

## **Formal Proposal Submitted For Esser III Funds From Third Serve Foundation:**

Third Serve is a non profit organization that will provide structured tennis programs to children in the lowcountry. The tennis instruction will be conducted by reputable professionals from Kiawah's Barth Tennis Center and funded through the Third Serve Foundation. Though Third Serve is a new organization, the Barth Tennis Center is an established tennis center that has provided quality tennis instruction since opening in 1976. Third Serve is committed to the continuation of programming for children in need throughout District 9.

Third Serve would like to see all District 9 students have the opportunity for this amazing sport. The organization plans to provide tennis instruction free of charge to any Title 1 school during the first year of each school's tennis programming and plans to help supply equipment and any other needs required. Thereafter, low income students will be provided free programming while others will pay a small fee. Please see the website below for the vision for the Third Serve Foundation. The website also contains information on how much funds have been raised as well as outlines for the future plans for funding the program (Click on the Vision button within the website)

<https://thirdservefoundation.com>

The Password is: Bruce (the website is not yet public because we are still working on exact times for the program which really depends if we get approval to travel to courts).

**This ESSER III proposal meets guidelines for funds based on meeting at least 3 of the top 6 priorities defined by the ESSER program. This proposal will address each of the below priorities.**

**ESSER Priority 1. Needs of low-income students, English Learners, and racial and ethnic minorities**

**ESSER Priority 2. after school programs**

**ESSER Priority 3. Mental health Needs**

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**ESSER Priority 1. Needs of Low Income students, English Learners, and racial and ethnic minorities**

Third Serve Plans to extend Tennis Programming to all schools in District 9. All schools in D9 are Title 1 schools. Below are the names of the schools in District 9 and their respective percentage levels according to the most recently published 2020-2021 school year. <https://www.ed.sc.gov/policy/federal-education-programs/title-i/title-i-district-allocations-and-served-schools/2020-2021-title-i-schools/>

St Johns High School 81.72%

Haut Gap Middle School 61.52%

Angel Oak Elementary School 66.7%

Edith L. Frierson Elementary School 79.24%

Mt. Zion Elementary School 82.67%

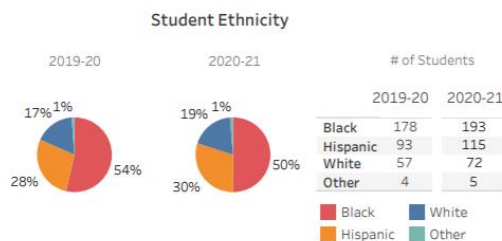
1001	1001 - Charleston County School District	1001095	Mt. Zion Elementary ★	Schoolwide	82.67%
1001	1001 - Charleston County School District	1001112	Pinehurst Elementary	Schoolwide	82.36%
1001	1001 - Charleston County School District	1001020	St. Johns High ★	Schoolwide	81.72%
1001	1001 - Charleston County School District	1001036	A. C. Corcoran Elementary	Schoolwide	80.67%
1001	1001 - Charleston County School District	1001116	Deer Park Middle	Schoolwide	80.01%
1001	1001 - Charleston County School District	1001075	Edith L. Frierson Elementary ★	Schoolwide	79.24%
1001	1001 - Charleston County School District	1001046	Hunley Park Elementary	Schoolwide	76.52%
1001	1001 - Charleston County School District	1001022	R. B. Stall High	Schoolwide	76.27%
1001	1001 - Charleston County School District	1001050	Ladson Elementary	Schoolwide	75.65%
1001	1001 - Charleston County School District	1001081	Springfield Elementary	Schoolwide	68.43%
1001	1001 - Charleston County School District	1001114	North Charleston Creative Arts Elementary	Schoolwide	68.08%
1001	1001 - Charleston County School District	1001092	C. E. Williams Middle School for Creative and Scientific Arts	Schoolwide	66.81%
1001	1001 - Charleston County School District	1001083	Angel Oak Elementary ★	Schoolwide	66.70%
1001	1001 - Charleston County School District	1001070	Malcolm C. Hursey Elementary	Schoolwide	66.16%
1001	1001 - Charleston County School District	1001068	Oakland Elementary	Schoolwide	62.40%
1001	1001 - Charleston County School District	1001044	Haut Gap Middle ★	Schoolwide	61.52%

Each school in District 9 has a large portion of minority and English learners within their school community. Below are snapshots of the most recent MAP information provided for each school in D9.

