

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.

BEGIN WITH BOOKS
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Point-of-Contact in Your Organization

Individual whom we can contact for clarification or additional information.

Nell S. Killoy
.....

Point-of-Contact Job Title

Program Director, BEGIN WITH BOOKS

Point-of-Contact Email Address

nkilloy@palmettoproject.org

Point-of-Contact Telephone Number

803-917-1168

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: To improve kindergarten readiness by providing Charleston County's youngest children with easy access to quality books that are age and developmentally appropriate, and culturally diverse. We make available a simple yet significant opportunity to give young children a measurable and sustainable advantage in their long term educational achievement by improving their pre-school home literacy environment.

This proposal outlines a three-year partnership between CCSD and Palmetto Project to more than triple the number of children being served, and to allow for the eventual countywide expansion of the Dolly Parton Imagination Library (DPIL)/BEGIN WITH BOOKS. BEGIN WITH BOOKS became the Charleston County affiliate of Dolly Parton's Imagination Library in 2010 and has been gradually expanding for the past 12 years.

Our current program infrastructure and funding allows us to serve 5,000 infants and toddlers, age birth until 5 years of age (and their caregivers), in high-poverty (41% poverty rate, and higher) and rural areas of Charleston County, specifically: Adams Run, Awendaw, Charleston Peninsula, Edisto, Johns Island, McClellanville, North Charleston, Ravenel, Wadmalaw Island and West Ashley.

If funded by CCSD, this three-year period of dedicated funding will allow Palmetto Project/BEGIN WITH BOOKS to increase the number of children receiving books to 19,600 while strengthening our infrastructure to support a countywide early childhood literacy program that will eventually make Dolly Parton's Imagination Library (DPIL) available to all children under age 5 in Charleston County.

Because we are replicating an international, fully-vetted, evidence-based program, we believe that achieving a participation rate of up to 70% countywide will have a significant effect on school readiness and ultimate educational achievement of children attending school in CCSD.

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

In expanding the BEGIN WITH BOOKS program countywide, we will have the opportunity and resources to reach and enroll children in Charleston County that we have previously been unable to reach. We currently serve 50% of children in our enrollment zones (4,900 children), and this three-year period of expansion will be a big step toward allowing us to reach our ultimate goal of serving 70% of children under age 5 in the entire county.

WHAT WE'LL DO: We'll deliver a high-quality, developmentally appropriate book to each enrolled child every month by mail and encourage parents and caregivers to read to their babies and toddlers daily. We'll be able to monitor preschool students.

The program eliminates literacy access barriers of cost, time, and transportation and has been proven to improve overall family literacy habits, including the time and frequency that parents spend reading aloud to children, as well as children's independent reading activities. We'll collaborate with and support the work of other nonprofit organizations who work with children under the age of 5.

WHO WE'LL DO IT FOR: We will work with CCSD staff and our current network of enrollment partners to determine pockets of need in the county to ensure that children in identified areas are enrolled and receiving books. As our first enrollment priority, we'll include all Early Head Start and Head Start participants, all CCSD 3K and 4K students, and all children enrolled in Charleston County First Steps. We will work with our current enrollment partners to expand our reach in our current service area and throughout the county. Over the course of three years, we project that we will enroll 19,600 children under the age of 5, all of whom will likely be attending CCSD schools within the next 1-5 years.

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.

Impact: The Dolly Parton Imagination Library is an internationally acclaimed, evidence-based early childhood literacy program that offers a cost-effective opportunity to immediately impact the kindergarten readiness of Charleston County children who will be entering CCSD within the next 1-5 years.

COMBATING LEARNING LOSS: A child's brain grows to 80% of its adult size by age three, and to 90% by age five, creating a critical window of opportunity for learning words and language. The young children we are serving have spent a significant portion of this critical window impacted by COVID19 restrictions. During this time we know that tens of thousands of South Carolina children have had limited or no access to text, so we are dealing with extreme lost learning opportunity.

This program will address and remediate **VOCABULARY DEVELOPMENT AND INCREASED/IMPROVED INTERACTION BETWEEN PARENT AND CHILD:** Closing the "language gap" early is vital for reading success in school. There is an important connection between adult-child reading and vocabulary development. Parents of children receiving Imagination Library books say they read together more often and this activity, coupled with close adult-child interaction using Imagination Library activities, improves the child's speaking skills and vocabulary according to studies in both Tennessee and beyond. Duncan et al. (2007); Hart & Risley (2004); Glascoe & Leew (2010); Raikes et al. (2006); Surveys and interviews with Tennessee educators (2014), Tennessee Board of Regents (2008a, 2008b), Sell et al. (2014); and Samiei et al (2013).

