

Application to Provide Services to CCSD

The American Rescue Plan (ARP) Act of 2021 authorized the Elementary and Secondary School Emergency Relief (ESSER) Fund to provide substantial relief to students and educators who have been profoundly affected by COVID-19.

From the ESSER Fund, the US Department of Education (US ED) issued \$2,112,051,487 to the South Carolina Department of Education (SCDE) to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic. These funds will enable the SCDE and school districts to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities that have been exacerbated by the pandemic.

CCSD will receive \$163,231,134 through September 2024 for activities under ESSER III. Surveys and stakeholder outreach indicated that the top 6 priorities for activities should address:

1. Needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care
2. Learning loss
3. Summer learning and afterschool programs
4. Mental health services and support for students
5. Educational technology for students
6. Improve indoor air quality in schools

High quality, evidence based activities provided to the school district by established Community-Based Organizations (CBOs) is both an allowable and recommended use of these funds. CCSD intends to contract with CBOs to support students in our school district. Interested CBOs may submit a proposal detailing services they propose to provide to CCSD. Proposals should a) reflect a detailed funding request, b) exclusively support CCSD students and their families, c) address priority #1 above and at least of one the other top 6 priorities, d) identify measures of success and, e) reflect a strategy of enduring impact beyond the term of the ESSER III program.

The deadline for proposal submission is October 11, 2021. If you have any questions or concerns regarding this form, please contact us at partnerships@charleston.k12.sc.us.

Your Organization

Please indicate which best describes your organization:

- I am an existing partner with CCSD.
- My organization would like to become a CCSD partner.
- Other:

Type of Organization

- Nonprofit (501c3 status)
- College/University
- Governmental Agency
- For-Profit Business
- Other:

Name of Program (if applicable)

If your organization provides a specific program, write the program name here. Otherwise, write N/A.

The Green Heart Project Farm to School & Youth Internship Programs

Point-of-Contact in Your Organization

Individual whom we can contact for clarification or additional information.

Jesse Blom

Point-of-Contact Job Title

Executive Director

Point-of-Contact Email Address

jesse@greenheartsc.org

Point-of-Contact Telephone Number

262.501.0855

Program Information

Please describe how you offer the program/service to students.

Vision: State your intended outcome of the partnership for the future

The Green Heart Project seeks to positively impact the education and health narratives of students and families in the Charleston County School District through hands-on school garden and experiential learning programs. Our programs take place in-school, after-school and over the summer in partnership with schools and community groups, and span age groups from pre-K to 12th grade. Beginning in pre-K, our Farm to School programs introduce students to the source of their food and build connections between students and the natural world. By elementary and middle school, students learn science, health, and environmental curricula in an outdoor garden setting, and acquire knowledge and skills in nutrition and culinary arts. In high school, students are employed in a paid summer internship program, working alongside Green Heart staff to build career skills, develop their character, and prepare for their futures. We continually build opportunities for youth to return to our organization year after year, taking on increased responsibilities and layers of learning. In summary, our vision is to create a community of students who respect themselves, their neighbors and the Earth, and who will increasingly lead The Green Heart Project mission and drive its expansion.

Mission: Describe what you'll do and who you do it for under this partnership

Our mission is to educate students, connect people, and cultivate community through growing, eating and celebrating food. Green Heart fulfills this mission by building, maintaining and programming school gardens as outdoor classrooms. Green Heart currently implements weekly Farm to School lessons in partnership with 11 partner schools (8 in CCSD; 6 Title I), both during the school day (during science or special areas) and after-school hours (partnering with after-school programs such as Kaleidoscope & Extended Day). Green Heart Garden Educators teach hands-on, outdoor lessons with support from 3 to 5 "Green Heart Buddy" volunteers, who act as mentors and guides in the garden for our students. Lessons reinforce academic standards, and connect students to the topics of food, health, culture and the environment while instilling a love of nature, healthy eating, and teaching the value of stewardship in their community. Green Heart hosts volunteer work days in the garden, taste-tests of healthy recipes in the school lunchrooms, and distributes garden-fresh produce to students and families. We also host field trips for students from all schools, to our ½ acre Urban Farm at Enston Home in Downtown Charleston. Outside of the academic year, Green Heart offers a paid Youth Internship Program (YIP) for high school students based at the Urban Farm at Enston Home. Interns are recruited primarily through CCSD schools. This program offers high quality employment and educational programming at 30 hours/week for 8 weeks between June and August. The YIP teaches Career Preparedness, Healthy Living and Citizenship through a combination of educational & field work sessions, as students maintain our urban farm and gardens, run an on site farmer's market stand, and engage in community site visits. Academic workshops are related to: workplace & leadership skills, financial literacy, business & entrepreneurship, cooking & nutrition, health & wellness, food systems, sustainable agriculture, and environmental literacy.