### FALL 2020 SCHOOL DASHBOARD

#### ST JOHN'S HIGH

##### Enrollment & Demographics



	Student Enrollment	% Gifted Academic and/or Artistic	% Special Education	% 504 Plan	% English Language Learners	% in Poverty
2019-20	332	7.8%	16.9%	3.9%	21.7%	80.7%
2020-21	385	0.0%	15.1%	3.9%	13.5%	80.0%

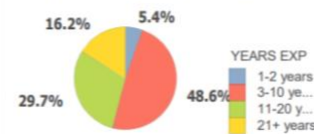
2019-20 demographic data based on active enrollment on the 135th day of 2019-20. 2020-21 demographic data based on active enrollment on January 4, 2021. % gifted represents state-identified students who are also receiving services. % gifted shown for students in grades 3 and higher. % in poverty shown for students in grades K and higher.

#### Haut Gap Middle

##### SCHOOL DEMOGRAPHICS

<b>Total 2018-19 Enrollment</b> 513	<b>Poverty Index</b> 67.2	<b>Gifted Academic</b> 30.4%	<b>% Arts Participation/Enrollment</b> 72.1%	
<b>Student Retentions</b> 0.0%	<b>% Overage by 1 or more years</b> 6.2%	<b>% English Lang. Learner</b> 20.1%	<b>% Special Education</b> 9.6%	<b>% Plan 504</b> 3.9%

##### Teacher Experience



##### Student Ethnicity

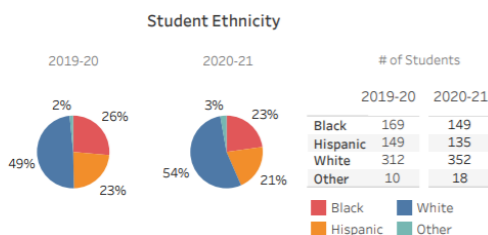


\*Please note that when Haut Gap's most recent Fall 2020 MAP report it pulled up the district website mistakenly provides Hunley Elementary. This graphic is taken from the Fall 2019 MAP.

### FALL 2020 SCHOOL DASHBOARD

#### ANGEL OAK ELEMENTARY

##### Enrollment & Demographics



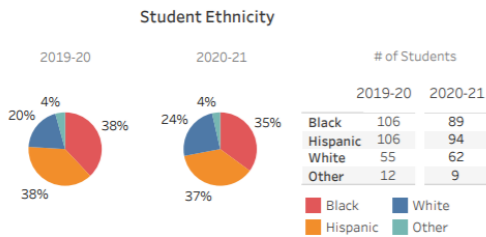
	Student Enrollment	% Gifted Academic and/or Artistic	% Special Education	% 504 Plan	% English Language Learners	% in Poverty
2019-20	640	9.0%	12.9%	0.8%	19.0%	66.1%
2020-21	654	10.7%	10.2%	0.6%	11.3%	59.6%

2019-20 demographic data based on active enrollment on the 135th day of 2019-20. 2020-21 demographic data based on active enrollment on January 4, 2021. % gifted represents state-identified students who are also receiving services. % gifted shown for students in grades 3 and higher. % in poverty shown for students in grades K and higher.

## FALL 2020 SCHOOL DASHBOARD

### MT ZION ELEMENTARY

#### Enrollment & Demographics



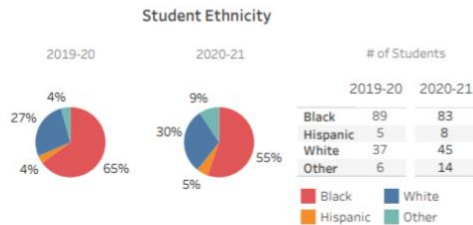
	Student Enrollment	% Gifted Academic and/or Artistic	% Special Education	% 504 Plan	% English Language Learners	% in Poverty
2019-20	279	3.7%	13.6%	0.7%	29.6%	82.0%
2020-21	254	3.7%	15.0%	2.0%	13.4%	77.0%

2019-20 demographic data based on active enrollment on the 135th day of 2019-20. 2020-21 demographic data based on active enrollment on January 4, 2021. % gifted represents state-identified students who are also receiving services. % gifted shown for students in grades 3 and higher. % in poverty shown for students in grades K and higher.

