

# 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: .....

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.

The Pink House Neighborhood Resource Center .....

Point-of-Contact in Your Organization

Individual whom we can contact for clarification or additional information.

Reverend Christian King .....

## Point-of-Contact Job Title

Executive Director

## Point-of-Contact Email Address

gcommking@gmail.com

## Point-of-Contact Telephone Number

843-442-6079

## Program Information

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

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

The Pink House children are aged 4-14 years of age. The children will have support, resources and assistance after school and during the summer. The children are more relaxed at The Pink House as they work and support each other in small groups and one on one. Remember, with COVID-19 pandemic families are struggling with illness, job loss and loss of family. The Pink House provides a loving, safe, secure, educational and fun environment.

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

Our mission is to equip, empower and encourage community stakeholder's participation in youth development for excellence in-service and education. Our children are aged 4 to 14 years of age. 50% boys 50% girls; 90% African American 5% white, 5% Latina. The Pink House Neighborhood Community Resource Center serves annually 150 children in this community, except during 2020 when our attendance dropped by 50%. For 2021, we are back to serving 150 children. During the pandemic children experience academic isolation, household family tensions, and growing antisocial behavior. 2022 The Pink House will be approaching service to 3,500 children since the establishment of The Pink House Neighborhood Community Center. In addition to serving the children and neighbors in the community, The Pink House has helped to stabilize and protect their community. Reverend King and Kelvin directly receive the phone calls of need from neighbors and as they spend time with the children learn of their and their families trials and tribulations. Eviction, foreclosure, homelessness, hunger, loneliness, medical transportation, shoes, school clothes, coats and food are just a few of the many traumas that Reverend King and Kelvin personally address. The children are the greatest benefactors, as they learn to take better care of themselves, their families and their neighbors. They are inspired to keep learning through all trials and struggles. They learn the joy of volunteering and helping those less fortunate than themselves.

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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.

In order for the community to survive and thrive we are all responsible for our neighbors, regardless of age. 2020-2021 brought a new reality to children under the age of 18 as COVID-19 brought the loss of relatives; parents' jobs; hunger; inability to purchase clothing and shoes; and for some the trauma of homelessness, eviction, or moving in with relatives that may not want them. With over 22 years of experience running and managing The Pink House Neighborhood Community Center, our educational programming and nurturing has had to adapt to the recessions of March-November, 2001, December 2007-June 2009 and 106 months of economic recovery. However, the impact from the Great Recession on communities of color was devastating: "The Great Recession's economic impact on minorities and immigrants has been especially devastating. Between 2005 and 2009, Hispanic households lost 66 percent of their wealth and black households lost 53 percent, while white households lost only 16 percent." And here we go again. Presently, there are 10 million Americans without jobs, 2.6 million who may lose their homes through foreclosure and 20 million Americans facing eviction when the federal restrictions end. The Lowcountry continues to evict, and we try to assist through the Charleston Area ProBono Legal Clinic. The water department and Dominion Energy continue to shut off both water and electricity for families of all ages regardless of causation and then require deposits of \$250-\$850 dollars, so many of the extremely and working poor are heading into summer without the benefits of a fan or air conditioning. The average renter in Charleston is behind in rent and utilities by \$5000-\$6000. This week Charleston's daily temperature will peak at 80 degrees and will continue to climb into August. August, 2020 the temperature peaked at 112 F before adjusting for the heat index. We are on the sidewalks and streets, going door to door and responding to phone texts, calls and emails.