Through this partnership with CCSD, Green Heart will be able to more deeply invest in our current partnerships with Title I Schools, expand to reach more students at Title I schools, and employ more students in our Youth Internship Program, many of whom are racial minorities and come from low-income households. We will reach these populations by 1) further investing in our CCSD Title I school partnerships with professional educators and farmers; 2) adding a Title I partner school to our Farm to School program (one already in conversation is Burke High School); 3) expanding our field trip program by offering free farm field trips throughout the year to CCSD Title I schools; 4) offering "Farm to Cafeteria" events at CCSD Title I schools through monthly visits, with taste-test stations, cooking demonstrations, and hands-on nutrition education; 5) growing our Affiliate Schools and Training program to reach CCSD Title I schools (the Affiliate School program builds gardens, provides curriculum, and trains educators to run their own versions of Green Heart programs); and (6) Expand our Youth Internship Program to employ 18 Youth Interns (expanded from 12) for our summer Youth Internship Program, recruited primarily from CCSD schools.

Impact: Briefly describe the intended impact your plans for this partnership in meeting the academic, social, emotional, and mental health needs of students who have been most severely impacted by the pandemic in the Charleston County School District.

As of Fall 2021, we maintain 11 school "partnerships", reaching over 2,200 students and engaging over 1,000 volunteers during the academic year, and reach another 4 school and community partners through our "affiliate program." Our school partnership programs support students' academics with particular emphasis on STEAM standards, their social-emotional learning & character development, and finally, their health including physical activity levels, diet and mental health. 6 out of our 11 school partners; and 7 out of our 12 proposed school partners, are Title I schools, home to high percentages of students from low-income households, who have been most severely impacted by the COVID-19 pandemic.

Our Title I partner schools are:

Burke High School (proposed partnership)

James Simons School

Meeting Street Elementary at Brentwood

Meeting Street Elementary at Burns

Memminger Elementary School

Mitchell Elementary School

Sanders-Clyde Elementary School

Other school partners and affiliates, for example Charleston Charter School for Math and Science, Ashley River Creative Arts, and St. Andrews School for Math and Science, also are home to high percentages of students from low-income households.

Throughout the pandemic, we saw that our gardens provided a safe, outdoor space for students to engage in hands-on learning. Place-based and hands-on learning is known to benefit students with a range of learning styles and needs, and connection to the natural world is known to impact students' social-emotional learning and mental health. Involving students in the process of growing fruits and vegetables, and providing opportunities to taste new foods, and build culinary skills has been shown to positively impact students' attitudes about, preferences for, and willingness to try fruits and vegetables. Paired with access to garden-fresh produce, our school gardens can positively impact behaviors around healthy eating.

Additionally, during the past 2 summers, we have offered the paid Youth Internship Program that teaches Career Preparedness, Healthy Living and Citizenship, all in the context of urban farming. Last summer, we employed 12 high school students at 30 hrs/week for 8 weeks. While we do not have household income information for our Youth Interns, we know that 9 of our 12 interns this summer were from racial minority groups, who were more severely impacted by the COVID-19 pandemic. In addition to the impact areas discussed above, an independent evaluator found that the Youth Internship Program is effective in increasing knowledge, attitudes and skills in the three core pillars of the program (health and wellness, career preparedness, and citizenship), and positively impacts interns' social-emotional learning. Specific gains in social-emotional learning include fostering interns' personal growth, instilling a passion for social justice issues, and building connections between the interns and the place in which they were learning.

Program Delivery Format

Check all that apply.

- 1-on-1
- Small Group
- Whole Class
- Workshop/Assembly
- Field Experience
- Workplace Student Internship/Apprenticeship
- After-school Programming
- Other:

Program Frequency

How often do you meet with students?

- 1-2 times during the school year
- 1-2 times each semester
- 1-2 times each quarter
- Monthly
- Bi-weekly (every two weeks)
- Weekly
- Daily (or multiple times every week)
- Other:

Program Grade(s)

Check all that apply.

- All Grades
- Pre-K
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Program Target Students

Check all that apply.

- All Students
- Males
- Females
- Low-Income or Title I Schools
- Students with Disabilities
- Non-native English Speakers
- High School Students (Grades 9-12)
- Middle School Students (Grades 6-8)
- Elementary School Students (Grades K-5)
- Early Childhood Students (preK)
- Other:

Program Service Type

Select the primary area of impact for your service/program.

