

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.

Charleston Hope
.....

Point-of-Contact in Your Organization

Individual whom we can contact for clarification or additional information.

Emily Kerr
.....

Point-of-Contact Job Title

Executive Director

Point-of-Contact Email Address

emily@charlestonhope.com

Point-of-Contact Telephone Number

843-6702485

Program Information

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

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

Charleston Hope's vision for this project is to create a trauma-informed and trauma-responsive environment in Charleston County's highest-poverty, Title 1 schools by providing trauma-informed professional development and increasing access to mental health services for students most effected by the pandemic and poverty.

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

The need for equitable and accessible mental health support in school has never been greater for the children in our community. At Charleston Hope, we believe in providing this support and access for mental health services in schools, and we need the funding to do it.

Research shows that in-school mental health services are critical because it is where kids already are; bringing in a mental health counselor will help destigmatize mental health, reducing the effects of toxic stress and trauma in kids' lives. Our schools and other systems are not fully equipped to catch and hold the impact of our student's stress and trauma. Having mental health treatment in schools gives kids a space to drop off the weight of that stress, which is more healing than asking their bodies to carry it.

Over the past two years, Charleston Hope has worked with partner organizations such as Charleston Southern University, Webster University, and The Citadel to bring in graduate-level counseling interns to provide counseling for 3rd-5th grade girls at Mitchell Elementary. As we piloted this program, we discovered that the girls in our program had increased school attendance, grades, and positive behavior reports. While our program was seeing great success, we discovered that many students had severe trauma that needed to be addressed with a Licensed Professional Counselor.

Charleston Hope requests \$350,000 from Charleston County School District from the ESSER III Funds to provide an array of services at three tiers that address the issues and impact of trauma school-wide. With these funds, we will build on the mental health services we have been providing the past two years by expanding our partnerships between schools and community systems. We will use evidence based practices to provide universal, selective and indicated services, as directed by the Safe Support Learning Organization.

Universal services will be focused on trauma-informed professional development for the entire school staff at Mitchell Elementary and Sanders-Clyde Elementary, a mental health room in both schools, and positive mental health initiatives for teachers and students throughout the school year over the course of the next three years. We understand and believe that in order for a school to be transformed into a trauma-informed and responsive school, all staff must receive professional development, not a select few. We will allocate \$50,000 of the requested funds to universal services and will include a software and systems in order to track qualitative and quantitative impacts of our services. With this software, we will be able to work directly with school principals to make data-driven decisions on how to continue to improve mental health and over all culture and climate in these schools.

Selective services for students identified as at risk for a mental health concern will continue to work with our graduate level students for counseling, participate in our in-school small groups, and receive support via our partnership with Communities in Schools.

Indicated services for individual students who already display a mental health concern will be identified by school administration, guardians, and teachers. We will allocate \$150,000 to hire mental health counselors for the next three years to see students that exhibit serious problem behaviors and emotions due to the impact of trauma. Our goal is to provide 40 of Mitchell Elementary's and Sanders-Clyde Elementary's highest-trauma impacted students with 20 hours of trauma-informed therapy a year.

In order to do this, we will partner with in-school and out-of-school community organizations and form a mental health intervention team to regularly discuss and plan continued interventions for students that have

been referred to our services. In addition to this team, Charleston Hope will hire a mental health coordinator to oversee the grant and the described services and interventions. While the grant will fund this position on Charleston Hope's staff for three years from the allocated \$150,000 of the \$350,000 requested, this position will have a focus on developing this program at our schools will also building sustainability by working to secure additional grants and funding to continue services and expand them to additional schools in the future.

Over the next three years, we expect to provide trauma-informed counseling, with a Licensed Professional Counselor, to 120, or more, of our schools most trauma-impacted students. We also expect to see our schools transformed through the training and professional development we will provide to over 150 teachers and staff members at two of Charleston County's highest-poverty, Title 1 schools. This impact is in addition to the work Charleston Hope is already doing to promote mental health and social emotional learning via our in-school small groups and after-school girls empowerment program at Mitchell Elementary.

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.

Research has shown that social and emotional learning strongly impacts children's academic success. Children who have developed more social emotional skills and can regulate their emotions, despite their background or trauma, excel more in school. While our schools and community partners are providing social emotional curriculum and support, one thing our high-poverty schools are lacking is mental health services.

Through this partnership, Charleston Hope and Charleston County School District will begin to overcome the impact of trauma found in two of the district's highest poverty schools by creating a three-tiered trauma-informed approach that build resiliency among students and teachers. When mental health services are prioritized in high-poverty schools through a universal and individual approach, we can expect to see less teacher burnout and turnover, increased academic achievement, improved behavior, and a positive culture and climate for everyone in our schools.

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:

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
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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
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- 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."

150-200

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.

