

# 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](mailto: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:

Other than an approved research project with CCSD, we do not have a formal partnership established. We do, however, have a formal partnership established with James Island Charter High School governed by a Memorandum of Agreement. (Please see attached.)

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.

Big Brothers Big Sisters of the Lowcountry: BIG Beyond Scholar Program

Point-of-Contact in Your Organization

Individual whom we can contact for clarification or additional information.

Merridith Crowe

Point-of-Contact Job Title

President & CEO

Point-of-Contact Email Address

merridith@bbbslowcountry.org

Point-of-Contact Telephone Number

(843) 401-3556 Ext. 700

### Program Information

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

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

#### WHY A CCSD BIG BEYOND PARTNERSHIP?

Big Brothers Big Sisters of the Lowcountry (BBBSL) respectfully requests an opportunity to build a funding partnership with the Charleston County School District (CCSD) to support our innovative BIG Beyond Scholar Program—three-year curriculum guided one-to-one e-mentoring program designed to prepare high-potential, under-performing African American students for life beyond high school graduation. The BIG Beyond Scholar Program seeks to empower African American youth by presenting them with opportunities for career and college exploration and skill acquisition, enhancing their support system, and increasing their social capital through professionally supported, one-to-one mentorship.

Building on our evidence-based Community-Based Mentoring Program, BBBSL's BIG Beyond Scholar Program launched this fall at James Island Charter High School (JICHHS). BBBSL selected JICHHS because it had a strong Equity & Access Committee with an articulated goal to strive for equicentricity through daily impact to secure sustaining outcomes. Further, many of the youth participating in the program have historic roots in James Island communities that have not enjoyed the fruits of our region's economic success.

Importantly, the BIG Beyond Scholar Program curriculum advances JICHHS advisory program goals including team building, academic check-ins, goal-setting, social emotional learning, service-learning projects, and school spirit. As part of the partnership, JICHHS has provided in-kind support as follows: scheduling support, dedicated BIG Beyond faculty advisors for each class of scholars, guidance coordination, staff coordination, in-kind provision of space and technology, etc. By year three, there will be three classes of BIG Beyond Scholars serving 75-90 youth annually.

Given the established BIG Beyond research project currently underway with CCSD, BBBSL has a plan to evaluate the efficacy of the program with an eye toward strong replication possibility in other CCSD high schools. It is important to note that no district or school funds have yet to be allocated to the program and that to date, BBBSL has exclusively underwritten costs.

We believe a deepened partnership with the CCSD will prove win-win, as we share a common commitment to bridging the opportunity gap for high potential, under-resourced youth and building a diverse workforce. Our Scholars deserve every opportunity to engage successfully in our growing economy.

Working together with the CCSD, our vision and outcome is for The BIG Beyond Scholars Program to be considered as part of the CCSDs diverse and expanding portfolio of options and specialized programs offered through neighborhood, magnet, IB (international baccalaureate), Montessori, and charter schools. In partnership with the CCSD, BBBSL would promote the CCSDs vision as a premier school system in which:

- Every child is supported in and out of school through BBBSLs gold standard, professionally supported one-to-one e-mentoring program
- Every child succeeds academically with the support network of BBBSL professional staff, school guidance counselors, and students' parents/guardians
- Every child will graduate from high school prepared for employment through The BIG Beyond Program's digital/e-mentoring curriculum focused on academic guidance, college and career preparation, and workforce development through a six-week paid internship or summer youth employment

- Every student is valued and respected with the opportunity to learn every day with the support of a qualified, caring adult BIG Beyond mentor who will support them over the three-year span between the Scholar's sophomore year and high school graduation.

