

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.

Vision To Learn Charleston – Vision Screenings, Eye Exams and New Prescription Eyeglasses for Charleston Region Students

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Point-of-Contact in Your Organization

Individual whom we can contact for clarification or additional information.

Pete Silberman

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Point-of-Contact Job Title

Chief Growth Officer

Point-of-Contact Email Address

psilberman@visiontolearn.org

Point-of-Contact Telephone Number

215.850.1103

Program Information

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

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

All Charleston County School District (CCSD) students from low-income communities with poor vision be provided with basic, yet critical, vision care services, free of charge, by Vision To Learn. This access for students who need glasses, but do not have them will enable these children to recover lost learning from the COVID 19 pandemic and improve their academic and social-emotional well-being for years to come.

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

What is Vision To Learn?

Vision To Learn (VTL) is a 501(c)3 non-profit organization whose mission is to provide access to vision screenings, eye exams, and new prescription glasses to students in low-income communities. VTL addresses access issues by bringing state-licensed optometrists and opticians and a mobile vision clinic directly to where students are all day, every day – at school.

Founded with a single mobile vision clinic in 2012 in Los Angeles, CA, the program has steadily grown. By the end of 2021, VTL will have full-time programs operating in 13 states and the District of Columbia. Since VTL's founding, the program has provided children across the country over 1,500,000 screenings, 306,000 exams, and 243,000 glasses. A single clinic can help up to 3,500 kids per year.

Vision To Learn in South Carolina

VTL launched in South Carolina just this September, with screening conducted in school auditoriums, a clinic traveling to CCSD Monday – Thursdays to provide exams, and Fridays reserved to dispense glasses individually to students, all without the need for students to ever leave school grounds. VTL is thrilled that CCSD is the next district where thousands of children will receive much-needed access to vision care that will help them recover significant lost learning time due to the COVID pandemic.

VTL Charleston is fully staffed with a SC-licensed optometrist, two SC-licensed opticians, and a local program manager. VTL has established a strong working relationship with CCSD, led by CCSD Nurses, and have a MOU, which enables VTL to use opt-out consent. This type of consent is preferred because many more students who need glasses will receive them – only 2-3% of families opt-out of the service. In addition, it reduces the administrative burden on the schools to collect and track forms. Already, in our first few weeks of operation, VTL has provided 1,177 vision screenings, 255 eye exams, and 201 glasses at three CCSD sites.

Students Who Will Be Helped

Vision To Learn Charleston requests funding to support its proven, evidence-based and lasting program model to provide vision care access for K-12 CCSD students. According to district demographics, approximately 85% of children served by Vision To Learn nationally are children of color and about 90% live in poverty. National Center of Education Statistics data shows that approximately 22,000 CCSD students attend schools where over 50% of the population qualifies for the Federal Free or Reduced-Price Lunch Program. These schools are in low-income communities and qualify for VTL services. Once VTL goes to a school, all children are helped, regards of income, disability status, citizenship, or other characteristic. Of these students, 7,000 are expected to fail their vision screening and need an eye exam, and over 5,600 are anticipated to need glasses.

The CCSD project began this year and VTL has 6,300 screenings, 2,000 exams, and 1,600 glasses planned for 2021-22. In 2022-23 and 2023-24 school years we plan to conduct the same number of screenings, exams, and glasses as this year (6,300, 2,000, and 1,600 each year), and by Fall 2024 we plan to have completed another 3,150 screenings, 1,000 exams, and 800 glasses for a total of 22,000 screenings, 7,000 exams, and 5,600 glasses.

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 COVID pandemic has resulted in school closures across the nation, and as a result, students have lost significant learning time. A recent study published by McKinsey & Company noted, "Our analysis shows the impact of the pandemic on K-12 Student learning was significant, leaving students on average five months behind in mathematics and four months behind in reading by the end of the school year. The pandemic widened pre-existing opportunity and achievement gaps, hitting historically disadvantaged students hardest. In math, students in majority Black schools ended the year with six months of unfinished learning, students in low-income schools with seven."

As a solution to these intensive needs, VTL has pursued an evidence-based intervention approach which demonstrate the impact of school-based children's access to essential vision care services.