Reading aloud to children is one of the most effective activities to stimulate development of the neurological connections that will support future learning. Children who grow up without literacy stimulation have diminished learning capacity, and typically struggle throughout their formal education years.

SELECTED MEASURABLE IMPACT RESULTS FROM DPIL PROGRAMS:

- Reading 3 times a week jumped from 60 to 85%
- Daily Reading doubled from 29 to 59%
- 29% Increase in children ready for Kindergarten
- Significantly stronger reading skills and higher scores on reading achievement tests over their non-participating peers, consistently from Kindergarten through 3rd Grade
- Recent (2019) Kansas study demonstrates over the last 5 years Imagination Library cohort consistently outperforming non-participating peers on annual Reading Assessments from Kindergarten through 9th grade.
- Establishing reading routines brings about increased stability, emotional well-being, and improved family atmosphere.
- A healing effect in the community manifesting in emerging neighborhood literacy initiatives, increased library usage, and connection to Adult/Dual language reading programs.
- Impact on local and state level 0-5 literacy policy; 8 states (and D.C) with legislation/policy and/or elected and state leadership involved.

AWARDS: The Imagination Library received best practice recognition from the Library of Congress Literacy

Awards in 2014 and was just awarded the David M. Rubenstein Prize from the Library of Congress last month (September 2021).

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: Direct to Home

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: Young children age birth - 5

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: pre-reading literacy

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."

19,600 over three-year period

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.

Kimberly Foxworth, Executive Director of Early Childhood Readiness Programs

Program Need

What specific student need(s) does this program/service 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 due to pandemic 3. Correction of the pervasive whiteness of children's literature, to which children of ALL races, ethnicities and backgrounds are exposed.

How was the need(s) identified?

Collaboration with CCSD staff and partners.

Program Impact

Student Impact

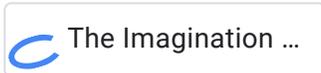
What is the impact of your program based on data?

- 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?

Because we are replicating a fully vetted, evidence-based program, we are basing our success on participation. We would also be very supportive of a CCSD formal evaluation of the program's effect on KRA scores in years 2023-2024-2025.

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.

1,750,530.00 over three years

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?

1,750,530.00 over three 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.

CCSD resources would be limited to as-needed point of contact at school.

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 III ...

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?

WHY BEGIN WITH BOOKS/THE IMAGINATION LIBRARY?

No other early childhood literacy program in Charleston County can come close to reaching the number of children we are serving now, and intend to serve once expanded countywide. We aren't reinventing the wheel, this is an evidence-based, best-practices award winning program that has been in existence for decades.

BOOK DELIVERY SYSTEM -- Dolly Parton's Imagination Library (DPIL) sends one quality, age-appropriate, culturally diverse book PER MONTH to each child enrolled. A child enrolled at birth will amass a beautiful children's library of 60 books by the time he or she "graduates" the program at age 5.

We know from dozens of international studies that children growing up in homes with many books get three years more schooling than children from bookless homes, independent of their parents' education, occupation, and class. This is as great an advantage as having university educated rather than unschooled parents, and twice the advantage of having a professional rather than an unskilled father. "Family scholarly culture and educational success: Books and schooling in 27 nations" M.D.R. Evans, Jonathan Kelley, Joanna Sikora, Donald J. Treiman

QUALITY BOOK SELECTIONS: A team of diverse children's literacy experts at the Dollywood Foundation selects the titles in an effort to meet the different needs of children as they progress from birth to age five. They select the books with deliberate attention to: age-appropriateness, quality of book, racial and cultural bias awareness, regard for diversity of people, their roles, culture, and environment; promotion of self-esteem and confidence, appreciation of art and aesthetics. Several titles each year are published bi-lingually, both in English and Spanish.