#### HOW IS THE BIG BEYOND DIFFERENT FROM OTHER NATIONAL BBBS PROGRAMS?

When surveying peer BBBS organizations across the nation focused on high school mentoring and/or workforce development, BBBSL identified a number of factors important to the design of the BIG Beyond:

- Very few programs involved e-mentoring; rather they required volunteers to travel to the school
- during the workday
- No programs married e-mentoring with a three-year curriculum
- No programs were year-round
- No schools rearranged their advisory schedule to accommodate the program
- No programs asked for a three-year participation commitment
- Most school-based programs did not include HIGH parental engagement
- No school-based programs worked to integrate or design their curriculums with the school's curriculum
- Very few programs included a data-sharing agreement or research project with the school district
- Very few programs designed volunteer credentialing to make it possible for out-of-school contact (e.g., future college campus visits, etc.)
- Very few programs include paid internship, summer youth employment, or apprenticeship placements

#### WHY MENTORING & e-MENTORING IN PARTICULAR?

All BIG Beyond Scholars participate in a structured, curriculum-guided e-mentoring program while also gaining from the consistent presence of a caring adult mentor who will support them on a structured path to positive development. While research has proven the efficacy of mentoring as a child resilience and social capital building activity for decades, traditional mentoring programs for teens struggle as they begin focusing on their own social activities and limit their afterschool and weekend interactions with adults. As such, structured career and college-preparatory mentoring programs for teens that take place during school hours, are overseen by school and BBBSL staff, use technology, and involve goal attainment promise new efficacy. As such, providing older youth access to structured e-mentoring experiences is a priority for our organization.

#### Supporting Research:

- Schwartz, Rhodes, and Herrera (2012) found that academically vulnerable youth derived significant academic benefits from mentoring in programs that met after school or during lunch.
- Weiss, et. al (2019) found that the relationship between the mentor and student served as a conduit for meaningful educational experiences and increased accountability, which was possible because the program was able to operate as part of the school day but without the typical demands of teachers and other school personnel.
- Lyons, McQuillin, and Henderson conducted a study (2019) with similar parameters to the BIG Beyond Scholar Program. Their data set consisted of 26 covariates and was collected twice-annually from surveys with Likert-scale indicators. BBBSL has 26 covariates, which are not identical to the referenced study, but include demographic characteristics (i.e., age and free/reduced lunch status), academic performance at baseline, and baseline behavior performance. Mentors met on a one-to-one basis with students, averaging 4.84 hours/month (where BIG Beyond Big Beyond Scholar Pilot requires a minimum of 2.54 hours/month plus quarterly in-person activities). Mentors also received training from community organizations just, as BIG Beyond Scholar mentors will. Mentees who reported a high-quality relationship and who had mentors that regularly engaged in goal setting or feedback were estimated to have the greatest treatment effects

compared to those who did not -- this finding will drive the curriculum design for all three years of the pilot experience.

- In addition to the benefits outlined below, the BIG Beyond Scholar Pilot stands to have considerable impacts for society. In 2015, The Boston Consulting Group conducted a Social Return on Investment study to assess the economic benefit of BBBS programs by comparing the outcomes of children who participated in community 1-to-1 programs with those that did not. They found the following benefits associated with participating in the mentoring program. Participants:

- Were 17% more likely to be employed
- Made 13% higher earnings
- Earned \$315,000 more income throughout their lifetime
- Experienced greater post-secondary success
- Held more senior leadership positions
- Reported stronger financial literacy
- Pursued a healthy lifestyle more frequently
- Felt more confident and were happier
- Reported strong social networks

The study also concluded that every \$1 invested in mentoring by BBBS returned \$18 to society, and among economically disadvantaged groups, the \$1 invested in mentoring returned \$23 to society (increased taxes and spending from higher income and increased volunteering and donations). While the focus of BIG Beyond Scholar Pilot is student success, the social return on investment is an added benefit.

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

#### BIG BEYOND SCHOLARS AND PROGRAM

In partnership with James Island Charter High School (JICHS) for the launch of the first three years for The BIG Beyond Program, BBBSL professionals will work with JICHS staff, parents/guardians, and caring, compatible mentors to form a coherent team aimed at empowering 25-30 high potential, under-performing African American Scholars attending JICHS to feel prepared for and to participate equitably and successfully in the economy. By year three, the program will serve 75-90 Scholars at JICHS annually.

In order to pair our BIG Beyond Scholars with qualified, compatible mentors, BBBSL professional staff use comprehensive and robust qualifications-based screening practices to identify and enroll mentors who are culturally humble and open to recognizing and helping youth recognize their innate strengths and potential. Prospective mentors are interviewed by trained staff to gain a sense of their psychosocial history, lived experiences, educational attainment, religion, race/ethnicity, sexuality, personality, interests, among other factors. With safety and wellbeing as priorities, volunteers also consent to comprehensive background and reference checks. That said, prospective mentors are not required to have pristine records; even adverse experiences can become growth opportunities that become assets to a mentoring relationship.