Johns Hopkins University Research Study Show Academic Impact of VTL Glasses:

A groundbreaking study published last month in the Journal for the American Medical Association Ophthalmology found that students who received eyeglasses through the school-based VTL program in Baltimore made faster academic progress, as measured by standardized tests in reading and math. Students who struggled the most academically before receiving glasses showed the greatest improvement, the researchers found.

This controlled study created three randomized groups of K-8 schools to be served by VTL in the first, second, and third year of the program, allowing researchers to compare academic performance among those students served by the program in Year One versus their peers who were not served. This represents the most comprehensive study of at-school glasses provision ever conducted.

This study's findings quantified the significant impact of our program: as measured with before-and-after standardized tests of English Language Arts, students who received glasses made gains, on average, equivalent to two to four additional months of learning time. VTL's program's impact was greater than more costly and challenging measures such as extending the school day, charter schools, or providing computers. Importantly, students who are often the hardest to help – students in the bottom quarter of their class academically, and students with learning differences and disabilities, showed the largest gains, equivalent to an additional four to six months of learning. For these students, the impact of receiving glasses exceeded all other interventions tested, even 1:1 tutoring.

The researchers tested the vision of more than 64,000 students and distributed more than 8,000 pairs of glasses. The VTL Baltimore partnership consists of the Johns Hopkins schools of Education and Medicine, Baltimore City Public Schools, the Baltimore City Health Department, eyewear brand Warby Parker, and VTL. Johns Hopkins President Ron Daniels said, "This study, led by world-class vision and education researchers from Hopkins, has proven our most fundamental assumption in launching Vision for Baltimore six years ago – that providing kids glasses in their schools will significantly improve academic success, and these results validate the dedication of all of the program's committed partners and looking forward, we hope to work with our state and city leaders to ensure that this impactful program has sustainable support and funding for years to come."

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: Screenings, Exams and Glasses Fittings delivered at school

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:
VTL screens every student in the school, this is the first visit. Students who are referred for an exam will have an exam onboard our mobile vision clinic, for a second visit. Children who are provided glasses will have a fitting at a dispensing event at school, which is a third visit.

Program Grade(s)

Check all that apply.

- All Grades
- Pre-K
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Program Target Students

Check all that apply.

- All Students
- Males
- Females
- Low-Income or Title I Schools
- Students with Disabilities
- Non-native English Speakers
- High School Students (Grades 9-12)
- Middle School Students (Grades 6-8)
- Elementary School Students (Grades K-5)
- Early Childhood Students (preK)
- Other:

Program Service Type

Select the primary area of impact for your service/program.

- Academic Enrichment or Tutoring (Reading/English, Math, Science, Social Studies)
- Arts & Cultural Enrichment
- Attendance and Truancy
- College & Career Readiness
- Dropout Prevention
- Financial Literacy
- Health/Nutrition/Fitness
- Leadership
- Mental and Behavioral Health
- Mentoring
- STEM
- Other:

