

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.

Reading Partners

Point-of-Contact in Your Organization

Individual whom we can contact for clarification or additional information.

Kecia Greenho

Point-of-Contact Job Title

Sr. Executive Director

Point-of-Contact Email Address

kecia.greenho@readingpartners.org

Point-of-Contact Telephone Number

5085613537

Program Information

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

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

Reading Partners intends to continue to partner with existing Title 1 Elementary School partners and expand to additional Title 1 Elementary schools to improve the reading skills of students in grades K-5th grade. We will partner with schools to provide our evidence-based literacy tutoring intervention, social-emotional learning, and family engagement programs during the school day and in after school programs for students and families at each school. We will also support the district in their Summer Literacy Camps, as we have done over the past couple of summers by offering additional literacy and social-emotional learning support to students enrolled in camp who have been identified for retention under the South Carolina Read to Succeed legislation.

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

Reading Partners' overarching goal is to help close the reading achievement gap for children living in poverty, by producing measurable improvement in their reading skills and putting them on track to read on grade level by fourth grade, and provide support to ensure that they maintain their skills through 5th grade and are prepared with the literacy skills they need to be successful in middle school and beyond. Reading Partners provides evidence based one-on-one literacy tutoring for students who are at risk of reading failure. Our program recruits and trains community volunteers to deliver our evidence based program in schools that are under-resourced. Disparities in reading levels correlate with family income, making it difficult for high-poverty schools to provide the supports necessary to help all children develop reading proficiency. Early research on the impact of COVID-19 on underserved students and educators in the US shows that the pandemic has resulted in unprecedented learning loss and widening inequity. Reading Partners works in concert with schools to help fill these resource gaps by placing trained volunteers in schools to increase the amount of individualized instruction available to students. Reading Partners' instruction mirrors what teachers are working on in the classroom, making it a unique collaborative service delivery model. The COVID pandemic has also illuminated the need to include families, caregivers, and communities in their student's learning. We believe that communities and families are central to a child's success, and we partner with schools and families to increase active participation, communication and collaboration. Through supportive and impactful family engagement workshops, regular book distributions, and at home literacy learning packets, Reading Partners provides families with tools to continue to support student's literacy skills at home. RP will provide over 500 students per year one:one literacy tutoring utilizing the Reading Partners evidence-based curriculum. We will also engage a minimum of 100 additional students and families per year at each school through book distribution, digital libraries, family engagement workshops and at-home reading support. Per year, over 10,000 one:one literacy tutoring sessions will be delivered each year, and over 15,000 new diverse books will be distributed with at home literacy packets and family workshops. All students at each school will have access to the digital library of diverse books with incentivized reading programs at each school. In addition, we will work with district leaders to identify summer support for students engaged in summer literacy camps, or if additional summer support is requested based on district planned activities.

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.

RP's tutoring program has demonstrated ability to support learning growth in populations that are most at risk of adverse COVID-19 learning impacts. Further, RP's proposed project directly aligns with Robert Slavin's Tutoring Marshall Plan, which calls for a large-scale investment in proven tutoring interventions for Title 1 schools to advance student achievement in light of the impacts of COVID-19 (Slavin, 2020). Through the distribution of the ARP ESSER funds, RP will expand its ability to provide its proven one-on-one tutoring model to support students directly in their schools, our evidence-based curriculum also intentionally incorporates important elements of social-emotional learning (SEL) into the curriculum. RP's tutors create safe spaces where students can use literacy education and books as a lever for critical thinking and SEL. Program lessons feature SEL topics such as growth mindset, kindness, empathy, mindfulness, and confidence. These skills empower students beyond literacy growth and classroom success to develop into confident critical thinkers, learners, and global citizens. RP's combination of research-based literacy instruction with relationship building brings both educational equity and social-emotional learning to learning spaces.

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 literacy intervention through schools or district Literacy Camp

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
-

- 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."

1500+ per year in various programs

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.

Lisa Allison Director of Intervention and Psychological Services

Program Need

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

Reading Partners will address learning gaps and learning loss that existed prior to the pandemic and those associated with disruption caused by the COVID-19 pandemic. There is a national call that also supports the need to address inequities that exist in accessing literacy interventions, namely private and one-on-one tutoring.

How was the need(s) identified?

Students in need of Tier 2 literacy intervention based on school identification

Program Impact

Student Impact

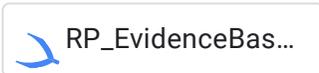
What is the impact of your program based on data?

- 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?

Reading Partners' overarching goal is to help close the reading achievement gap among low-income youth by producing measurable improvement in students' reading skills. We track each student's progress against their primary end-of-year literacy growth goal, using research-based assessment tools. We benchmark students' reading levels at enrollment; regularly monitor progress and make changes to the student's reading plan; and then record overall growth at end-of-year. A 2021 report from EdResearch for Recovery looking at effective high-impact tutoring acknowledges that, "frequent assessments of learning allow tutors to personalize instruction based on individual students' needs," and specifically cites our program as an example of this as we use data from mid-year student assessments to inform how we approach our students' end-of-year literacy growth. We rigorously evaluate students' reading skills through the research-based elementary literacy assessment tool (STAR Early Literacy and STAR Reading) administered several times a year. We also collect standardized test scores and school-based evaluations as well as gather perceived impact data on improvements in students' reading skills, self-confidence, and classroom participation through twice-annual teacher, principal, and tutor surveys.

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.

~1,600,000 per year

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:

We also receive some funding from the SC DOE for implementation of our evidence-based tutoring program in Title 1 elementary schools in the Tri-county area, as well as in Summer Read to Succeed Literacy Camps

Funding Request(s)

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

450,000 per year (14 school based tutoring and family engagement programs and summer Read to Succeed Literacy Camp)

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.

Over the last 9 years we have had an extremely collaborative relationship with our district leaders and have leveraged those relationships to build strong school level relationships with our school based leadership, literacy and intervention teams. At each school site, we work with leaders to identify space within the building to operate a fully functional Reading Center that will be managed by an on-site Program Coordinator that Reading Partners recruits, trains and manages. We have frequent meetings at both the district and school level to implement the program and to continue to provide support and evaluate student progress. We work with the office of Security and Emergency Management to ensure all volunteers complete their background check authorization, as well as the district IT department. We will continue to work with district leaders, the school principal, literacy and intervention teams, after school leaders when appropriate, and district staff responsible for Summer Literacy Camps.

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?

Reading Partners has been a proven partner in the literacy education space in CCSD for over 9 years. We have worked closely with districts and schools to identify elementary schools where we can be the most effective. We have often not been able to secure the requested school or district funding, but we have never allowed that to be a barrier to providing our programs or services to schools or students who need them. We see this as an opportunity to strategically implement the complete suite of Reading Partners services to every school that is identified. We aim to provide effective tutoring services in the earliest grades so that we can continue to provide step-down support as students are promoted to the next grade level while not removing support altogether. We can also provide individualized support to students coming from a Tier 3 intervention, so we can continue to see progress. We were identified as an effective tutoring program in the EdResearch Recovery Design Principles February 2021 edition stating that tutoring is one of the most effective ways to increase achievement for students from lower income families.

https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf

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