To understand the unique needs of each Scholar, BBBSL meets with every prospective Scholar and their family (together and individually) for 60-90 minutes to conduct a comprehensive interview with an eye to identifying the Scholars assets, lived experience, home life, personality, preferences in a mentor, and hopes for the future. Both parent/guardian and the Scholar must agree to participation and program requirements including quarterly in-person gatherings with the parent/guardian, mentor, and Scholar. Lastly, Scholars and parents/guardians have "final say" on whether or not to accept the mentor proposed to them by BBBSL. Each BIG Beyond mentor commits to engaging with their mentee/Scholar twice monthly via Zoom for 75 minutes over the three-year span between the Scholar's sophomore and graduation. Additionally, the mentor agrees to participating in-person quarterly match activities involving the mentee and their family. Mentors also commit to completing all required and ongoing training throughout the three-year period.

#### WORKFORCE PREPARATION THROUGH INTERNSHIPS/APPRENTICESHIPS/SUMMER YOUTH EMPLOYMENT

Outside of academic guidance, college, and career preparation—and one-to-one mentoring relationships with caring, trustworthy adults—the core incentive of the BIG Beyond Scholar Program is to build workforce preparation through a six-week paid internship or summer youth employment that will take place in the summer prior to the enrolled students' scholars' 12th senior grade year. This opportunity exposes Scholars to the workforce, encouraging development of professional skills, and building their professional and social networks.

#### CURRICULUM TO EMPOWER SCHOLARS FOR SUCCESS

In partnership with JICHS, BBBSL will conduct curriculum-guided digital/e-mentoring sessions via Zoom on school-issued Chromebooks using school wireless throughout the school year. While youth will have access to Chromebooks over the summer, BBBSL is generating a wireless "solve" during the summer as the program is year-round.

Working with BBBSL professional staff, JICHS school guidance counselors, and parent/guardians, scholars will develop an Enhanced Individual Graduation Plan (E-IGP). While school guidance counselors are solely

responsible for ensuring each student has a traditional IGP, they are often responsible for more than 300 students at one time, which makes it challenging to provide consistent, one-on-one guidance for students. Informing both the mentoring sessions and the EIGP, the curriculum will focus on the following core curriculum elements. In "off weeks," the BIG Beyond school advisor and BBBSL's College & Career Readiness Coordinator will work together to reinforce concepts and work with BBBSL staff to prepare youth for upcoming units. Further, BBBSL staff will outfit mentors with session guides designed to prepare them for mentoring sessions. Curriculum elements include:

#### MY SELF:

- Growth Mindset – distinguishing a growth mindset, resilience in the face of obstacles, and creating a plan to cultivate the growth mindset
- Self-Care – developing a routine to meet basic needs, setting personal boundaries, and creating a plan to cultivate joy and self-esteem
- Balance – understanding how the nervous system works, preventing distractions and potential negative triggers, and managing intense emotions when overwhelmed
- Service & Leadership Development – identifying service or personal development goals; developing a plan to achieve them

#### My EDUCATION:

- Public Speaking – giving a brief presentation on a topic of interest without referring to notecards
- Academic Excellence – improving overall GPA, making honor roll for more than one semester
- Academic Rigor – staying focused on core classes, completing assignments, and passing at an honors level, AP, IB, or Dual Credit Course

#### My MONEY:

- Financial Literacy - distinguishing between spending money on "wants" versus "needs," learning how to build and maintain good credit, and understanding how to apply for and pay off a loan
- Financial Management - opening and managing transactions from a personal bank account, saving money to make purchases for lifestyle expenses and goals, and balancing a budget based on anticipated lifestyle and job income
- Educational Finance - understanding the differences between grants, scholarships, and federal work study programs; applying for grants, scholarships and/or federal work-study programs to offset tuition; and learning what the FAFSA is and how to apply

#### My FUTURE EDUCATION:

- College & Credential Readiness – understanding the education is always ongoing; identifying whether college is the best choice or whether other credentials are desired; identifying a desired educational focus, developing a plan to take standardized tests, and completing and submitting exceptional applications