CCSD Schools Served

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

- A.C. Corcoran Elementary
- Academic Magnet High
- Angel Oak Elementary
- Ashley River Creative Arts Elementary
- Baptist Hill Middle-High
- Belle Hall Elementary
- Buist Academy
- Burke High
- C.E. Williams Middle School for Creative and Scientific Arts
- Camp Road Middle
- Carolina Park Elementary
- Charles Pinckney Elementary
- Charleston County School of the Arts
- Charleston Progressive Academy
- Chicora Elementary
- Daniel Jenkins Academy
- Deer Park Middle
- Drayton Hall Elementary
- E.B. Ellington Elementary
- Early College High School
- Edith L. Frierson Elementary
- Edmund A. Burns Elementary
- Harbor View Elementary
- Haut Gap Middle
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- Hunley Park Elementary
- James B. Edwards Elementary
- James Island Elementary
- James Simons Montessori
- Jane Edwards Elementary
- Jennie Moore Elementary
- Jerry Zucker Middle School of Science
- Julian Mitchell Elementary
- Ladson Elementary
- Laing Middle
- Lambs Elementary
- Laurel Hill Primary
- Liberty Hill Academy
- Lucy Beckham High
- Malcolm C. Hursey Montessori
- Mamie P. Whitesides Elementary
- Mary Ford Early Learning and Family Center
- Matilda Dunston Elementary
- Meeting Street Elementary at Brentwood
- Meeting Street Elementary at Burns
- Memminger Elementary
- Midland Park Primary
- Military Magnet Academy
- Minnie Hughes Elementary
- Montessori Community School
- Morningside Middle
- Moultrie Middle
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- Mt. Pleasant Academy
- Mt. Zion Elementary
- Murray LaSaine Montessori
- North Charleston Creative Arts Elementary
- North Charleston Elementary
- North Charleston High
- Northwoods Middle
- Oakland Elementary
- Pepperhill Elementary
- Pinehurst Elementary
- R.B. Stall High
- Sanders-Clyde Elementary
- Septima P. Clark Corporate Academy
- Simmons-Pinckney Middle
- Springfield Elementary
- St. Andrew's School of Math and Science
- St. James-Santee Elementary-Middle
- St. John's High
- Stiles Point Elementary
- Stono Park Elementary
- Sullivan's Island Elementary
- Thomas C. Cario Middle
- Turning Point Academy
- W.B. Goodwin Elementary
- Wando High
- West Ashley High
- Cooper River CAS
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- East Cooper CAS
- West Ashley CAS
- West Ashley Head Start
- Virtual Academy
- Allegro Charter School for Music
- Carolina Voyager Charter School
- Charleston Charter for Math and Science
- Charleston Development Academy
- East Cooper Montessori Charter School
- Greg Mathis Charter High School
- James Island Charter High School
- Orange Grove Elementary Charter School
- Pattison's Academy for Comprehensive Education

Students Served

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

6300

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.

Ellen Nitz, CCSD Director of Nursing Services

Program Need

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

One in four children need glasses to read a book, see the board, or participate in class. In underserved communities, 95% of kids who need glasses do not have them. Students with uncorrected vision problems often avoid reading, suffer headaches, and have trouble focusing in class, as 80% of learning during a child's first 12 years is visual. Students with uncorrected vision problems are more likely to fail at least one grade, less likely to read at grade level by third grade – a milestone critical to preventing dropout – and more likely to engage in antisocial and delinquent behavior. Up to 70% of juvenile offenders have uncorrected vision issues. Access rates to vision care reveal significant inequities: inadequate refractive correction is significantly greater among Hispanic and Black youth. Health care inequities and lack of access to vision care are most pronounced in underserved communities. According to the Campaign for Educational Equity, "Low-income minority youth appear to suffer from a disproportionately high prevalence of educationally relevant vision problems and are clearly at high risk for inadequate treatment of vision problems." These baseline access issues have been exacerbated by the COVID-19 public health emergency, during which rates for routine screenings for children, including vision screenings, declined significantly and continue to lag behind prior years. Families in underserved communities face multiple barriers to access: lack of awareness about the importance of and need for vision care, a shortage of low-cost optometric providers who accept Medicaid in low-income communities, a lack of transportation options, the inability of parents to take time off from work and misunderstanding about cost. Students need our help now more than ever. Data issued by the Centers for Medicare and Medicaid Services (CMS) highlights an unprecedented decline in services used by children covered by Medicaid and the Children's Health Insurance Program (CHIP) during the pandemic. Students have lost critical learning time, and more families have slipped into poverty during the COVID-19 shutdowns. In addition, a January 2021 study of over 120,000 children published in JAMA Ophthalmology found the prevalence of near-sightedness had increased up to 3 times in children aged 6 to 8 years during the COVID-19 quarantine.

How was the need(s) identified?

