

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.

Power-On Project with Engaging Creative Minds

Point-of-Contact in Your Organization

Individual whom we can contact for clarification or additional information.

Robin Berlinsky

Point-of-Contact Job Title

Executive Director

Point-of-Contact Email Address

Robin@engagingcreativeminds.org

Point-of-Contact Telephone Number

843-277-2016

Program Information

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

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

The goal of the Power-On Project is to increase learning time beyond the school year while engaging students in standards-based enrichment that enhances their academic and social-emotional growth. In the next three years, we expect that students participating in this program will demonstrate significant academic gains while also demonstrating improved social/emotional wellbeing. Long term, ECM hopes to create a highly successful model program that can be replicated across CCSD for years to come.

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

This mission of Engaging Creative Minds (ECM) is to spark creativity and curiosity in all learners through innovative and experiential learning. To accomplish our mission, ECM places importance on increasing student engagement by partnering with local arts professionals, STEM experts, and cultural organizations to design highly engaging programs that integrate academic standards with the arts, STEAM education, and real world application. We provide students with equal access to high quality learning opportunities during the school day, after school, and during the summer.

ECM proposes a partnership with CCSD, using ESSR III funds, to implement a specialized program with a six-week summer experience as the anchor, designed especially for students enrolled in Title I schools who need to make up academic ground and develop the World Class Skills identified in the Profile of a SC Graduate.

The Power-On Project consists of two powerful components aligned to support students whose learning experience was disrupted by the CoVid-19 pandemic. First, ECM will enter a special partnership with Charleston Development Academy (CDA), a Title I charter school in downtown Charleston. Having experienced our in-school programs in the past, CDA leadership reached out to ECM seeking a partnership. Their staff stated that they felt ECM would be a perfect fit as they seek to accelerate learning for their K-8 students.

A year-round partnership with CDA will accomplish multiple goals. First, CDA students will participate in the in-school programs as well as in the summer camp programs, receiving a "high dose" of rich programming. Second, certified teachers and curriculum experts from CDA will provide critical input and guidance for the refinement of the curriculum to best fit the needs and interests of students in their demographic and culture. Third, CDA will contribute data and feedback for program improvement.

CDA's support and feedback will ensure that the second component of the Power-On Project, a six-week summer program called the "Power On Camp", is carefully designed to meet the needs of students enrolled in Title I schools. The summer camp program will serve 100 elementary school students (grades K-5), 20 middle school students (6-8), and 10 high school students who will serve as Junior Counselors while simultaneously participating in a robust leadership and self-awareness entrepreneurship program.

The curriculum for this summer program will be highly engaging and unique with an emphasis on academic enrichment, college and career readiness, and social emotional learning. The curriculum will be specifically designed to intentionally embed ELA and mathematics skills and standards through ARTS and STEAM integration. The camp structure will feature six areas of focus including Writing & Publishing, STEM & Makerspace, Art & Design, Performing Arts, Athletics, and "Imagineering the Future"- a component designed specifically to focus on career readiness and the World Class Skills listed in the Profile of the SC Graduate.

Students in all grades will be exposed to real-world application of knowledge through exposure to various careers as well as entrepreneurship modules. Middle and high school students will be explicitly engaged in designing entrepreneurial business plans and presenting them to local business experts for feedback.

The summer program will end with a festival where students will demonstrate the creativity and projects created during their time at camp. Families and community members will be invited to celebrate the

accomplishments of all the Power-On students at this event.

Paid ECM and CDA personnel will train, mentor, and supervise additional volunteer assistants from local colleges and the community at large in all three formats- in-school, after-school, and summer.

While exact dates (especially starting dates) will be determined by funding release date and Covid health policies in CCSD, our timeline is as follows:

Year 1- Spring and Summer 2022- ECM will pilot and implement 6 standards-based modules in collaboration with CDA staff. This process will ideally begin in spring 2022 with pilot programs at CDA during school and possibly after school. In the summer of 2022, the six-week week Power-On Camp will be held. Students from CDA will be invited to attend this camp. Students from other targeted Title I schools will attend in order to reach the attendance target of 100 K-5 campers and 30 middle and high school campers.

Year 2- 2022-2023- ECM will continue to partner with CDA staff to develop and refine curriculum, building on successes from summer camp experience, with CDA students and staff during the school day and/or in the afterschool space. The goal will be to develop an additional 6 standards-based modules. Data will be collected to gauge effectiveness on academic growth as well as social emotional impact. Information gathered during the school year will be used to design summer camp curriculum and another six-week Power-On Camp will be held during the summer of 2023 for students from multiple Title I schools.