## FALL 2020 SCHOOL DASHBOARD

### EDITH L FRIERSON ELEMENTARY

#### Enrollment & Demographics



	Student Enrollment	% Gifted Academic and/or Artistic	% Special Education	% 504 Plan	% English Language Learners	% in Poverty
2019-20	137	4.0%	8.0%	1.5%	4.4%	77.7%
2020-21	150	4.3%	9.3%	0.7%	2.0%	72.9%

2019-20 demographic data based on active enrollment on the 135th day of 2019-20. 2020-21 demographic data based on active enrollment on January 4, 2021. % gifted represents state-identified students who are also receiving services. % gifted shown for students in grades 3 and higher. % in poverty shown for students in grades K and higher.

**ESSER Priority 2: After School Programs** Third Serve hopes to provide 2 practices a week of after school programming and will start with Edith L. Frierson this year. Currently, 37 students from E.L.F are enrolled in the program that Third Serve will provide and plans to begin practicing on Oct. 11th. Information on number of kids they hope to serve in the future is found under the Vision section of the website. The children in D9 will have the opportunity to compete against other CCSD schools each year starting in March through the City.

**ESSER Priority 3: Mental Health Needs** Please see the below USTA link for several resources on ‘The Mental Health Benefits of Tennis for Children and Teens’ written by -Dr. Larry Lauer, CMPC, Mental Skills Specialist, USTA Player and Coach Development.

<https://www.usta.com/en/home/improve/tennis-health---fitness/national/mental-health-benefits-of-tennis-for-children-and-teens.html>

#### Covid Impediments:

1. **Dedicated Coaching:** Through coaching at Edith L. Frierson Elementary last year, I have seen how Covid, lack of transportation, and lack of professional help impedes tennis programming to underserved youth. Last year our program was led by parent volunteers and a few teachers. We normally had only four adults working with the program. We had between 20 to 30 kids ranging from 3 years of age to 5<sup>th</sup> grade at our practices. The 3 and 4 year old students needed at least two volunteers to make sure the students were on task, leaving only two adults for the rest of the group.

The program was clearly understaffed. Some of the schools did not put on programming because the primary coach was not comfortable coaching due to personal Covid risk factors. Continuity of coaching depends on strong stability of available adults (Third Serve can help with this stability). Because this stability of coaching is not present in D9, children who start loving tennis are not able to continue with their development. Most other districts have professional coaches that they pay out of their local city courts to provide lessons for kids. Last year Alan Flemming City courts did not have any professional coaches. This year they have one dedicated coach but the fees to play present an impediment for low income children.

2. Courts: E. L. Frierson Elementary School has one red ball court (smaller court) that is fenced in. This red ball court is where the three and four-year-olds practiced to ensure they didn't wander off. The rest of the children practiced on the basketball courts at Frierson with no fences to stop the balls from going quite literally everywhere. Temporary practice nets had to be set up before each and every practice and then broken down after practice as well as carting all the tennis equipment a long way out to the basketball courts making set up and tear down time consuming and cumbersome.

Angel Oak Elementary School does not have tennis courts at all, and students had to walk over to St. Johns High School on Chisolm Road for practice. They are lucky to have a teacher on staff who coaches every year. These children are third, fourth, and fifth graders who play for Angel Oak. It is not very safe to have children walking from the elementary school to the high school. Angel Oak does not serve younger children for this reason. Also, they would need more coaches to serve younger players. Each school in D9 needs its own regulation-size courts.