- Academic Enrichment or Tutoring (Reading/English, Math, Science, Social Studies)
- Arts & Cultural Enrichment
- Attendance and Truancy
- College & Career Readiness
- Dropout Prevention
- Financial Literacy
- Health/Nutrition/Fitness
- Leadership
- Mental and Behavioral Health
- Mentoring
- STEM
- Other:

Our programs are cross-sectoral and areas of impact include: academic enrichment, college & career readiness, dropout prevention, financial literacy, health/nutrition/fitness, leadership, mental & behavioral health, STEAM.

CCSD Schools Served

Please select the CCSD schools where you would like to provide your service/program this school year.

- A.C. Corcoran Elementary
- Academic Magnet High
- Angel Oak Elementary
- Ashley River Creative Arts Elementary
- Baptist Hill Middle-High
- Belle Hall Elementary
- Buist Academy
- Burke High
- C.E. Williams Middle School for Creative and Scientific Arts
- Camp Road Middle
- Carolina Park Elementary
- Charles Pinckney Elementary
- Charleston County School of the Arts
- Charleston Progressive Academy
- Chicora Elementary
- Daniel Jenkins Academy
- Deer Park Middle
- Drayton Hall Elementary
- E.B. Ellington Elementary
- Early College High School
- Edith L. Frierson Elementary
- Edmund A. Burns Elementary
- Harbor View Elementary
- Haut Gap Middle
- Hunley Park Elementary

- James B. Edwards Elementary
- James Island Elementary
- James Simons Montessori
- Jane Edwards Elementary
- Jennie Moore Elementary
- Jerry Zucker Middle School of Science
- Julian Mitchell Elementary
- Ladson Elementary
- Laing Middle
- Lambs Elementary
- Laurel Hill Primary
- Liberty Hill Academy
- Lucy Beckham High
- Malcolm C. Hursey Montessori
- Mamie P. Whitesides Elementary
- Mary Ford Early Learning and Family Center
- Matilda Dunston Elementary
- Meeting Street Elementary at Brentwood
- Meeting Street Elementary at Burns
- Memminger Elementary
- Midland Park Primary
- Military Magnet Academy
- Minnie Hughes Elementary
- Montessori Community School
- Morningside Middle
- Moultrie Middle
- Mt. Pleasant Academy

- Mt. Zion Elementary
- Murray LaSaine Montessori
- North Charleston Creative Arts Elementary
- North Charleston Elementary
- North Charleston High
- Northwoods Middle
- Oakland Elementary
- Pepperhill Elementary
- Pinehurst Elementary
- R.B. Stall High
- Sanders-Clyde Elementary
- Septima P. Clark Corporate Academy
- Simmons-Pinckney Middle
- Springfield Elementary
- St. Andrew's School of Math and Science
- St. James-Santee Elementary-Middle
- St. John's High
- Stiles Point Elementary
- Stono Park Elementary
- Sullivan's Island Elementary
- Thomas C. Cario Middle
- Turning Point Academy
- W.B. Goodwin Elementary
- Wando High
- West Ashley High
- Cooper River CAS
- East Cooper CAS

- West Ashley CAS
- West Ashley Head Start
- Virtual Academy
- Allegro Charter School for Music
- Carolina Voyager Charter School
- Charleston Charter for Math and Science
- Charleston Development Academy
- East Cooper Montessori Charter School
- Greg Mathis Charter High School
- James Island Charter High School
- Orange Grove Elementary Charter School
- Pattison's Academy for Comprehensive Education

Students Served

Estimated number of students that this program would like to serve this school year. If none, type "0."

3,000

Program History

How many years has your program been in CCSD schools?

Please only list a number. For example, 5. If less than 1 year or never before, enter 0.

12

Who is your main point-of-contact at CCSD?

Please indicate the name and department/school of your existing contact.

Walter Campbell (Nutrition Services), Dr. Abigail Woods (main office), Erica Taylor (main office), Don Kennedy (main office), partner school principals

Program Need

What specific student need(s) does this program/service address?