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## 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: Academic, Arts & Cultural, Health/Nutrition/Fitness, Leadership, STEM

## CCSD Schools Served

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

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

- Hunley Park Elementary
- James B. Edwards Elementary
- James Island Elementary
- James Simons Montessori
- Jane Edwards Elementary
- Jennie Moore Elementary
- Jerry Zucker Middle School of Science
- Julian Mitchell Elementary
- Ladson Elementary
- Laing Middle
- Lambs Elementary
- Laurel Hill Primary
- Liberty Hill Academy
- Lucy Beckham High
- Malcolm C. Hursey Montessori
- Mamie P. Whitesides Elementary
- Mary Ford Early Learning and Family Center
- Matilda Dunston Elementary
- Meeting Street Elementary at Brentwood
- Meeting Street Elementary at Burns
- Memminger Elementary
- Midland Park Primary
- Military Magnet Academy
- Minnie Hughes Elementary
- Montessori Community School
- Morningside Middle
- Moultrie Middle
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- Mt. Pleasant Academy
- Mt. Zion Elementary
- Murray LaSaine Montessori
- North Charleston Creative Arts Elementary
- North Charleston Elementary
- North Charleston High
- Northwoods Middle
- Oakland Elementary
- Pepperhill Elementary
- Pinehurst Elementary
- R.B. Stall High
- Sanders-Clyde Elementary
- Septima P. Clark Corporate Academy
- Simmons-Pinckney Middle
- Springfield Elementary
- St. Andrew's School of Math and Science
- St. James-Santee Elementary-Middle
- St. John's High
- Stiles Point Elementary
- Stono Park Elementary
- Sullivan's Island Elementary
- Thomas C. Cario Middle
- Turning Point Academy
- W.B. Goodwin Elementary
- Wando High
- West Ashley High
- Cooper River CAS

- East Cooper CAS
- West Ashley CAS
- West Ashley Head Start
- Virtual Academy
- Allegro Charter School for Music
- Carolina Voyager Charter School
- Charleston Charter for Math and Science
- Charleston Development Academy
- East Cooper Montessori Charter School
- Greg Mathis Charter High School
- James Island Charter High School
- Orange Grove Elementary Charter School
- Pattison's Academy for Comprehensive Education

### Students Served

Estimated number of students that this program would like to serve this school year. If none, type "0."

50.....

### 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.

Ricardo Robinson

### Program Need

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

Our organization, The Pink House Community Resource Center, primarily focuses on providing support programs for our children. Through our after-school program, we help provide a safe, educational environment for the children of our community while their parent(s) are at work. In doing so, we avoid disrupting the parental flow of income due to their needed childcare. During their time at The Pink House, children are taught with a balanced approach to literacy not only improving their reading skills, but also teaching them to be the authors of their own life experiences. We also work to teach children valuable cooking and gardening skills, based on this knowledge gained, our kids also have the opportunity to publish both online and physical cook books. This approach to educational after-school care allows children to have their voices heard, and regardless of age, introduces these children to entrepreneurship skills. They learn to tell their story, have confidence in themselves, and know that they have the power to make a difference. However, it is important to note that our organization not only supports the children, but the greater Charleston community as a whole. In addition to our child services, The Pink House also addresses food insecurity within the community, particularly the families of the children our organization serves. Our food giveaway program helps provide healthy, accessible meals and food items to reduce food insecurity within these families, and relieve the financial stress of trying to provide meals. We also work to help find resources to: pay for rent, pay for utilities, and secure transportation to schools and to work (bus passes). As you can see, we are not simply giving out resources, but promoting resilience in the children of our community by providing parents with vital resources to support their families, and providing children with the tools and skills necessary to achieve a successful future.

#### How was the need(s) identified?

The Pink House works side by side with our children to help them achieve the correct answers by teaching them the process as well as developing their confidence in their skills development.

### 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: Last independent evaluation conducted in 2009: rated STRONG

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

The Pink House's success is measured by the success of our children at school and at home.

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.

\$60,000

### 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?

\$40,000 .....

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.

New Point of Contact and Transportation and Facility Use during Pink House Renovation

### 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> |



The Pink House ...

### 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?

The Pink House

Each student keeps a pictorial or written journal as well as publishing an individual recipe book by modelling the Kids Teaching Kids program. Children are encouraged to "just do your best" and taught to understand their strengths and to focus on using those strengths to help change the world.