#### MY CAREER:

- Career Readiness – identifying potential careers based on talents and interests, creating/updating a resume, and demonstrating interview skills
- Youth Employment – identifying local businesses for an internship, employment, apprenticeship placement; applying for and completing a six-week+ term of service; and identifying opportunities for networking
- Workplace Etiquette – showing up on time and staying organized, demonstrating professional attire in the workplace setting, and showing workplace critical skills like problem-solving and a willingness to help others

Administration of this curriculum will require using mixed methods including:

- Guest presenters from local companies and partner organizations
- Outside trainers/experts
- Written and virtual materials

In the spirit of continuous quality improvement, BBBSL will administer point-in-time quick poll surveys to determine how well received curricular elements are being received and delivered.

#### MAKING A DIFFERENCE

Over the three years, we will work with JICHS staff, parents/guardians, mentors, and Scholars to support and track the progress and outcomes of each Scholar to ensure each one is receiving the individualized support and guidance necessary to empower them to feel prepared for and to participate successfully in the economy post-graduation.

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**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.

To ensure that the critical academic, social, emotional, and mental health needs of our BIG Beyond Scholars are met, a funding partnership with the CCSD would directly support BBBSL's capacity to conduct thorough and comprehensive interviews with youth, families, and mentors, in order to pair youth with mentors who provide them the emotional/social support, attention, and guidance necessary to support strong scholastic achievement, healthy peer/family relationships, avoidance of risky behaviors (delinquency, drug use, etc.), and strong self-confidence.

Despite the challenges of the pandemic, BBBSLs traditional mentoring relationships remain strong through consistent professional support, lasting on average 3+ years for relationships that cross the 1-year mark and our mentoring program supports youth overcome both everyday and pandemic related-challenges:

- 92% are confident they will graduate high school
- 99% did well in school
- 92% avoided detention/suspension
- 81% could manage their feelings
- 98% considered their relationship with their Big very important

Based on positive outcomes our youth achieve in our traditional mentoring relationships, we anticipate Scholars in the BIG Beyond will achieve similar or improved outcomes.

BBBSL will also administer a BIG Beyond Supplemental survey to assess Scholars' attitudes on the following: how the mentoring relationship supports Scholar's planning for future success; career interests, readiness, and preparation; financial literacy; and post-secondary education interests, readiness, and preparation. Beyond quantitative measurement of our Scholar's progress, BBBSL staff will administer point-in-time polling to understand how curriculum and knowledge acquisition is on track. Scholars will also attend annual Individual Graduation Plan meetings to assess/evaluate progress on courses and credits needed to pass to the next grade level and required for eventual graduation. Mentors will be extended an invitation to participate in these meetings as well.

In summary a funding partnership with the CCSD would support the following activities to meet the academic, social, emotional, and mental health needs of our Scholars:

- Volunteer recruitment presentations across the Tri-County region (businesses, civic groups, etc.)
- Volunteer interviews to identify the most compatible mentors to support our BIG Beyond scholars (90+ minutes each)
- Volunteer reference checks (personal, professional, and therapeutic)
- Family interviews to understand the social/emotional and mental health needs of our Scholars (90+ minutes each)
- Volunteer training (pre-match and ongoing throughout the year)
- Family training
- Match-making meetings
- Monthly (for matches under 12 month) and quarterly (for matches older than 12 months) professional match support coaching calls between staff and mentors, staff and parents/guardians, staff and Scholars

- Survey administration to Scholars, families, and volunteers
- On-call support for ALL participants

### 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: Bi-weekly year round

### 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
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- 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."