The project was born out of an identified need for students at a Title I school on Charleston's Upper Peninsula to have access to outdoor green space to enhance learning opportunities & reinforce academic standards, access to healthy food through the garden itself, and access to food education such as building nutrition knowledge and cooking skills. For the past decade, The Green Heart Project has demonstrated success in delivering high quality Farm to School programs in the Charleston area, growing from one elementary school in 2009 to 15 school partners in 2021, now serving over 2,200 students in grades preK-12. In 2020, we added a half-acre Urban Farm in downtown Charleston, the Urban Farm at Enston Home, which now serves as our operational headquarters, and is home to a paid youth internship program for highschoolers. The summer Youth Internship Program addresses the need for high quality youth employment in our area - especially amongst our students from low-income households - with a focus on academics, character development & career preparedness. The Urban Farm is also a resource for all preK-12th grade schools through Farm to School programming and field trips. As a collaborative project with the City of Charleston Housing Authority, we transformed an under-utilized piece of land in the center of the William Enston Home workforce housing development into a thriving community garden and educational farm for surrounding schools and neighbors. The William Enston Home and most of our partner schools are located in low-income / low-access areas for healthy food, as defined by USDA's Food Access Research Atlas. The Urban Farm is also located in a federal Opportunity Zone, as defined by the IRS. The Upper Peninsula of Charleston, where the Urban Farm at Enston Home is located, and by extension, the school facilities in this area, lack sufficient green space for outdoor, hands-on learning, which support overall student health and academics. Our school gardens and Urban Farm provide: Farm to School and outdoor education for thousands of preK-12 schools annually; paid youth internship opportunities for local high-school students; access to healthy food for partner school communities, the residents of the Enston Home and neighbors; and opportunities for community building around healthy food in a high need area.

How was the need(s) identified?

The need for The Green Heart Project's gardens and programs was initially identified by a community member and neighbor of Mitchell Elementary School. With enthusiasm from the principal and school community, alongside input from students, families, and community partners the project was born. Additional data that supports the ongoing need for Green Heart programs includes the low/income, low/access designation from the USDA food research atlas, as well as the IRS Opportunity Zone designation in our main operational hub the Upper Peninsula & neck area of Charleston. Since 2009, the evidence behind Farm to School programs has grown tremendously nationwide, and the benefits for students, families, schools and local communities are apparent. The National Farm to School Network & Kellogg Foundation Policy Briefs outline the many areas of impact schools and students experience when engaged in Farm to School. Some of those include: increases in academic - especially STEAM- learning, increases in social-emotional skill building, positive impacts on mental health, increases in access to healthy food, improved attitudes and preferences for fruits & vegetables. With over a decade of experience behind us, the high demand for our programs - as measured by inquiries from CCSD schools, principals, and families - demonstrates a high need for Farm to School programs. Currently, there is more demand than we have the capacity to support. This demand includes both the ask to go "deeper" in our current schools and increase student exposure to their garden, and to increase our "breadth" by serving more schools & students across the district. The construction of our centralized half-acre Urban Farm and our high-school level Youth Internship Program was born in response to this demand. As part of our vision for strategic growth, we built a farm for our elementary and middle school students to continue their learning, alongside the community. Over a period of four years, we looked at best practices for engaging this age group in urban agriculture around the country, training with experts such as The Food Project in Boston, MA, and designed a robust "youth development" program centered around urban farming. This program provides youth - with a targeted recruitment strategy to employ youth from disadvantaged backgrounds - with the opportunity for a high quality educational and transformational academic & career training program. Programs such as these have been shown to decrease youth & familial poverty, increase graduation rates, decrease dropout rates, support youth academics and social-emotional learning, and positively impact job placement rates.

Program Impact

Student Impact

What is the impact of your program based on data?

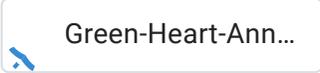
- An independent evaluation (research study) has found our program to have a STRONG impact
- Our organization's data has found our program to have a STRONG impact
- Our organization's data has found our program to have a MODERATE impact
- Our organization does not have data to determine impact
- Other:

How will you measure the success of your proposal if implemented?

The Green Heart Project collects both monitoring and evaluation data to improve our program delivery and to measure our impact. Specific to Farm to School programs, we measure: # of schools reached through weekly lessons and field trips; # of students served; # of lessons delivered; # of volunteers engaged; # of educators trained; lbs. of produce distributed. Additionally, we administer pre/post program surveys to our students and volunteers to measure an array of outcomes including: increases in knowledge & attitude around healthy food, garden and culinary skills, pro-environmental /stewardship behaviors, impact on science knowledge, and social-emotional learning. We also survey and hold close out interviews with school staff to measure impact on students, and larger impact of Green Heart on the school community, as well as parents to measure transfer of knowledge & behaviors to the home environment.

