating under the policies of local, elected Constituent Boards as well as the Charleston County-wide elected Board of Trustees.
- **Constituent District 23** is located geographically in Saint Paul’s Parish (established in 1706) , an area that begins about 10 miles south of the city limits of Charleston and stretches approximately 50 miles westward to Edisto Island. The area is made up of four small townships- Hollywood, Ravenel, Meggett and Edisto Island- and dozens of unincorporated rural areas including the communities of Adams Run, Rantowles, Yonges Island, Sugar Hill, Wiltown, Pineland, Church Hill and Parkers Ferry. A 1927 Charleston County School District Map verifies the existence of these racially segregated rural communities and the schools that serve the residents. (*Source- Charleston County Library*).
- The geographic location of Constituent District 23 places its schools under the governance of five municipal governments, each with its goals and vision for the roles of its schools. It is also represented by SC Congressional District 6 (James Clyburn); SC Senate District 45- ( Margie Bright Matthews); SC House of Representatives District 119 (Chardale Murray) and Charleston County Council District 8 (Anna Johnson).
- District 23 is distinguished by several historic factors that place its schools in a unique position among Charleston County Schools:



- Most families residing in this area have lived here for multiple generations. The great grandparents and parents of most current students themselves attended the schools in District 23.
  - The area has retained its rural character., especially in the core areas in which most of its students reside.
  - The District 23 schools continue to be the primary source of education and community integration for the residents.
  - In 2010 the Charleston County School District closed R.D.Shroeder Middle School and created the combined Baptist Hill Middle-High School. In the same year the District closed CC Blaney Elementary School. These decisions are considered significant disruptors to the effective and integrated delivery of education in District 23.
  - District 23 is located in the Historic Gullah Geechie Corridor and includes the Grove Plantation (founded 1694); Wiltown Bluff (founded 1704) and Adams Run (founded 1835). It also includes the Stono Ferry.
- In the past ten years both industry and homeowners have recognized the commercial and economic opportunities, the livability and the overall attractiveness of this area as evidenced by the number of major industries and home ownership that are now present.

#### **Opportunity for Strategic Actions**

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- **The Charleston County School District Strategic Plan** recognizes that it has a primary responsibility to prepare the workforce for the job demands of this region. **The stated Mission:** "To educate and support every child in achieving college, career and citizenship readiness."
- ***Strategic Plan Goal 1*** : "Maximize academic achievement to ensure every student is career, college and citizenship ready". Priority activities ( page 17) include:
    - ***Action step 6***: Align intervention services and provide additional resources and interventionist allocations where the need is greatest.
    - ***Action step 9***: Provide students reading below proficiency level in grades K-12 with opportunities for extended learning time.



- **Strategic Plan Goal 8:** *“Address local priorities to provide system-wide equity.”* (Page 40).
  - **Focus area: District 23:**
    - **Action 4** – *“Implement enhanced early childhood and college and career readiness opportunities”.*
    - **Action Steps:**
      - # 1-*Determine lead for district visioning, planning and implementation.*
      - # 3- *Conduct structured campaign to solicit stakeholder input, including recommendations for program options, feeder pattern organization, enhance student opportunities, etc.*
    - **Impacts sought:**
      - *Increase in equitable local access to programs and schools providing enhanced college, career and citizenship preparation.*
      - *Increased local options and opportunities for students.*

### **Project Alignment with Approved ESSER III Activity**

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- This District 23 proposal for a Community Learning Center is designed to meet both the stated goals of the CCSD Strategic Plan and the following specific requirements of CCSD’s ESSER-III goals and funding:
  - **Community and Stakeholder Priorities under Approved ESSER III Activity (ESSER III Plan Update)**
    - Activities to address needs of low-income students.
    - Activities to address unique needs of specific students
    - Addressing learning loss among students using high-quality assessments, evidence-based activities, assistance to families and tracking attendance
    - Planning and implementing summer learning and after school programs
    - Educational technology for students
    - Other activities to maintain operation and continuity of services.



- **Activities addressing Learning Loss:**
  - At particular school sites providing ELA and math enrichment tutoring and instructional support before and after school and on week-ends.

