

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.

Therapeutic Summer Camp

Point-of-Contact in Your Organization

Individual whom we can contact for clarification or additional information.

Paige Knowlson

Point-of-Contact Job Title

Executive Director

Point-of-Contact Email Address

paige.knowlson@pattisonsacademy.org

Point-of-Contact Telephone Number

(804)305-6214

Program Information

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

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

Pattison's Academy's Summer Camp is a four week summer camp for children with multiple severe disabilities ages 3-25; it is the only one of its kind in the Charleston area. Our camp challenges participants with extensive physical activity while, at the same time, providing educational enrichment and individual physical, occupational and speech therapy. A key impact of our camp is to prevent regression of the life skills and social development milestones achieved during the school year and to enable parents to remain in the workforce.

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

Our Therapeutic Summer Camp provides physical, social and cultural enrichment for approximately 50 children and young adults ages 3-25, with multiple severe disabilities. It is the only therapeutic summer camp available in the Lowcountry. Without our summer camp, many of our children would be home-bound and relegated to a period of inactivity, which has a negative impact on their physical and psychological well-being. Our camp challenges participants with extensive physical activity, while at the same time providing necessary individual physical, occupational and speech therapy as identified through a pre-camp evaluation.

The goal of our camp is to build substantial and demonstrable life skills, as well as to improve the social development of our population. One important component of our camp is Community Based Instruction (CBI). While on-site programming provides individualized instruction to target our camper's unique therapeutic, educational and social goals, Community Based Instruction takes this program off-site to the broader Charleston community. Whether successfully navigating a power wheelchair around obstacles at the Aquarium, scanning groceries at Publix, or using a communication device to order lunch at a RiverDogs Game, Community Based Instruction gives participants the opportunity to demonstrate mastery of newly-developed independent living skills, building capability and confidence in navigating the external community. Our camp not only impacts our unique and often under-served set of children by meeting their individual targets, it also enriches the Charleston community. Exposing our community to the capabilities and character of our population will improve the sensitivity and competency of our fellow citizens.

Our Community Based Instruction Partners include business and organizations such as the South Carolina Aquarium, Charleston Riverdogs, South Carolina Stingrays, Carolina Ice Palace, WL Stephens Aquatic Center, Charleston Artist's Guild, MUSC, ECPI, CSU and Trident Tech.

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 children that we serve typically fall on the severe and profound extreme of the disability continuum and almost all of our children are considered immunocompromised. The combinations of severe cognitive impairment, severe neurological impairment and severe orthopedic handicap/physical limitations render our children non-ambulatory, non-verbal and in complete dependence of a family member or caregiver. As a result, these children and families require a unique intensity and breadth of services to have an equal opportunity to reach their potential, the majority of which are found at our Therapeutic Summer Camp. Our children are immuno-compromised and considered to be the most at risk for COVID-19, therefore our families followed the quarantine protocol, and isolation prevented our students from receiving in-person services to achieve their education and therapeutic goals. Now that we are able to provide in-person services once again, we are respectfully asking for your support for our upcoming Therapeutic Summer Camp as growth is expected, both in scope and number-of-children-served, as we plan to add additional participants to our program as well as expand on the number of Community Based Instruction sites. Our Camp will directly benefit 50 campers as well as their families and caregivers by allowing them to remain in the workforce throughout the summer. Without this program, most of our Campers would be home-bound. Additionally, by continuing education and therapy for our children throughout the summer, we are easing the caretaking efforts among the families of our children. Camp participants will learn and build upon the fine-motor skills and basic self-care skills that allow them to live a more independent life at home.

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 Program

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: Mon-Fri for 4 Weeks in July 2022

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: Health & Human Services

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."

50

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.

Bob Olson, Director of Planning and Programs at Charleston County School District

Program Need

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

Prevents regression of children with severe disabilities during the summer months

How was the need(s) identified?

The need was identified after realizing that there are no programs offering these services to this specific population in our community

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?

At the close of each day, counselors, therapists and administrators meet to discuss activities and what measures can be taken to improve each day. A parent survey is conducted at the completion of camp to determine the quality of the summer camp and measures that can be taken for the next summer. Additionally, we use the data from standardized measures to ensure child achievement and adjust programming accordingly.

Our campers participate in annual standardized developmental testing before and after camp to measure progress towards parent identified physical, social, academic and emotional priorities. The Pediatric Evaluation of Disability Inventory (PEDI) is performed to assess increases in life skill independence and decreases in required caregiver assistance. The CPCHILD measures increases in health, comfort, well being, and ease of care giving for the child. As a result of the funding provided by this grant, we anticipate improvements in these scores before and after camp.

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.

\$88,375

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?

10,000

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.

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 ESSER Bu...

Policies & Procedures