Year 3- 2023-2024 - ECM and CDA will continue their partnership to develop and refine a highly engaging curriculum designed to increase academic achievement through hands-on, real world experiences. Again, the curriculum developed and lessons learned will guide the development of the third year of the Power-On summer camp in the summer of 2024 for students from multiple Title I schools.

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.

Quantitative and qualitative data from multiple sources will be collected at key touchpoints in the Power-On program development and implementation. Participation will be free and open to all students regardless of whether their families consent to participate in the program evaluation component. In year one we intend to use the following data sources to evaluate our pilot programs at CDA, guide the refinement of the program for summer Power-On Camp, and evaluate the impact of the Power-On summer program on a wider array of participants.

1- Academic test scores- January, May, and August - One goal of the Power-On project is to enhance academic achievement while reducing or eliminating learning loss related to Covid or summer absence from school enrichment. While many factors influence students' standardized test scores, staggering the dates of participation in programs and/or duration of participation (for CDA students who might access in school, after school, and/or summer programming) will allow for a broad look at value added for participating CDA students. Test scores of individual students, with parent and school approvals and with identities carefully protected, will allow us to examine value added by Power-On participation. May- August scores of students from other Title I schools who participate in the Power-On camp will similarly be examined to document academic gains or prevention of summer learning loss if access is approved by school and parents.

2- Student-reported well-being - A second major goal of the program is to enhance students' sense of well-being and flourishing. Changes in student well-being will be assessed in grades 3-8 using the brief self-report Flourish and Fitness Scale (FF; Saylor et al, 2020) . This 18 item student report scale takes 5 minutes to complete, and is based on Seligman's model of flourishing applied to youth populations. It specifically touches areas of Positive affect, Engagement, Relationships, Meaningful Existence, and Accomplishment. The FF will be administered to all participants in the first week and final week of Power-On programs.

3- Parent and teacher survey feedback - Our goal is to develop and refine replicable programs which are favorably received by parents and teachers of students in Title I schools. In our seven year collaboration with CCSD, ECM has developed program-specific surveys to capture observations, satisfaction, and suggestions from both parents and teachers. Surveys will be selected and adapted with guidance from CDA teachers and parents as well as consulting program evaluation experts from nearby colleges and schools. In addition, small group conversations with key stakeholders will provide more qualitative guidance from the people who know the students best.

4- Capturing our stories - Ongoing multi-media documentation of students' experiences will provide rich and diverse samples of the intended impacts that are more complex, e.g. inspiring children and helping them see that learning can actually be fun and exciting, raising career awareness, and encouraging students to imagine a positive future for themselves. Students' writing, video, and photos are examples of the products we expect will help illustrate these impacts.

5- Showcase- Our goal of empowering children to create and apply their knowledge in novel ways will be demonstrated throughout, but will be particularly visible in the final showcase at the end of each summer session. Presenting in public will also provide a different experience to enhance students' communication

skills and self-efficacy. Finally, the showcases will have the potential to promote the longer term-goal of garnering greater community support and interest.

Program Delivery Format

Check all that apply.

- 1-on-1
- Small Group
- Whole Class
- Workshop/Assembly
- Field Experience
- Workplace Student Internship/Apprenticeship
- After-school Programming
- Other: Summer Program

Program Frequency

How often do you meet with students?

1-2 times during the school year

1-2 times each semester

1-2 times each quarter

Monthly

Bi-weekly (every two weeks)

Weekly

Daily (or multiple times every week)

Other:

During the school year, for a week at a time for at least 6 weeks. During the summer program, 6 weeks for 4 days per week (M-Th) from 8:00am-4:00pm.

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:
Academic Enrichment through arts integration, STEM integration, and development of World Class Skills

CCSD Schools Served

Please select the CCSD schools where you would like to provide your service/program this school year.

- A.C. Corcoran Elementary
- Academic Magnet High
- Angel Oak Elementary
- Ashley River Creative Arts Elementary
- Baptist Hill Middle-High
- Belle Hall Elementary
- Buist Academy
- Burke High
- C.E. Williams Middle School for Creative and Scientific Arts
- Camp Road Middle
- Carolina Park Elementary
- Charles Pinckney Elementary
- Charleston County School of the Arts
- Charleston Progressive Academy
- Chicora Elementary
- Daniel Jenkins Academy
- Deer Park Middle
- Drayton Hall Elementary
- E.B. Ellington Elementary
- Early College High School
- Edith L. Frierson Elementary
- Edmund A. Burns Elementary
- Harbor View Elementary
- Haut Gap Middle
- Hunley Park Elementary