The need for the Vision To Learn program was first identified by our founder, philanthropist Austin Beutner, after an educator friend told him, "about 15 percent of the kids in public schools can't see the board." Beutner realized that a pervasive lack of glasses was a significant hurdle to student success, that the problem is one of access, and that the solution was to send mobile vision clinics to schools. VTL helped the first child in Los Angeles at Napa Valley Elementary on March 27, 2012. As for identifying the specific need in CCSD, Vision To Learn estimates that greater than 7,000 students in Charleston County Title 1 schools lack the vision care and glasses they need to succeed. VTL's internal data of over 1.5 million vision screenings and over 300,000 eye exams shows that 25-35% of kids in high-need schools (defined as at least 50% or above FRLP) will fail a vision screening and require an eye exam, and that of those, 80% will require glasses. We calculate the total need in an area by taking the total FRLP population (more than 22,000 students in Charleston, according to the National Center for Education Statistics, 2018) and multiplying by the average VTL screening fail rate (in this case 32%). That means that over 7,000 Charleston students will likely fail their vision screening and require an eye exam but will lack access to vision care. In addition, the Director of Nursing Services for CCSD surveyed 92 school nurses in the district to prepare for our Charleston launch. 86 of 90 respondents indicated that mobile vision services that provide free eye exams and glasses at school will benefit students in the schools we represent. Additionally, 98% of the nurses indicated that they conduct vision screenings and refer to a vision specialist for further evaluation. When asked to identify barriers preventing families from accessing care with a vision specialist after a referral, 71% checked transportation, 72% lacked money, and 72% lacked knowledge regarding access to care. The VTL model solves these healthcare access issues by bringing free services directly to children in school.

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?

To evaluate the success of our program, Vision To Learn will measure the number of students provided basic vision care. Vision To Learn tracks vision screenings, eye exams, glasses dispensed, and vision correction in a secure, cloud-based Electronic Medical Records (EMR) database, updated in real time by optometric staff in our mobile clinics. Program data is used to support reporting requirements to our funders and as well as internally against geographic goals for numbers of exams and glasses provided across all our clinics operating in the region. VTL's EMR tracks results by student, mobile clinic, school district, and geographic area, which means we can report outcomes and exact number of children served through CCSD ESSER funding.

If you would like to share recent outcomes data, please upload a very brief executive summary.

 JHU Press Relea...

Program Funding

Program Budget

What is the anticipated cost (your anticipated budget) to operate your program? If there is no cost, please indicate \$0.

\$442,071

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?

Vision To Learn is requesting funding of 50% of the cost to provide all CCSD students who lack access to vision care with screenings/exams/glasses commencing with the 2022-23 school year and ending on December 31, 2024. Specifically, our request for funding is as follows: – SY 2022- 23 – Total Project 2,000 CCSD exams @ \$150 per exam = \$300,000; 50% supported by CCSD ESSER = \$150,000 request – SY 2023-24 – Total Project 2,000 CCSD exams @ \$150 per exam = \$300,000; 50% supported by CCSD ESSER = \$150,000 request – Fall 2024 – Total CCSD Project 1,000 exams @ \$150 per exam = \$150,000; 50% supported by CCSD = \$75,000 request Total CCSD ESSER Request: \$375,000 CCSD Exams Total: 5,000 (7,000 counting those provided in 2021-22) CCSD Exams Directly Supported through ESSER Request: 2,500 Note when Vision To Learn is asked to provide invoices, we typically do so for each school year at the start of that fiscal year (so July 1, 2022 for SY 2022-23, etc) and request payment in advance of the school year. These payments are restricted to use in the manner described in the proposal. At the end of the school year we would provide a funding report detailing performance against the screening, exam, and glasses projections for CCSD approval. Unused funds can be rolled forwards such that We hope this is acceptable, but please let us know.

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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.

Vision To Learn is fortunate to have a strong partnership with CCSD already, including a MOU and the tireless support of CCSD Nursing led by Ellen Nitz and Allison Wukovitz, with support for the effort from Jeff Borowy, CCSD Chief Operating Officer. CCSD nurses have been instrumental in distributing VTL informational flyers and opt-out consent forms, providing to-be-examined lists once students who need exams are identified by VTL through vision screenings, and facilitating our screening, exam, and dispensing days on-site. School principals and administrator have also helped ensure exam days in particular operate smoothly and that students are brought to the clinic in an efficient manner to maximize the number of children helped.

