

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.

Orton-Gillingham Classroom Educator/Associate Level Interventionist Training

Point-of-Contact in Your Organization

Individual whom we can contact for clarification or additional information.

Susan Nyman

Point-of-Contact Job Title

Co-owner

Point-of-Contact Email Address

lcogtraining@gmail.com

Point-of-Contact Telephone Number

843-568-4006

Program Information

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

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

Our vision for the future of this partnership is that CCSD teachers will year after year use their diagnostic and prescriptive knowledge of the Orton-Gillingham structured literacy approach to implement effective reading, spelling, and writing instruction that will benefit all children despite learning differences in the general classroom. By having the classroom educator be diagnostic, the opportunity for early identification of students that need intensive Tier 3 intervention exists, and Orton-Gillingham Associate Level practitioners can provide the necessary instruction. As we look to the future past the next three years of intensive training and in-classroom observations and practicum, we envision continued support and professional development for new teachers to achieve measurable success year after year as well as drastically reducing the need for reading intervention.

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

We will train classroom teachers and reading interventionists to the Orton-Gillingham Academy standards for the certification level of Classroom Educator and Associate Level. With 30 hours of training and a 50 hour supervised mentoring practicum over nine months for the Classroom Educator, teachers will learn the principles of the Orton-Gillingham Approach and be able to effectively integrate and apply the knowledge, concepts and skills learned during the coursework. The Associate Level trained teacher will participate in a minimum of 60 hours of training and a 100 hour supervised mentoring practicum over nine months. It is critical for the teachers and interventionists to understand how and why these principles work to educate every student as exemplified by the National Reading Panel and current research. By providing a comprehensive approach to literacy through a direct, multisensory, systematic, and sequential scope and sequence of concepts and skills, students will be given the foundational elements that research shows is effective for all students and essential for students who have difficulty with reading.

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.

The intended impact of our plans will be training the educators in CCSD to meet the diverse needs of their students academically and socially through an emotionally sound scope and sequence that gradually builds the complexity of students' literacy knowledge and skills. This is essential when taking into account the learning loss that we have seen with MAP scores and overall gaps in learning due to the pandemic. A greater need for instructional sequences that explicitly teach all concepts of our language is imperative for students to make-up time lost in the classroom. We do not know exactly what our students have retained from the past 20 months of mixed in-person, hybrid, and online instruction, especially for our youngest learners that are beginning their journey in learning how to read and write. This can be detrimental to their mental health as students with reading difficulties are at an elevated risk for a wide range of mental health problems and ongoing academic struggles. Over the three-year time span, we intend to train about 70 teachers through the Orton-Gillingham approach to become diagnostic and prescriptive of their students' needs based on data collected at the beginning of the year. These assessments will assist teachers in accommodating all students and meeting them where they are with direct instruction as a whole class, small group, and intervention. In addition to the OG training, teachers will be given support and mentorship through the nine-month credentialed OGA practicum that will be supervised. This will ensure that every teacher is being held to the highest standards of instruction of a multisensory structured literacy approach to meet the demands of all students that have been severely affected by the pandemic. This will significantly impact over 1,600 students not only in literacy instruction but also increase their self-esteem which is related to increased motivation and learning in the classroom throughout their lifetime.

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: Training teachers to work with students 1-on-1, small group or whole class

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:
We train the teachers and provide weekly support for them in the classroom throughout the school year

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: Direct instruction in the classroom & intervention in reading, spelling & writing

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
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- 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."

700

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.

0

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

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

Holly Price / James B Edwards

Program Need

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

low income, learning disabilities, loss of learning, emotional well-being

How was the need(s) identified?

Students loss of learning experienced in the classrooms by the teachers due to the pandemic

Program Impact

Student Impact

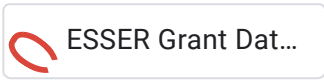
What is the impact of your program based on data?

- 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?

Fastbridge and MAP scores as well as our benchmarks

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



Program Funding

Program Budget

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

310,575

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?

310,575

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.

a classroom with an interactive board, access to a printer and wifi, principal & reading coach

Funding Plan

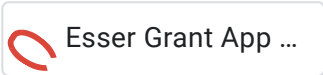
Describe your funding needs and the justifications for these resources including supervision, materials, transportation, etc.

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



Policies & Procedures

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

Additional Comments

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

Teachers will be able to effectively use the principles of OG with all of their future students wherever they teach in the district. An OG-trained classroom teacher is able to identify students who are at-risk for literacy issues through classroom work and data. A partnership between the principal and teachers and Lowcountry Orton-Gillingham Training must be agreed upon before training begins.

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