The Pink House Neighborhood Resource center provides a safe place after school and during the summer, encourages children to help serve those who are lonely or in need of food, clothing or friendship.

The number of neighbors served every year increases.

Skills are taught beyond the skills they may be receiving in their school environments. The Pink House children are practicing all the skills learned at school and expanding their knowledge by using their head, hands and hearts everyday in a safe home environment.

2020-2021 has brought a new reality to children under the age of 18. COVID-19 has brought the loss of relatives; the loss of parent's jobs; the lack of food; inability to purchase clothing and shoes; and for some the trauma of homelessness, eviction, or moving in with relatives that may or may not want them. Pink House students age 4-14 will be taught service learning in the Pink House after school and summer programs. The students will be gardening this spring to produce fresh herbs, fruits and vegetables; learning about healthy living such as exercise and nutrition as well as cooking. The students will help with food distribution in the neighborhood; including helping to package food for the homeless in the community. These experiences will prepare them for their own life challenges when facing food or housing insecurity. The students will read "In Defense of Food" by Michael Pollan, "Be Healthy: Food, Fitness and Feeling Great" by Lilian Cheung, "All the Things that you can Do that are Good," Tish Rabe. To build on the reading on healthy foods, students will work with ProStart students from area high schools learning about new fruits and vegetables and then developing simple recipes that they will test and then assemble in their own cookbook pamphlet. The students will have their photograph and names on the cover, ten (10) recipes inside as well as pictures. Writing is how we learn and this will be their first book published for family and friends. Kids Teaching Kids is modeled after the collaboration of ProStart High School students and elementary school students in Dallas, Texas. As students are cooking they will learn the importance of zero waste and the saving of seeds to be planted in their garden, stock preparation from scraps which then go to the compost pile to create fresh dirt for our gardens. This cookbook pamphlet process requires use of reading, math, ratios, writing, drawing, technology and photography as they learn about food.

The Pink House has been an integral part of the community over the past twenty years working with the community association and all residents on food, clothing, education and social support. The residents look forward to the after school and summer program which allows the students more exposure and social engagement with the broader community.

Expected benefits: In order for the community to survive and thrive we are all responsible for our neighbors regardless of age. The students help in the creation of community by helping our neighbors through in service learning.

The poverty rate in Charleston county is a shocking 14.6%, with Black and Hispanic communities being disproportionately affected by: poverty, increased eviction rates, and food insecurity. The Black community faces a poverty rate of 27.9% while only accounting for 21.3% of the population, and the Hispanic

community experiences a 17.9% despite only being 2.7% of the population. According to the 2020 South Carolina Child Well-Being Study, 23.4% of children aged 0-17 live in households below the poverty level, and 19.8% live in concentrated areas of poverty. This idea of concentrated areas of poverty is especially harmful to these children, because areas of poverty may lack sufficient social and community resources to support their education, health, and future success. Additionally, 37.9% of children in Charleston county come from single-parent families. These single-parent families face additional obstacles as their limited incomes force these parents to juggle paying for necessities. Challenges created by poverty that are faced by these children and families are only compounded as findings show that the median rent in Charleston county was \$1,229 in 2019. For a single-parent making minimum wage, \$7.25 an hour in South Carolina, they would have to work 42.5 hours a week, just to afford rent alone. Working an astounding 42.5 hours a week without having any remaining income to pay for utilities, childcare, food, healthcare, and any other expenses- successfully providing for one's family is a nearly impossible task to achieve alone. The rippling effects of poverty can be found in food insecurity rates in the area. Charleston county experiences 16% overall food insecurity with a shocking 24% rate of child food insecurity. Additionally, North Charleston experiences the highest eviction rates in the country at a rate of 35.62% in 2016, and this rate has only worsened since the coronavirus pandemic began. With so many obstacles negatively impacting the quality of life for such a large portion of our community, The Pink House Community Resource Center works to fill a gap in the community by being a positive and empowering space to support our children, and a partner to help support and provide essential resources for families in need.

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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