In addition, Director of Communication Andy Pruitt has been very helpful by facilitating legal approval of the VTL media release form, and by working with us to support our efforts at our dispensing event with Superintendent Gerrita Postlewait, the MUSC Catalyst article photo shoot, and the Post & Courier article interview and photo shoot with Health and Science reporter Lauren Sausser. In addition, we have been notified that we will be able to reach out to Chief of Staff Erica Taylor for a letter of support from CCSD. These events and communications are key to building community support and legislative momentum, and CCSD, particularly Sanders Clyde Elementary Principal Janice Malone and her staff, have been a terrific partner to VTL.

An exciting development is the affiliation between Vision To Learn and the Medical University of SC (MUSC) Health, MUSC Children's Health, and MUSC Storm Eye Institute to provide continuity of care for students who need specialist eye care. Together with Dr. Andrew Eiseman, VTL and CCSD Nursing are creating a referral process so children with potentially serious eye disease are made aware of local optometrists and specialists who can help them.

Together we are creating a parent consent form that will allow specialists to be given the basic exam information from the VTL optometrist to support an informed follow-up appointment. If the parent chooses to take their CCSD child to MUSC, the Storm Eye Institute has six pediatric ophthalmologists as well as pediatric optometrists who will provide access to appointments without a prolonged waiting period. These specialist visits will be conducted for very low or no out of pocket expense for families, and MUSC is working on creating an outreach coordinator position that will facilitate these visits with parents.

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

← South Carolina B...

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?

Charleston Launch – Legislative Context

Currently Vision To Learn has a one-year waiver from the State Legislature allowing us to operate at South Carolina schools, as state law holds that mobile optometry may only operate in front of a licensed health facility. A SC Senate-sponsored proviso in the fiscal 2022 SC budget provided Vision To Learn a one-year exclusion, allowing us to operate from 7/15/21 until 6/30/22. We are working to pass a permanent change to the law in the 2022 Legislative Session allowing non-profit mobile optometry clinics to help students at Title 1 schools, in order to continue to operate beyond 6/30/22. This bill was unable to be passed earlier due to the pandemic. We strongly anticipate passage in 2022, since by then up to 2,000 children who needed exams and 1,600 who needed glasses but did not have them will have been helped by Vision To Learn and the benefits of the Charleston program will be directly evident.

In addition, we have received a steady stream of positive press in the Post & Courier, letters to the editor, and donations small and large that express deep support for our work in the Charleston community. Together with CCSD Nursing, we are planning a celebratory launch event (likely in November at a CCSD elementary school) where legislators will see first-hand the transformative effects of glasses for children and have a chance to put the glasses on the students themselves. We have invited both US Senator Tim Scott and Governor Henry McMaster (who supported our legislative exclusion earlier this year) and have received positive indications that they may attend.

We hope Vision To Learn is fortunate enough to receive CCSD ESSER funding. We also understand that use of this funding after June 2022 is subject to passing the bill described above.

National Acknowledgement of the Benefits of our Program

VTL has been commended extensively for its programmatic impact, recognized as a “Pacesetter Program” by the Campaign for Grade-Level Reading. This distinction reflects VTL’s contribution to improving students’ academic achievement and life prospects. “Because of VTL, the prospects for these children, like the words they now see on the page, are clearer and brighter,” said Ralph Smith, managing director of the GLR campaign. Similarly, Learn4Life recognized VTL as a “Bright Spot” and described VTL’s service as a “critical factor” in helping students achieve 3rd-grade reading proficiency. In May 2019, U.S. Senators Chris Coons (D-CT) and Joni Ernst (R-IA) presented a bipartisan Senate resolution (S.R. 222) recognizing VTL in Washington D.C.; 43 U.S. Senators co-signed this resolution. The Washington Post, PBS, NBC Nightly News, and ESPN have all recognized the impact of our work for children in need.

In closing, we are grateful for the opportunity to apply for CCSD-ESSER funds at this critical time when children will so benefit from the provision of eye exams and glasses. We hope we have conveyed how our program supports the students who CCSD, through ESSER funding, most wants to help. Vision To Learn has a proven model to help students most severely impacted by the COVID-19 pandemic. Our program helps to close education and health equity gaps for children and communities that have suffered the most because of longstanding inequities that the pandemic has exacerbated. Thank ou and we look forward to your response.

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