

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.

Tri-County Digital Equity and Inclusion Initiative with Reconstruction

Point-of-Contact in Your Organization

Individual whom we can contact for clarification or additional information.

Mary Butz

Point-of-Contact Job Title

Office & Administration Manager

Point-of-Contact Email Address

mary@tricitycradletocareer.org

Point-of-Contact Telephone Number

8437328221

Program Information

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

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

Through partnership with CCSD, Tri-County Cradle to Career (TCCC) will demonstrate it is an effective, supportive, transparent partner, and that we could effectively serve as part of CCSD's community engagement strategy to improve academic outcomes for all children. TCCC will help drive and support positive outcomes, including academic and learning, for children and families, share data, qualitative and quantitative, for both organizations to learn from and grow. Through our proposed initiative, we will address learning loss caused by the Pandemic. Through afterschool and summer learning we will meet the digital and overall wellbeing needs of our participant students and their families through digital inclusion and by providing access to reliable educational technology.

TCCC's initiatives allow for and integrates what is discovered through this lens and incorporates these insights into strategic plans and inclusive community interventions for all families. TCCC is a community movement of collective impact through countless partners already invested in improving educational outcomes for ALL children in Berkeley, Charleston, and Dorchester counties.

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

Within five community centers in the Charleston area, after school and in the summer, TCCC will offer the evidence-based Reconstruction curriculum, (www.reconstruction.us) a culturally responsive course of study designed around common core standards to bolster increased positive outcomes in both reading & math, to be launched in January 2022. Lessons will be offered in modules, several times a week throughout the school year and into the summer. Students will be assessed at the end of each module. Program directors at the centers will track student progress on modules, through self-reported grades, and contacts with teachers and schools.

Culturally responsive teaching is the behavioral expression of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning. (Teel & Obidah 2008) The curriculum is designed by diverse educators for diverse students. The online lesson plans highlight Black people, culture, and contributions to our country and world in the context of core learning. This tool was selected to: host small online groups; live sessions led by outstanding young professionals, content specialists, artists, and other charismatic leaders; teach neglected topics to help students see core subjects in a broader context that resonates with their culture and identity; and provide high quality & affordable instruction within a trusted community by trusted instructors. The program offers high-quality learning at a price that is 80% less than leading tutoring services. This initiative is operating within a hypothesis that access to a high-quality, engaging curriculum during out-of-school hours, where students are supported by an active community, will mitigate learning loss and begin to close the widening gap. Currently, students learning on the Reconstruction curriculum tout 84% retention of material presented and increased student confidence and eagerness to learn.

This initiative will initially reach 200+ students living in a Social Vulnerability Index "Red Zone" its first year and expand to include new students in years 2 and 3. Over the program period of 36 months, the initiative will serve 650+ students from the Charleston County School District.

This effort is being launched as part of the larger, collectively driven Tri-County Digital Equity & Inclusion Initiative, that seeks to use digital inclusion as a tool to increase the impacted community's access to resources that support economic mobility (further explained in the last question of this application).

In addressing the needs of the whole child and family at the neighborhood level, we will hire a community navigator, an AmeriCorps Vista housed at Trident United Way's Eastside Resource Center. The community navigator will provide coordination, direct support, academic and learning supports, digital literacy trainings, and partner alignment to address basic needs, increase basic skills, and financial education across the entire framework of service delivery. Residents/parents within the community will be given assistance with access to mainstream benefits, such as SNAP, Medicaid, and others they are eligible for, free tax filing assistance, and access to tools and training that supports families moving toward household stability. Other services include digital and financial literacy training, assistance with access to a variety of benefits to stabilize and mitigate crisis, financial stability services, budget counseling, access to internet-enabled devices, adoption of affordable high-speed internet subscriptions, access to online learning opportunities, access to online training and secondary education to improve employment opportunities, and access to work from home opportunities.

To guide the entire initiative, we will hire a project manager to oversee this project. The project manager will be responsible for and will oversee the project launch in coordination with the community center directors,

staff, and school system. He/she will coordinate student activity on the Reconstruction platform, be a liaison between TCCC and the community navigator, community centers, and the school district, and will assist in data tracking and documentation.

A list of community centers, community and corporate partners of this initiative are available upon request.

Impact: Briefly describe the intended impact your plans for this partnership in meeting the academic, social, emotional, and mental health needs of students who have been most severely impacted by the pandemic in the Charleston County School District.

The impact of this initiative will be outlined on several levels: student, community navigator services, and within the context of the larger Digital Equity and Inclusion Initiative.