25-30

### 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 – We are currently undergoing our pilot year.

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

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

Timothy Thorn, Principal of James Island Charter High School

## Program Need

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

BIG potential lies within every child, and thousands of children in our community can benefit from an additional caring role model. According to the latest Tri-County Cradle to Career (2019) report, just 49% of 3rd graders and 28% of African American children read at level by the end of 3rd grade. And while 85% of high school students graduate on time, only 65% feel career-ready and 42% feel college ready. Throughout all our programs, most of our mentees will have experienced the negative impacts of poverty, systemic racism, geographic isolation, under-resourced communities, and adverse childhood experiences. A majority of our high-potential mentees have unfortunately experienced adverse childhood experiences, including exposure to physical/sexual/emotional abuse or neglect, domestic violence, substance abuse in the home, etc. More than 90% are on free or reduced-price lunch, and 5-10% are in foster care. While there are barriers to life equity and access to opportunity for thousands of children in our community, we can level the playing field by providing children facing adversity access to a caring and qualified adult mentor that helps them to ignite their innate potential. Mentees/Scholars in the BIG Beyond Program, however, are identified by the administration of James Island Charter High School (JICHHS). Called within JICHHS their "stealth students," BIG Beyond Scholars test high on standardized tests, underperform in school, and are on free- or reduced-cost lunch. A full 100% of the youth served by this program identify as African American and/or Black and are most often from homes without college graduates. Many may also have faced the bias resulting from lower expectations for students of color (Mitchall & Jaeger, 2018). Further, many will also have experienced adverse childhood experiences that can compromise a young person's ability to thrive academically. Despite the barriers they have already faced and will face, we believe our Scholars CHOCK FULL of potential and deserve EVERY opportunity to succeed in life and participate fully in our growing economy. In each year of the program, BBBSL will enroll 25-30 JICHHS sophomore Scholars into the BIG Beyond cohort. By year three of the program, the BIG Beyond will serve 75-90 youth annually. Altogether, the BIG Beyond Scholar Program aims to be part of a multipronged endeavor to promote racial and economic justice. Our comprehensive team approach of parent/guardian, mentor, BBBSL professional staff, JICHHS school guidance counselor/advisor, and dozens of corporate partners across the Charleston/Tri-County area assist our Scholars as they build resiliency, obtain academic achievement, and increase their social capital. In addition to the protective factors of mentorship, our program aims to support African American Scholars with a robust Individual Graduation Plan, to fill the environmental education inequities and experience gaps, and to engage with our corporate partners to invite Scholars into their workplace. Ultimately, this critical educational and occupational support and expanded network sets our Scholars up to successfully join the workforce, enlist in the military, or pursue post-secondary education—all key to equipping our Scholars to overcome poverty and begin building generational wealth within their communities.

## How was the need(s) identified?

Studies show that there remains a long-standing achievement gap between students of color and their white peers. The Nation's Report Card is a longitudinal study aimed at cataloging the gap since the early 1990s. In 1992, African American fourth graders' average math scores were 31 points below their white peers in South Carolina, and their reading scores were about 27 points lower (Gilreath, 2020). In 2019, this gap barely closed, with African American students scoring 29 points lower in math and 31 points lower in reading. In Charleston, African American residents are less likely to graduate from high school, obtain an associate degree, or complete a four-year education ("The State of Racial Disparities in Charleston County, South Carolina 2000-2015," 2017). The pandemic has exacerbated this problem. Studies show children from low-income households and communities of color are disproportionately impacted negatively by COVID-19, with income and job loss due to the pandemic being significantly higher among families of color. Family instability and sustained poverty can negatively affect children's social-emotional, cognitive, and academic outcomes, making it more likely for them to drop out of high-school and experience poverty as adults. With the closing of schools and rapid transition to online learning, 82% of South Carolina households with children reported the pandemic negatively impacted their child's education and 65% of households reported the biggest challenge was using online resources (Children's Trust of SC, 2021). Adding to this, in South Carolina, there are hundreds of families who do not have reliable access to the internet. A recent study revealed that "...African American and Hispanic Households [are] 1.3 to 1.4 times as likely as white households to experience limited accessibility. Low-income households are most impacted by digital unavailability, with more than 2 in 5 having only limited access to a computer or the internet" (McDonald, 2020). While it is not fair that our youth should have to overcome such adversity, our BIG Beyond Scholar Program is designed to equip them with the skills of workforce preparedness, improved scholastic outcomes, stronger relationships, and greater self-confidence to enable them to excel in their future.

## 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?

We begin by administering a baseline survey at the start of Scholars' sophomore year. Each Scholar will then be evaluated through the following instruments and frequency:

Youth Outcome Survey (YOS) – The YOS assesses the quality of our programs and tracks the following outcomes: scholastic competency, educational expectations, social acceptance, parental trust, and attitudes toward high-risk behavior. We will administer the survey before the match relationship begins to establish baseline. Follow-up surveys are conducted throughout the lifecycle of the relationship.