## Our Evidence Based Approach

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- **The Research that supports student success through Community Learning Centers and afterschool programs.**
  - Research shows that high-quality after school programs improve students' educational outcomes, school attendance and emotional learning. Consistent participation in afterschool programs has shown lower dropout rates and help close achievement gaps for low- income students. (The After School Alliance).
  - Since 2004 the Afterschool Alliance has provided the most comprehensive national and state-specific data on how children and youth spend their afterschool hours. In their 2020 report the research shows that there is a continued demand for afterschool programs. According to their research, for every child enrolled there are three waiting to get into a program. The primary barriers cited are program cost, availability, transportation and accessibility.
  - The Charleston County School District provides after school programming through its fee-based kaleidoscope program but the cost is beyond most District 23 students reach. For example, Baptist Hill Middle-High School population is 93% minority and 100% economically disadvantaged across to CCSD's records.
  - In response to the impact of COVID-19 on school learning and achievement losses policymakers have continued to focus on addressing disrupted learning. One major approach lawmakers across the country have used to reimagine accelerated learning is leveraging quality after school programs to re-engage students. (National Conference of State Legislatures). Since 2014 with support from the Charles S. Mott Foundation, NCSL has worked with 39 states on data grant projects. These activities include technical assistance on compiling state specific afterschool and summer learning data at the state, district and/or community level, providing technical assisting on convening councils and providing assistance in the collection and reporting on the state's afterschool



and/or summer learning landscape and making policy recommendations to the state legislature. The tools after available on the NCSL Afterschool Data Project and can be used as guides in creating sophisticated and reliable data reporting systems.

- In August 2018 Clemson University concluded a seven-month study of the achievement and education gap between white and African American students in CCSD. The Clemson team visited each school, traveling over 1,600 miles across the county. Lee A. Gill, Clemson’s Chief Inclusion and Equity Officer reported that:
  - *“CCSD must address the stark divide between high-performing and low performing schools due to the low achievement of children of color and the poverty that exists at all academic levels of the system.” (Channel 2 local news, August 27, 2018).*

➤ **Collaboration and Partnerships** – Community partnerships are an attractive and efficient way for businesses to meet their service missions and goals. We will seek partnerships that are integrated and aligned to school goals, resulting in improved outcomes for D23 students. Among the potential partnerships for the Community Learning Center are the following:

- The College of Charleston School of Health, Education and Human Performance Teacher Training Program .
- The Charleston County Public Library-Saint Paul Branch
- The Baptist Hill Alumni Association
- King Solomon Lodge, #63 – founded 1947
- Second Zion Baptist Church- founded 1865

➤ These organizations will be represented on the D23 Community Learning Center Board.

## Anticipated Objectives and Outcomes

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To provide every child in Constituent District 23 with a homework plan to achieve the following results in SC Ready English Language Arts:

- Jane Edwards Elementary – from 23.5 % to 33.5 % of District current standard of 49% (10% increase) in 2 years.
- E.B. Ellington Elementary - from 6.6% to 16% of the district current standard of 49% (10% increase) in two years.



- Minnie Hughes Elementary- from 17.9% to 30% (12.1% increase) of district current standard of 49%
- Baptist Middle-High from 38.9% to 50% (10.2 % increase) of the district current standard of 67.5%

**To provide every child in Constituent District 23 with a homework plan to achieve the following results in Mathematics achievement:**

- Jane Edwards Elementary – from 20.6% to 30% -(9.4% increase) of the district current standard of 46.9%
  - E.B. Ellington Elementary – from 9.8% to 19.8 (10% increase) of the district current standard of 46.9%
  - Minnie Hughes Elementary – from 23.5% to 33.5% (10% increase) of the district current standard of 46.9%
  - Baptist Hill Middle-High – Algebra – C or higher: from the current 9.1% to 19% (10% increase) of the current district average of 54.6%
- **Assessment:** The State of South Carolina College and Career Ready Assessment (SC READY) is a statewide assessment in English Language Arts and mathematics. All students in grades 3-8 must be administered SC READY during the last twenty school days as determined by each district's instructional calendar. This test will serve as the primary measure of success in reaching the above stated goals.

**To create a free-standing Community Learning Center that will achieve the following goals:**

- To merge CCSD strategic plan objectives for CCSD 23 with District 23 community resources established by the Learning Center and its community- based partners.
- To enhance and increase literacy , academic enrichment and safe constructive alternatives for students in grades K-9.
- To create, strengthen and support local efforts to improve assistance to students and broaden the support for education in a safe, constructive environment.
- To create incentives for establishing locally driven after school programs for children and youth during non-school hours.
- To create collaboration among parents, youth, representatives from school and governmental agencies such as local law enforcement and local parks and recreation departments, community-based organizations, the private sector and local community leaders.



- There are currently 1,158 students registered in the four schools that comprise Constituent District 23. The goal is to register and serve 30% (390) in the Community Learning Center by the 2024-2025 School Year.