The program will be guided by outcome measures related to the mitigation of learning loss for elementary and middle school students within the district, particularly on Charleston's Eastside. These include increased RIT Scores on MAP Fluency Assessments; parental outlook assessments; grades and pre- and post-assessments that measure reading and math levels; and performance reports by the community center directors. Baseline student academic data and digital competency will be obtained by the program manager through a review of these assessments, along with student self-reported grades, performance reports from community center directors, MAP Reading Fluency, and MAP Growth Assessment that will be collected three times a year. Participants will also be given a pre- and post-program learning assessment and family and/or caregivers will complete a family outlook survey, designed by our program evaluator. A control group will be used to establish a cause-and-effect relationship of the Reconstruction education intervention by isolating the effect of students who participate in the out-of-school-time activities compared to students in the feeder schools who do not participate, as an independent variable. Overall data will be aggregated and analyzed for learning and refinement of the service delivery model. By the end of the first 12 months, the program will be actively operating in 5 neighborhoods.

The program manager will oversee the program launch in coordination with community center directors. Student activity on the Reconstruction platform, and within the community center, is tracked and documented by the program manager.

The community navigator services will be measured by the number of families served, as well as benchmarks met on service plans for families. By the end of the funding period at least 80% of families will have met at least 80% of the benchmarks on their service plan for family stability. Benchmarks will include digital competency and fluency, housing stability, food security, adults in the household obtaining employment or increased wages, and increase in knowledge and usage of community supports.

The success metrics associated with the digital access and academic intervention activities are agreed upon in full collaboration with local residents. Selected community centers are located in: neighborhoods in a chronically low performing school district; or census tract where 30% or more of households are living 60% or less below area median income; or communities with great need for access to high-speed internet service as indicated by the SC Drive Broadband Need Maps.

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: Nieghborhood community centers

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
-

- 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."

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.

0

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

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

Dr. Gerrita Postlewait

Program Need

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

Needs of low-income students, learning loss, and summer learning and afterschool programs

How was the need(s) identified?

Over the past 18 months, TCCC has engaged in collective impact and collaborative activities to address the needs of the community as we focused on a just and equitable recovery from COVID. In partnership with the Institute for Child Success and TCCC's Equitable Recovery Steering Committee, we implemented regional and state-wide surveys. These surveys determined the most dire needs in our communities; greater internet connectivity and access to early childcare education centers. Two sub-committees were formed to move from study to action. TCCC also partnered with Intermediate Planning to conduct focus groups with students and parents/caregivers from urban, rural, and diverse ethnic households to learn directly from residents. From these sessions, we have published a Parent Engagement Qualitative Research Report, including 19 findings and 10 recommendations for community consideration and implementation.

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:

This will be the first year of implementing this program, but the Reconstruction curriculum has high success rates and has been evaluated.

How will you measure the success of your proposal if implemented?

Increase in student success academically

Measuring Success: as outlined in the evaluation/impact section, baseline student academic data and digital competency will be assessed by the program manager through a review of student self-reported grades, performance reports from Community Center directors, MAP Reading Fluency, and MAP Growth Assessment, collected three times a year. Students will take a pre- and post-program learning assessment and family or caregivers will complete a family outlook survey, designed by our program evaluator. A control group will be used to establish a cause-and- effect relationship of the Reconstruction education intervention by isolating the effect of students who participate in the out-of-school-time activities compared to students in the feeder schools who do not participate, as an independent variable. Overall data will be aggregated and analyzed for learning and refinement of the service delivery model. After the first two academic sessions of program operation (Spring and Summer) the attendance records, MAP scores, community center director reports, pre- and post-assessments, and self-reported academic data will be compiled and aggregated to track student progress within the virtual supplemental learning environment. Based on the qualitative feedback data from parents, students, and community center staff, the program delivery model will be refined, where necessary, for continuous improvement.

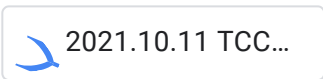
Increase in digital equity and inclusion, including access, adoption and competency for greater and long-term success

Measuring Success: The Community Navigator will collect and track outcomes through service plans and meeting of benchmarks around this issue. At least 80% of these issues will be resolved throughout the life of the grant.

Increase in youth and family stability through Community Navigator services through ensuring increased digital access and connectively

Measuring Success: The Community Navigator will ensure that various life domains that are lagging are being met or enhanced. He/She will monitor progress via service plans.

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.

\$2,160,821.00

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?

\$895,390.00

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.

Point-of-contact at feeder schools, student data, and attendance zone maps.
.....

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

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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?

The mission of Tri-County Cradle to Career Collaborative (TCCC) is to build collective power to transform education by changing systems to allow Black and Brown children to achieve their goals. Since 2013, the organization has brought together a diverse network of parents, educators, other non-profit organizations, businesses, government agencies, and stakeholders to address the persistent and systemic educational inequalities in Berkeley, Charleston, and Dorchester counties in South Carolina. The TCCC team and community partners work to close equity gaps at every stage along the educational journey. For eight years, TCCC has been working at the intersection of education and racism to improve educational outcomes which will ultimately result in equitable outcomes and economic mobility for children and families of the region.