Strength of Relationship (SOR) – The SOR measures levels of emotional attachment, satisfaction, and connection between the mentor and Scholar. This tool is used to track match progress throughout the program and informs BBBSL staff's recommendations and guidance for maintaining optimal match relationship.

BIG Beyond Scholar Program Supplemental Survey (BBSPSS) – This tool is specifically designed for the BIG Beyond Program to assess Scholars' attitudes following 30 days after program enrollment on the following: how the mentoring relationship supports Scholar's planning for future success; career interests, readiness, and preparation; financial literacy; and post-secondary education interests, readiness, and preparation.

We will track progress on the following 22 outcomes that measure the change in knowledge acquisition and achievement and attitudinal metrics:

Knowledge Acquisition & Achievement: Grades, attendance, Individual Graduation Plan progress, standardized test scores, internship completion, financial literacy, workforce preparation, FAFSA completion, awards, post-graduation status, PGP progress

Attitudinal Metrics: Academic engagement; goal-setting; connectedness with mentor, caregivers and other family members, friends, classmates and peers, teachers, coaches and other adults; intrapersonal conflict management and social skills; increase in prosocial behaviors and reduction in antisocial behaviors; disciplinary record; juvenile justice contact.

In year one the BIG Beyond Scholar Program, we will establish a baseline profile of our Scholars from all collected data described and create targets in year two and three. In the culmination of year three, we will have benchmarks for the full three-year program. Through consistent evidence-based measurement, as our BIG Beyond Scholars progress through the three-year program, we anticipate their rate of knowledge and attitudinal changes will positively increase. Beyond quantitative measurement of our Scholar's progress, BBBSL staff will administer point-in-time polling to understand how curriculum and knowledge acquisition is on track. Scholars will also attend annual Individual Graduation Plan meetings to assess/evaluate progress on courses and credits needed to pass to the next grade level and required for eventual graduation. Mentors will be extended an invitation to participate in these meetings as well.

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

 BBBSL - CCSD E...

## Program Funding

### Program Budget

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

\$130,786 for FY21-22. The three-year program cost is approximately \$450,000.

### 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?

\$25,000 a year for three years, totalling \$75,000.

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.

BBBSL has worked with CCSD and JICHS to create a Data Sharing and Research Agreement to facilitate the creation and maintenance of de-identified, individual-level data sets and subsidiary, limited data sets. The data sets will be used to measure the effects that the BIG Beyond Scholar Program has on the college-/career-readiness of high school students who demonstrate high-potential for academic success, but are perceived as “under-performing” in their classes.

In addition to sharing data, JICHS guidance counselors will work with BBBSL professional staff to develop an Enhanced Individual Graduation Plan for each Scholar in the program. This year, in our first pilot year, we are working with 25-30 JICHS sophomores. By year three of the program, the BIG Beyond will serve 75-90 youth annually. Please see attached for the full BBBSL-JICHS memorandum of agreement.

The BIG Beyond Program impact is amplified by the community partners who work alongside us by mentoring and creating a future pipeline and network for employment as part of a solution to long-term economic social justice. To recruit mentors, we currently have a partnership with South Carolina State University, a historically Black university, Omega Psi Phi (an African-American fraternity) and Alpha Phi Alpha fraternity. In addition, we have recently recruited mentors from the National Black Engineering Society. We are beginning conversations with Greek organizations at Charleston Southern University as well. Simultaneously, BBBSL is enhancing our relationships with some of Charleston’s powerhouse corporate employers: SC Ports Authority, Blackbaud, Ingevity, South State Bank, Whiting Turner, Moovila, Ernst & Young, and Boeing. BBBSL is seeking community partnership with the likes of SC Works, Trident Technical College Youth Apprenticeship Program, Charleston Metro Chamber, among others.

## 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
<b>Total Budget</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

 BIG Beyond Budg...

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?

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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](mailto:partnerships@charleston.k12.sc.us) or call (843) 937-6303. Thank you!

This form was created inside of Charleston County School District.

Google Forms