Selected Titles:

Blue Sky White Stars (Un Cielo Azul Blacas Estrellas) by Neberhaus, Sarvinder
 Daniel Finds a Poem by Archer, Micha
 Goodnight Numbers by McKellar, Danica
 Hair Love by Cherry, Matthew
 I Am a Rainbow by Parton, Dolly
 I Hear a Pickle (Oigo Un Pepinillo) by Isadora, Rachel
 My Papi Has a Motorcycle by Quintero, Isabel
 This Beach is Loud! by Cotterill, Samantha
 The First Strawberries, A Cherokee Story by Bruchac, Joseph
 The Night is Yours by Abdul-Razak, Zachariah
 The Ring Bearer by Cooper, Floyd
 When the Storm Comes by Ashman, Linda

EVIDENCE BASED - The Imagination Library (DPIL) is an evidenced-based program already recognized by SCDE/SC First Steps for School Readiness, which meets federal guidelines for use of Title 1 Funds, ESSER dollars, ESSA Dollars, Preschool Development Grant Birth through Five (PDG B-5) Block grants, and many more.

RESEARCH: Decades of research has been done proving the efficacy of DPIL. Most recently, the state of

Arkansas finished a statewide analysis of DPIL participants versus non-DPIL participants and the results continue to show a direct impact on Kindergarten Readiness, Reduced Retention Rates and Higher Achievement Testing Performance. Not surprising, the greatest impacts are found in the children with the greater economic disadvantage. Schools are seeing cost saving in remedial reading instruction and 1:1 tutoring as a direct result of DPIL.

REMIEDIATING THE EFFECT of COVID 19 RESTRICTIONS: Decades of research has also established a link between a child's exposure to trauma and its effect on their neurological and behavioral development. Children under five are living through the COVID19 crisis during a critical time in their development. From birth to age 5, a child's brain develops more than at any other time in life; and early brain development has a lasting impact on a child's ability to learn, and to succeed in school and in life. The quality of a child's experiences in the first few years of life – positive or negative – helps shape how their brain develops. The impact can be significant and long-lasting but can be reduced and even prevented by helping parents and caregivers provide a safe, stable, and nurturing environment and motivate families to engage in language-rich interactions like talking, reading, and singing. The power of sharing books and literacy opportunities at home is perhaps more important now than ever before.

As a result of the ongoing COVID-19 pandemic and resultant childcare closures, library closures and pre-k program closures, we know that hundreds of thousands of South Carolina children had limited or no access to text. The long-term impact of this crisis will be felt for generations to come, and we know that it will disproportionately affect those who are already vulnerable.

It is more important now than ever to make wise, impactful investments. Help make up for lost instructional time, get books in the hands of children, and promote family engagement.

LOW COST: To enroll a child in DPIL for one year is only \$25.50 for 12 books. Three years is \$76.50 for 36 books. The cost is low and the value is high because Dolly Parton (via the Dollywood Foundation) subsidizes the cost of the program.

RETURN ON INVESTMENT: Every dollar invested in early childhood programs produces better education and workforce outcomes and reduces costs for health, social services, criminal justice, etc. for children down the line. Money invested in early childhood initiatives have direct correlation to improved Social Services, Improved K-12 performance, and improved likelihood of higher education. Longer Term Impacts @ Corrections, workforce (economic production) and healthcare system.

STABILITY OF CBO/PARTNER ORGANIZATION: The Palmetto Project was created in 1984 with the mission of implementing innovative, evidence-based solutions to social and economic challenges in which South Carolina ranks unfavorably with other states.

Its mission is focused on five issue "clusters": (a) health & access to health care, (b) children, youth, & schools, (c) election reform & voter turnout, (d) matters of race, and (e) social and economic development in underserved and marginalized communities. The organization's 17-member Board of Directors is composed of leaders in South Carolina's business, education, corporate, non-profit, and religious communities, who have distinguished themselves in their fields as innovators and entrepreneurs.

Its principal corporate office is located in North Charleston. Its Board of Directors and staff are fully diverse and reflective of the communities they serve.

The Palmetto Project's \$1.4 million annual budget is generated by donations from individuals, foundations, and corporations, in addition to contracts with public agencies. The organization has a successful history in managing federal grants, state contracts, and private sector grants. Organizational finances are independently audited each year.

Annual revenue is generated from (1) contracts with Federal, state, and local governments, (2) loyal donors, foundations, fundraising events, and businesses, and (3) monthly commissions generated by our Insure SC operation. For the past three years, the Palmetto Project has been engaged in creating a broad organizational foundation, professional staff, and state and local partnerships that will sustain it well into the future.

NO EXTRA WORK FOR CCSD STAFF AND FACULTY: After methods of identification and enrollment are mutually agreed upon by CCSD and Palmetto Project, all implementation and program administration would be handled by the Palmetto Project.

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