- James B. Edwards Elementary
- James Island Elementary
- James Simons Montessori
- Jane Edwards Elementary
- Jennie Moore Elementary
- Jerry Zucker Middle School of Science
- Julian Mitchell Elementary
- Ladson Elementary
- Laing Middle
- Lambs Elementary
- Laurel Hill Primary
- Liberty Hill Academy
- Lucy Beckham High
- Malcolm C. Hursey Montessori
- Mamie P. Whitesides Elementary
- Mary Ford Early Learning and Family Center
- Matilda Dunston Elementary
- Meeting Street Elementary at Brentwood
- Meeting Street Elementary at Burns
- Memminger Elementary
- Midland Park Primary
- Military Magnet Academy
- Minnie Hughes Elementary
- Montessori Community School
- Morningside Middle
- Moultrie Middle
- 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.

7

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

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

Denisse Santos, Visual and Performing Arts Coordinator

Program Need

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

The Power-On Project specifically addresses the need to provide accelerated academic support for students enrolled in Title I schools who have been negatively impacted by the CoVid-19 pandemic. It also addresses the need to help children develop strong "world class skills" such as communication, collaboration, creativity and critical thinking in order to become ready for the workforce. Finally, this project addresses the need for students to be engaged in learning activities that promote healthy social emotional development.

How was the need(s) identified?

Engaging Creative Minds has been in frequent communication with Molly Spearman, SC Superintendent of Education, as we have begun a process of partnering with the State Department to replicate our Summer STEAM programs at districts around the state. She and her staff have communicated two primary needs: 1) For students to receive academic support to help recover ground lost during the CoVid-19 pandemic and 2) For these programs to be delivered in a manner that re-engages students with school in a positive manner and encourages their attendance. These needs have been reiterated locally through our conversations with CCSD personnel and school principals as well as via reporting from various sources regarding the learning loss that has occurred since the beginning of the pandemic. Based on our conversations, it is clear that students enrolled in Title I schools have the greatest need for high-quality interventions and programs. As a result, we are redesigning our award-winning and well established summer program model to become even more academically supportive while still maintaining ECM's unique approach and "woo hoo" spirit.

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?

In order to determine success for the program being proposed for CCSD’s ESSRIII funding, ECM will employ a variety of techniques including standardized test score analysis and surveys. Data from multiple sources will be collected at the end of each program module implemented at Charleston Development Academy as well as at the end of each summer program. While many factors influence students' standardized test scores, following the Charleston Development Academy students who will participate in both in-school and summer programs and comparing it to students who only participate in the summer will allow for a broad look at value added for participating students. In addition, student well-being and satisfaction will be assessed using the 18 -item Flourish and Fitness Scale (Saylor et al, 2020) and satisfaction /feedback surveys designed for each program. Student and teacher surveys previously employed by ECM will further document impact. Cost-benefit analysis will also be conducted using ongoing monitoring of participants from each population and resources contributed (by ECM, by school, by grant, and by volunteers). Data will inform the refinement and expansion of impactful programs in the 22-23 and 23-24 school years.

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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.

\$804,416

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?

\$804,416

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.

The summer program will require the following CCSD resources:

Facility

breakfast/lunch program

Front office staff person

Transportation

Janitorial services

Onsite nurse as determined necessary by CCSD

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Funding Plan

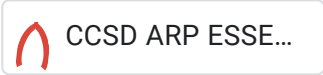
Describe your funding needs and the justifications for these resources including supervision, materials, transportation, etc.

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



Policies & Procedures

Will your organization be able to comply with CCSD policies and procedures regarding certificate of insurance (COI), legal documents, and clearances?

Additional Comments

Is there anything else that you'd like to share?

Engaging Creative Minds has specifically responded to a request from Charleston Development Academy to provide this programming for their students. We will recruit additional students enrolled in Title I schools to participate in the summer camp program and have identified Mitchell Elementary and Memminger Elementary as other potential partners for the summer. However, we are open to suggestions from CCSD leadership and will serve any students the district feels would be the best fit for the program. Alternatively, we could serve students in the summer program who live in poverty but do not attend Title I schools (such as students from schools like James B Edwards.) We are open to CCSD direction on this matter.

ADDITIONAL CAMPS OPTION:

ECM has the capacity each year to host additional summer camps to supplement the Power-On Program, ECM's combined in-school CDA ELE/summer camp model, detailed in this proposal.

ADDITIONAL INVESTMENT PER STUDENT:

Each additional per student camp cost in years 1-3 is between \$1,852 - \$1,966 for all six weeks or \$308 - \$328/week for up to 130 k-12 students to attend all six weeks of one additional Summer STEAM Institute.

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