Specific to the Youth Internship Program, we have hired an independent evaluator to measure outcomes and impact on our students. Thus far, the evaluation shows The pillars of the YIP, as well as the program's focus on building community, led to the following research questions that guided the evaluation: How effective is the Green Heart Project's Youth Internship Program in changing participants' Career Preparedness skills; attitudes about Healthy Living; content knowledge about Citizenship? The methods used to test these questions included a pre and post survey, post program interviews, content analysis of weekly journal responses, and participant observations. Currently not all data collected has been evaluated. Present findings are derived from pre and post survey responses, journal responses, and a subset of the interviews. The pre and post surveys show that all interns improved their Career Preparedness skills, Healthy Living attitudes, Citizenship content knowledge, and Community Practices and Learning throughout the 8 weeks. The largest difference in pre and post survey mean responses was observed for Citizenship content knowledge. This finding indicates interns gained the most knowledge regarding food systems, field work, sustainable agriculture, and environmental literacy. Survey responses were also evaluated on an individual level, and all interns showed an increase in mean responses for each survey category which suggests an improvement in skills, attitudes, and knowledge. So far, evaluation of journal and interview responses reveal not only considerable improvements in Citizenship content knowledge, but also substantial social-emotional learning. Most of the themes identified in the qualitative data are related to Community Practices and Learning. This finding suggests that interns built a community among themselves, people involved in the YIP, and other Charleston residents. Other social-emotional learning themes revealed that interns experienced personal growth, became passionate about social justice issues, and felt connected to the place in which they were learning. In other words, interns began placemaking throughout the 8 weeks, leading to strong connections with the land and community. Emergent themes are also uncovering that learning between the three pillars is interconnected. Learning gains in one pillar often helped increase skills, attitudes, or knowledge about another pillar. Furthermore, learning was enhanced through the interns' and The Green Heart Project's ability to foster a sense of community and build genuine relationships between individuals.

If you would like to share recent outcomes data, please upload a very brief executive summary.

 Green-Heart-Ann...

Program Funding

Program Budget

What is the anticipated cost (your anticipated budget) to operate your program? If there is no cost, please indicate \$0.

\$671,760 per year

Funding Source(s)

What are the anticipated funding source(s) for your program/service? Check all that apply.

- No Funding
- Grants
- Donations
- Fee-for-Service (families/participants pay)
- Invoicing a Third-Party (e.g., Medicaid)
- Invoicing CCSD
- Other:

Funding Request(s)

If you plan to invoice CCSD, how much funding do you anticipate needing?

\$150,449 per year

What is your organization's staffing for the program/service?

Individuals will volunteer to provide services

Individuals will be paid to provide services

Both volunteer and paid

Other:

What CCSD resources (e.g., transportation, facility use, point-of-contact at school) would it take to implement the program?

Please be as specific as possible.

We currently have relationships with all existing school partners and generally have:

- A CCSD staff person who acts as our Green Heart "site coordinator"
- A garden committee made up of school staff, at some sites
- A classroom for culinary lessons or in the winter, as needed
- A space to store our materials (i.e. - we build a shed, or have a closet indoors)
- A badge to access the school building and garden

At the district level, we work with CCSD Nutrition Services to provide nutrition education in school cafeterias through their Harvest of the Month program and cafeteria pop-ups. We also work with career counselors at high schools to recruit participants in our Youth Internship Program.

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Funding Plan

Describe your funding needs and the justifications for these resources including supervision, materials, transportation, etc.

Please provide your proposed budget using the format in the sample shown here.

CCSD ARP ESSER III PROGRAM PARTNERSHIP PROPOSAL (SAMPLE)

Organization XYZ

Budget Item/Activity	Year 1	Year 2	Year 3	Year X	Total
Staff Salaries	\$0	\$0	\$0	\$0	\$0
Overhead costs	\$0	\$0	\$0	\$0	\$0
Transportation	\$0	\$0	\$0	\$0	\$0
Materials	\$0	\$0	\$0	\$0	\$0
Facilities	\$0	\$0	\$0	\$0	\$0
Operations	\$0	\$0	\$0	\$0	\$0
Marketing and Communications	\$0	\$0	\$0	\$0	\$0
Other items...	\$0	\$0	\$0	\$0	\$0
Total Budget	\$0	\$0	\$0	\$0	\$0

CCSD ARP ESSE...

Policies & Procedures

Will your organization be able to comply with CCSD policies and procedures regarding certificate of insurance (COI), legal documents, and clearances?

Yes ▼

Additional Comments

Is there anything else that you'd like to share?

We look forward to continuing our partnership with CCSD, and especially in serving our students with the highest need. Thank you for your consideration! We look forward to the next steps in the application process.

Thank you for completing the CCSD ESSER III Program Partner Application. Your responses will be reviewed and you will be contacted if the team has questions or would like more information.

If you have any questions, please email partnerships@charleston.k12.sc.us or call (843) 937-6303. Thank you!

This form was created inside of Charleston County School District.

Google Forms