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.

Kids On Point Summer Camp

Point-of-Contact in Your Organization

Individual whom we can contact for clarification or additional information.

Barbie Schreiner

Point-of-Contact Job Title

Director of Advancement

Point-of-Contact Email Address

Barbie@kidsonpoint.org

Point-of-Contact Telephone Number

843-323-7457

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 is to deepen our partnership with the district (now 12 years strong) and continue to increase the number of under-served, black, and brown students served in our year-round afterschool and summer program.

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

Under this partnership Kids on Point will offer a free 6-week summer enrichment and year-round afterschool program to underserved students in CCSD schools, specifically schools located on the Charleston Peninsula and North Charleston's Neck area. We will service 150 rising K-12th grade students in Year 1, 200 in Year 2, and 250 in Year 2. Support will be provided in the following areas:

Academic Enrichment: KOP works directly with CCSD teachers to craft and deliver experiential learning opportunities in core and other subjects, specifically incorporating strategies such as hands-on learning, working in teams and problem-solving. Research shows that experiential learning contributes to student engagement, deeper learning, improved academic outcomes and enhanced work and life skills.

Physical Wellness: There are many factors that contribute to a student's academic outcome including their physical wellness. Our program offers students daily opportunities to participate in a variety of sports, fitness, and nutrition activities including swim lessons, soccer, gymnastics, and cooking classes.

Field-Trips: Weekly field-trips to important cultural, historic, and environmental sites are central to our experiential learning curriculum.

Accessibility: Students are provided with transportation, a nutritious breakfast, lunch, and snack through CCSD's summer feeding program.
College and Career: Rising 10th -12th graders work with our staff and certified college counselors to find summer jobs and/or internships.

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.

During the pandemic, school districts across the country reported unprecedented rates of absenteeism and disengagement. According to the Annie E. Casey Foundation there is currently a need for sweeping services and support — both inside and outside of the classroom — to effectively reconnect students to schools. Our impact will be to reconnect students to schools, skilled and caring instructors, and positive peer relationships through engaging experiential learning opportunities that are more appealing than traditional school (especially during the pandemic) to both students and families; because they are fun, have small group sizes, and often happen outdoors. Research shows that experiential learning contributes to student engagement, deeper learning, improved academic outcomes and enhanced work and life skills. Experiential learning is something that upper-and middle class students may have been experiencing more of during the pandemic as their parents worked from home and engaged them in more one-on-one reading, craft or baking projects, and time outside and in nature. Kids On Point's ability to deliver outcomes to our students is measured both in the short-term and in the long-term. Success to KOP are high levels of student achievement like high school and college matriculation (quantitative) and strong program quality indicators such as student attendance and retention (quantitative), instructional quality (qualitative), and positive stakeholder perspectives (qualitative).
Outcome 1: Program retention. Our annual retention rate is 90% compared to an 87% SEA average.
Outcome 2- Program Quality. Third party observations are conducted every semester with the Out-of-School Time Observation Instrument from the Policy Studies Associates, Inc.- KOP scored a 4.0 in Staff Instructional Strategies, and a 4.60 in Content and Structure, slightly lower than the benchmark of 5.
Outcome 3- Student and Parent Feedback- Yearly students take the Survey of Academic and Youth Outcomes-Youth Survey from the National Institute on Out of School Time and rate their own experience and outcomes such as the presence of supportive adults, feeling challenged, and academically engaged. KOP scored higher than the 3 out 5 benchmark in 5 out 5 of the domains. From a parent, "They don't focus so much on the sport, letting you know that you still need your education to get somewhere. So having academics and sports is a real good thing together."
Outcome 4- High School Graduation and Post-Secondary Enrollment- KOP has four graduating cohorts. 100% of those students graduated high school and 80% matriculated to post-secondary institutions.

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: Summer Programming

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: ....

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
- [x] Sanders-Clyde Elementary
- [ ] Septima P. Clark Corporate Academy
- [x] 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."

200

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.

Principles at each school & Jason Sakran with Kaleidoscope

Program Need

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

The most recent NWEA MAP data assessment of Charleston determined that 80% of white students were proficient enough to proceed to the next grade while only 25% of their black and brown peers were deemed passable. This statistic highlights the difficult reality that low-income students of color have been disproportionately affected by distanced and remote learning. Kids On Point addresses the achievement gap between low-income students of color and their white and upper to middle-class counterparts. A gap that is deeper and wider because of the pandemic. KOP's summer programs ensure our students have access to skilled educators, a variety of books, hands-on learning activities, museum visits, swim lessons, college & career counselors, and more; in other words experiences that are on par with their upper to middle-class peers and directly linked to academic opportunities and outcomes.

How was the need(s) identified?

National and local statistics underscore, including district MAP scores, the achievement differences between upper to middle-class and white students and low-income and black and brown students; in particular how it's been exacerbated by 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?

The following methods will be employed to evaluate our success.
Observations - Using the Out-of-School-Time observation instrument, stakeholders observe summer students and staff, concentrating on the strategies that staff employ and the instructional and interpersonal interactions that occur among youth participants and between participants and staff.
Surveys- At the end of the program surveys are filled out by parents and students (4-12th) on their experience in the program, youth's sense of competence, and youth's future planning and expectation
Attendance rates - Families are expected to have an 80% attendance rate to ensure they are and will continue to be actively engaged in the program.
Edmentums Exact Path an adaptive diagnostic assessment that pinpoints students' individual learning gaps and academic strengths within a vertical K–12 progression of skills. Performance from each administration of the assessment will help benchmark learning needs and chart growth. Edmentum Exact Path supports the instruction students receive from their primary teachers in a short, personalized format that enables the system administrator to measure and report their performance.
We implemented Exact Path this summer and expect it to benefit students by providing them with content that matches their academic aptitude whether they are performing above, at, or below grade-level standards, while incentivizing the learning process.

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

📄 Observations & S...

Program Funding

Program Budget

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

$150,000 - year 1, $217,000 - year 2, $288,000 - year 3

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?

150000/year for 3 years

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.

None

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

📙 ESSR Budget 20...

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?

Kids On Point's focus has been on organizational capacity-building and sustainability. With robust programs already in place, our goal is to expand Kids On Point in the upcoming years by doubling the size of the program while also doubling the impact that we are having on the community we serve- increasing our capacity while ensuring that the wraparound services we offer students are not diluted. Our key leadership positions are Executive Director, Director of Advancement, Operations Director, Program Director, Academic Coordinator, and Athletic Director and several support roles that boost our programming focus.

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