TCCC's purpose is grounded in its leadership role as a convener and backbone organization to define the ways our region can collaborate across sectors, harness the strength of our network, leverage funding and sustainable resources, and utilize data to drive strategy. TCCC's function as a backbone organization provides value to the region by defining the community's scope of need while project managing mutually reinforcing activities between stakeholders. More specifically, the organization: creates community agendas and coordinates across sectors to synchronize efforts to fuel education initiatives that ultimately lead to a more ready workforce; eliminates silos between corporate social responsibility focused employers; tracks and measures data from demonstration projects initiated by TCCC between community-based organizations; analyzes and reports on the community's return on investment; and collects and evaluates qualitative and quantitative data to inform how each community unit can collectively reinforce each other's investments and activities across sectors: school districts, private companies, and philanthropists. Our overall successes are also measured by the strength of community programs and collective advocacy efforts.

COVID's Fallout: Our Response: Demonstrating our ability to be flexible and agile while maintaining relevance during a pandemic, TCCC made a decision in March 2020, to focus on recovery work. By shifting to this work, we will support organizational and system's recovery collectively and focus on strengthening students' readiness as we bring our community's children back to childcare and school, while identifying and building resources to address anticipated service and professional development needs, we know exist and anticipate those we have yet to understand.

To that end, we have convened a 26-member steering committee to guide this work to improve educational outcomes in our current environment. This allows us to give a voice to children, families and ultimately communities, ensuring their voices are heard and that they are part of the solution through parent/family engagement strategies.

Equitable Recovery and Efforts: The Digital Space: In partnership with local non-profits, local businesses, community leaders, families, and governmental agencies, TCCC's Equitable Recovery Steering Committee's aim is to improve the area's educational outcomes and widespread learning loss which were exacerbated by COVID's fallout. Within in this Committee, The Digital Equity working group met with and captured the feedback of more than 70 local business, education decision makers, grassroots leaders, human service providers, and parents to design a common agenda for the community that ensures every household can access, adopt, and productively use high-speed internet and devices to sustain lifelong learning, health and wellness, employment, digital and financial literacy, and social connectiveness. In order to meet the needs of the area, the Committee found that digital equity was an ingrained issue and one of the biggest barriers

to success for all students, particularly for those of color and low-income.

Through this work, the Committee has completed the Tri-County Digital Access Playbook which is designed for use by local, regional, and statewide decision makers, who are committed to ensuring that low-country students and families have equitable access to high-speed broadband and are, to date, driving the work of the tri-county coalition. Because our work is rooted in data, we have partnered with the Institute of Child Success to be our data collection and evaluation partner.

At the broad community level, the purpose of this initiative is to increase digital equity and inclusion in the most under-resourced communities in the region. Research has demonstrated an urgent need to increase digital equity through the tri-county region. Digital Equity ensures all individuals and communities have the information technology capacity needed for full participation in society, democracy, and economy and is necessary for civic and cultural participation, employment, lifelong learning, and access to essential services.

Illuminated as a significant barrier to success for neighborhoods with a large portion of low-income households, especially those of color, lack of access to learning technology and reliable broadband must be addressed. Digital Equity is essential for a just and equitable recovery from COVID. Digital inclusion (DI) is defined as the activities necessary to ensure that all individuals and communities, including the most disadvantaged, have access to, and use of, information and communication technologies. The five critical elements of DI include affordable broadband internet service, internet-enabled devices that meet the needs of the user, access to digital literacy training, quality technical support, and online content designed to enable and encourage self-sufficiency, participation, and collaboration - at which this initiative is aimed.

Through analysis of quantitative and qualitative data, we designed the Tri-County Digital Equity & Inclusion Initiative to address these needs in a holistic and aligned manner. To that end, TCCC is implementing the initiative pilot in the Eastside Community in Charleston with the goal of increasing digital inclusion and measuring the success of interventions.

The comprehensive pilots will include the programs outlined in this application, as well as a Community Navigator to provide coordination, direct support, and partner alignment to address basic needs, increase basic skills, and financial education across the framework of service delivery. Residents of the community will be given assistance with access to benefits, such as SNAP, Medicaid, and others they are eligible for, free tax filing assistance, and access to tools and training that supports families moving toward household stability.

Other services included in the comprehensive initiative include digital literacy training to ensure adoption (the knowledge needed to utilize technology on an ongoing basis), financial stability services, budget counseling, access to internet-enabled devices, adoption of affordable high-speed internet subscriptions, access to online learning opportunities, access to online training, certificate programs, and secondary education to improve employment opportunities, and access to work from home opportunities.

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