9

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

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

Amber Sainz - Mitchell Elementary Principal, Janice Malone - principal at Sanders-Clyde, Lauren Hertirech - CCSD School Board Member

Program Need

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

The prevalence of mental illness in children has been steadily rising, even before the COVID-19 pandemic. A significant factor that is exacerbating mental illness is the adverse childhood experiences children in poverty face. For those that grow up in poverty, housing instability, violence, and food insecurity are common and affect children's mental health. Poverty is evident within America's Title 1 schools when 60% or more students in a given school live at or below the federal poverty line. At the schools, we serve in Charleston County, 97%, or more, of the students, live at or below the national poverty line, and 99% of the students are black. In 2017, 45% of black students attended high-poverty schools in America, compared to 8% of white students. The poverty rate and school dropout rate are still highest for black students in America. Between April and October 2020, there was an increase of approximately 24% and 31% in pediatric emergency department visits among children aged 5-11 and 12-17. For students living in low-income communities, the uncertainties and adverse experiences have widened equitable mental health care. This inequality is on top of the existing health care inequities on which the pandemic has cast a harsh spotlight. Evidence shows that when schools shut down, and learning went virtual, children experienced decreased physical activity, irregular sleep patterns, peer isolation, and increased screen time. The effects of these things proved to be chronic and acute stress, developmental disruptions, depression, and anxiety. More than 50% of children reported a moderate to severe impact on their mental health among children and adolescents. The program presented in this proposal is to increase equitable mental health care services in two of Charleston's highest-poverty, Title 1 schools. Research demonstrates that students who receive social-emotional and mental health support achieve better academically. School behavior, on-task learning, and students' sense of connectedness and well-being all improve as well. According to the National Association of School Psychologists (NASP), students are more likely to seek counseling when services are provided and available in schools. The NASP all states that comprehensive mental health services are most effective when provided through a multi-tiered system of supports, including mental health professionals. Students who receive school-based behavioral health interventions demonstrate greater motivation, confidence, commitment to school and the ability to adapt when transitioning between grades. Schools who have mental health counselors working with students who have experienced trauma also experience less bullying and conflict amongst students. The gap between the number of students who need mental health services and the number of students who are actually receiving them is far too wide. Charleston Hope wants to expand the services we are already providing to students in our partnered schools and discover the impact on academics and achievement schools can have when mental health is made a priority.

How was the need(s) identified?

The notion that mental health services are needed in schools, for children, is not a new concern or topic. However, the COVID-19 pandemic has exacerbated mental health concerns everywhere. We identified the need for mental health services in our partnered schools by surveying administrators, teachers, and students. We hosted teacher round tables, conducted surveys, spoke with parents, and listened to our community. In addition, our offices are in our partnered schools, so we have a strong understanding of the needs as we run our programs day in and day out at our schools.

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?

Charleston Hope will work with outside community organizations and the licensed professional counselors we hire to create and use trauma-informed screenings and assessment practices to help administrators and teachers identify children’s needs and track student growth.

In order for this program to be successful, we will screen all students in our partnered schools using a mental health assessment and evaluation software that we will purchase with these funds. We will also purchase a culture and climate software, Teach Upbeat, that will track the overall culture and climate of the school, including how present social-emotional skills are amongst students and staff. We will track the at the beginning of each year and at the end.

When we complete student assessments, we will create a mental health team at each school that will identify priority students, based on the assessment, to receive mental health services from a licensed professional counselor and our graduate level students. We will track student achievement via test scores, behavior, attendance and social-emotional intelligence over the course of the year as they receive a minimum of 20 hours of counseling or therapy.

We will believe that when funding is available to make mental health a priority in our highest-poverty, Title 1 schools, we will be begin to see the entire student body increase their academic achievement, see less teacher turnover, and see schools go from unsatisfactory to excellent.

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.

350,000

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: Corporate Sponsors

Funding Request(s)

If you plan to invoice CCSD, how much funding do you anticipate needing?

350,000

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.

We will need to use the building at our partnered schools and create a designated mental health room where students can receive mental health counseling. We would need to continue using our points of contact at both schools to implement this program. We already have both of these needs and the go ahead from our principals so we are in a great position to get started and to steward these funds well.

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



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?

We have been increasing mental health services for students at Mitchell Elementary for the past two years through our Step-In Girls Empowerment Program and counseling services. We have the policies, procedures, and system in place to increase mental health services to more students and expand it to another one of Charleston County's most vulnerable schools, Sanders-Clyde Elementary. By increasing our partnerships and partnering with CCSD via these ESSER III funds, we know that we can provide the support and structure for mental health services in our schools. With the success of this program, we will be able to write additional grants for this program to expand services.

We will be able to sustain our work and impact after the ESSER funding runs out by writing additional grants, securing additional sponsors, and having strong data to prove the impact of the program. Additionally, teachers will receive trauma-informed training that will allow teachers to understand trauma, recognize signs of trauma, and learn new practices for how to teach students who have experienced trauma.

We are thankful for our continued partnership with CCSD over the last 9 years and are especially thankful for the partnership with the schools who allow us to operate our programs out of their school and treat us as if we are staff. We are on the ground, as close to the needs as an organization could and believe we could create a program that improves students lives, increase test scores, and lower teacher turnover; we hope we can partner with CCSD through these ESSER III funds to do it.

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.