### Key Activities of The District 23 Community Learning Center:

**I. Build on the history of the important role of schools in this community:** For nearly 100 years the previously segregated schools of Saint Paul’s Parish have provided the primary source of education for the residents of this rural community. Nearly every resident has a personal or family connection to the District 23 schools – Minnie Hughes ( previously Sugar Hill Lodge Hall -1930s and Sugar Hill Elementary, 1940s); Oakville School , Adams Run, Spring Grove, Parker’s Ferry and Jenkinsville Schools. A 1927 map of Charleston County schools provides evidence that these were the primary schools that provided education to African Americans.

A February 8, 1958 Post and Courier article (“Modern School Replaces 6 Frame Shacks Monday”) states that “the age of flimsy, frame shacks posing as Negro elementary schools in Charleston County is one step closer to its end this week-end.” The article goes on to describe the change as roughly comparable to “ trading in a Model T for a sleek 1958 model”. 565 students and their 14 teachers moved into the new Minnie Hughes Elementary School.

**II. Build on the historic and authentic connections between the community and their schools to create the district 23 Community Learning Center Governing Board.**

**III. Build on the historic and authentic connections between the primary organizations- ecumenical, social, cultural, etc.- of District 23 – to create a consensus and support for the goals and activities of the Learning Center.**

**IV. Build a curriculum model that embeds the history, culture and sustainability of D23 schools in educating this primarily minority rural community-including evidence of the many success stories – create pride and motivation in the current students to proudly carry the torch!**





**Projected Program Agents & Contributors Titles:**

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Program Director  
Resource Coordinator  
Assistant Director  
Financial Officer  
Learning Center Coordinator  
Transportation Coordinator  
District 23 "Community Ambassadors":  
Ecumenical Communities  
Businesses  
Social Organizations  
Educators/Alumni Associations  
Community "Connectors"  
Tutors - Minimum of 6 hours per week.  
Academic Coordinators – Mathematics and Language Arts  
Receptionist  
Secretary  
Food Service Coordinators  
Technology Assistants  
Public Relations/Media

**Funds requested: \$ 2 million dollars to support the Center for two years. Additional funding from other sources is being sought.**



### ***About the Yonges Island Community Resource Center ( YICRC )***

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The YICRC was established on August 14, 2014 as a 501(C) 3 community-based organization dedicated to providing resources to the St. Paul Parish Community. Though the onset of the COVID-19 pandemic challenged our ability to fully engage in the delivery of services, we were successful in hosting two Community Fairs that connected the various communities with critical resources and produced a well-received and fully utilized Community ***Resource Guide***.

- ❖ The founding members of YICRC are current or prior residents of St. Paul's Parish, that represents a large part of Constituent District 23. They all attended schools located in the St. Paul Parish at some point in their education career.
- ❖ **A brief "snapshot" of the members follows:**
  - **Albert Perry- President.** Mr. Perry is a long-time resident of Yonges Island and graduated from Minnie Hughes and Baptist Hill High School. He is a licensed heating and air conditioning technician and former supervisor for Traffic and Transportation for the City of Charleston .
  - **Sharon Polite Johnson, Vice-President** – Mrs. Johnson is a third-generation graduate of Minnie Hughes, R.D. Schroeder and a second-generation graduate of Baptist Hill. She is a licensed care-giver and the Minister at Second Zion Baptist Church.
  - **Joyce Frasier, Secretary** – Mrs. Frasier is a second-generation graduate of Minnie Hughes and a graduate of Baptist Hill. She is a primary school support staff with the CCSD Kaleidoscope program.
  - **Marguerite Archie-Hudson, PhD- Treasurer** – Dr. Archie-Hudson is a graduate of the former Sugar Hill Elementary School. She is a Professor of Political Science and Public Policy at the College of Charleston and a former member of the California State Legislature (D-48, Los Angeles).
  - **Cynthia Perry-Historian -is a resident of Yonges Island.** She is a graduate of Minnie Hughes, R.D. Schroeder Middle and Baptist Hill High School. She is a retired employee with the City of Charleston.
  - **Quinetha Frasier, MBA- is a graduate of Minnie Hughes and R.D. Schroeder. Member-** She is an international Senior Funding Strategist for SC and African enterprises.
  - **Theodore Polite, Member** – is a lifelong resident of Adams Run. He is a graduate of Sugar Hill Elementary and Baptist Hill High School. He is a former Parts Supervisor for Rick Hendrick Chevrolet and a well-known low country artist who creates original handcrafted woodwork and artifacts. He is a well-known local historian who was recently interviewed



by a Harvard University researcher on his intimate knowledge of the Wilton and Grove Plantation region and rice culture.

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