3. Transportation: Matches against other public elementary teams are currently held at public courts. Because many of the after-school children's parents could not transport the children to matches, only ten students were able to participate on the red ball Edith L. Frierson Elementary school team last year. The other 20 children could only practice with the team, but not participate in matches. COVID policies prohibited them from being transported to after-school activities. While the tennis program was diverse and inclusive, the team was not as diverse or inclusive because the only students who could play in the matches were those whose parents could provide transportation to the matches. This school year, funding was acquired to transport all the children to matches; however, there is a shortage of CCSD bus drivers because of Covid. There are no drivers available for the after-school tennis program who do not already have dedicated routes. Ideally participants in the program would practice on full-sized courts and would play games on full sized courts as well. Funding has already been acquired for a third party Kiawah 60-seat bus (with plenty of room for social distancing) to take students to and from practice. As of now, it is not known if that will be allowed. Many of the transportation issues for practice would be resolved if there were full-sized courts at each of the schools in D9. Currently Haut Gap Middle and St. Johns High have two courts each. The other schools do not have any courts except for Frierson's red ball court that is not functional for older children who play on full-sized courts. Additionally, to have a high school team that hosts inter-school matches, the high school would need to have six courts (2 singles and 4 doubles courts) with lighting to be able to compete. Currently if there were to have a team, they would have to host at the city courts which do not have adequate restroom facilities (one porta potty).
4. Water: Access to water was an impediment at our practices at Edith L. Frierson. Though most kids bring their own water bottles to practice and to school each day, many of the students did not have water at practice. The adult volunteers would fill a pitcher of water and bring cups out to them during each practice. This took a lot of time as there were not enough adults to handle water distribution as well as instruction and supervision. It is imperative for students to stay well-hydrated when participating in outdoor activities.
5. Bathrooms: When the students are playing games at the city courts, there is only one porta potty, and many of the younger children are afraid to go in. Also, when students needed to go to the bathroom during practice at the school, it would take a much needed adult away from helping with practice to take the children inside the building.

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## **Request for ESSER Funding:**

### **Number 1 need: Transportation**

Ideally, courts could be established at each of the schools. However, If courts are not a possibility, transportation will need to be a priority for ESSER funding for each tennis program without tennis courts.

The appropriate number of vans that do not require a CDL bus driver should be provided for each tennis group in order to transport kids to and from practice and games.

Kiawah can transport the kids to the courts out at Kiawah, but it is a long way for many of the kids to travel to for practice. This solution may be easier for the coaches because they would not have to travel but may be too far for younger players.

Reciprocity with the local city courts (Allen Flemming Courts) on Johns Island may need to be established on some level to allow for practice. Transportation would still need to be provided to the city courts if this is the option and a bathroom facility installation.

### **Number 2 need: Courts at each school (Listed in order of priority). No courts should be built without a plan for funding the program and enough students to warrant it's use.**

Four courts at Edith L. Frierson Elementary school where there is ample land for building. This Elementary already has a program for tennis in place.

Two courts at Angel Oak Elementary School; there was a plan in the past for two courts to be put in, but as more mobile units are placed for classrooms, land may become an impediment; the new elementary school on the island will ease the numbers at Angel Oak and hopefully make room for new courts; if this is not possible, a safe walking path for Chisholm Road needs to be considered. This Elementary school already has a program for tennis in place.

Four additional courts at St. Johns with lighting; land may be an issue at St. Johns High School because there is currently a retainer pond that may need to be relocated. The Tennis program in not yet in place but would provide for future opportunities for high school play.

Two courts installed at the new elementary school on Johns Island that is to replace Mt Zion Elementary School. The students who wish to participate prior to the new building being built will require transportation. I am not sure of the timeline for when this new school will be open. This school does not have a tennis program in place.

### **Number 3 need: Tennis Buildings near courts if possible**

Construction of a tennis building near the courts at each school, complete with the following:

- a. storage area for equipment
- b. one bathroom inside
- c. an awning for shade
- d. a water fountain

### **Number 4 need: Coaching Funding**

There should be consideration towards making these programs free for the first few years of programming. Currently Third Serve can commit to providing one year of free programming per school for 32 children. At the very least, the Title 1 schools on the island need free professional funding through Esser funds for additional years. I'm not sure what this might look like as Third Serve plans to raise funds but I do think if we had money for more years of free play for all, it would allow for the increase of tennis players on the teams. It takes 9-10 players to form a team.